Proclamation 2022 Report of New Content

This report contains the new content that was reviewed and approved by the state review panels. The 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: TEACHER'S EDITION Texas Health Skills for Middle School

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 239

Location: Develop Your Skills #22

Original Text: "Consider examples of processed foods you can replace with fresh options."

Updated Text: "Investigate how replacing processed foods with fresh options can help improve your family's nutrition."

Component: *SPANISH OT Habilidades de salud de Texas en la escuela intermedia*

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 246

Location: Second paragraph on page, last sentence

Original Text: "Estas pautas recomiendan que los niños y los adolescentes que tengan entre 6 y 17 años"

Updated Text: "Estas pautas también son promovidas por los CDC y recomiendan que los niños y los adolescentes que tengan entre 6 y 17 años"

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): 247

Location: Lesson 8.1 Review #3

Original Text: "According to the *Physical Activity Guidelines for Americans*, how much activity should children and teens engage in each day?

Updated Text: "According to the CDC and HHS Physical Activity Guidelines for Americans, how much activity should children and teens engage in each day?

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 246

Location: Second paragraph on page, last sentence

Original Text: "These guidelines recommend that children and teens ages 6-17"

Updated Text: "These guidelines are also promoted by the CDC and they recommend that children and teens ages 6-17"

Component: *SPANISH OT Habilidades de salud de Texas en la escuela intermedia*

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 247

Location: Revisión de la lección 8.1, #3

Original Text: "Según las *Pautas de Actividad Física para Estadounidenses*, ¿cuánta actividad deben realizar los niños y los adolescentes cada día?"

Updated Text: "Según las Pautas de Actividad Física para Estadounidenses de los CDC y el HHS, ¿cuánta actividad deben realizar los niños y los adolescentes cada día?"

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): 271

Location: Develop Your Skills #20

Original Text: "Make sure your goals meet the *Physical Activity Guidelines for Americans*. Dispolay your goals in a visible place in your house."

Updated Text: "Make sure your goals meet the CDC and HHS Physical Activity Guidelines for Americans. Dispolay your goals in your house."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 247

Location: Lesson 8.1 Review #3

Original Text: "According to the *Physical Activity Guidelines for Americans*, how much activity should children and teens engage in each day?

Updated Text: "According to the CDC and HHS Physical Activity Guidelines for Americans, how much activity should children and teens engage in each day?

Component: *SPANISH OT Habilidades de salud de Texas en la escuela intermedia*

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 271

Location: Desarrolla tus habilidades #20

Original Text: "Asegúrate de que tus metas cumplan las *Pautas de Actividad Física para Estadounidenses*. Pon las metas en un lugar visible de tu casa."

Updated Text: "Asegúrate de que tus metas cumplan las Pautas de Actividad Física para Estadounidenses de los CDC y el HHS. Pon las metas en tu casa."

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): 353

Location: Figure 11.7

Original Text: [image of highlighters of various colors]

Updated Text: [image removed]

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 271

Location: Develop Your Skills #20

Original Text: "Make sure your goals meet the *Physical Activity Guidelines for Americans*. Dispolay your goals in a visible place in your house."

Updated Text: "Make sure your goals meet the CDC and HHS Physical Activity Guidelines for Americans. Dispolay your goals in your house."

Component: *SPANISH OT Habilidades de salud de Texas en la escuela intermedia*

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Figura 11.7

Original Text: [image of highlighters of various colors]

Updated Text: [image removed]

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): 353

Location: Last paragraph

Original Text: "Using inhalants–even once–can cause death due to heart failure or suffocation."

Updated Text: "Using inhalants–even once–can cause death due to heart failure or suffocation. Using or misusing these substances to get high, even if they are commonly found in your home, can result in legal consequences like fines, community service, and jail time."

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): 353

Location: Hands-On Activity

Original Text: "In small groups, choose one of the drugs described in Lesson 11.2. Research how this drug can negatively affect social, mental and emotional, and physical health, along with the monetary costs of the drug or addiction over time and the legal consequences of use or possession of drugs. Identify how that drug can affect unsafe situations and risky behaviors."

Updated Text: "In small groups, choose one of the drugs or other substances, such as spray paint or toxic markers, described in Lesson 11.2. Research how this drug or substance can negatively affect social, mental and emotional, and physical health, along with the monetary costs of the drug or addiction over time and the legal consequences of use or possession of drugs or other substances. Identify how that drug or substance can affect unsafe situations and risky behaviors."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Figure 11.7

Original Text: [image of highlighters of various colors]

Updated Text: [image removed]

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Last paragraph

Original Text: "El uso de inhalantes, aunque sea una sola vez, puede causar la muerte por insuficiencia cardíaca o asfixia."

Updated Text: "El uso de inhalantes, aunque sea una sola vez, puede causar la muerte por insuficiencia cardíaca o asfixia. Usar o usar indebido de estas sustancias para drogarse, incluso si se encuentran comúnmente en su hogar, puede resultar en consecuencias legales como multas, servicio comunitario y tiempo en la cárcel."

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): 408

Location: Last sentence of first paragraph under Weapons Safety and second paragraph

Original Text: "Accidents involving weapons can seriously injure or kill someone.
To help prevent accidents in homes that contain weapons, adults should keep guns and other weapons locked in a safe place that is out of reach of children. When storing a gun, adults should remove the ammunition (bullets) and keep it in another locked place away from the gun. It is important to comply with any rules prohibiting the possession and improper use of weapons, including in homes, schools, and public places."

Updated Text: "Improper use of weapons can seriously injure or kill someone. To help prevent injuries from improper use of weapons, adults should keep guns and other weapons locked in a safe place that is out of reach of children. When storing a gun, adults should remove the ammunition (bullets) and keep it in another locked place away from the gun. It is important to comply with any rules prohibiting the possession and improper use of weapons, including in homes, schools, and public places. Legal consequences for improper use of a weapon can include fines and jail time."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Last paragraph

Original Text: "Using inhalants–even once–can cause death due to heart failure or suffocation."

Updated Text: "Using inhalants–even once–can cause death due to heart failure or suffocation. Using or misusing these substances to get high, even if they are commonly found in your home, can result in legal consequences like fines, community service, and jail time."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Actividad práctica

Original Text: "En grupos pequeños, elige una de las drogas descritas en la Lección 11.2. Investiga cómo esta droga puede afectar negativamente la salud social, mental, emocional y física, junto con los costos económicos de la droga o la adicción a lo largo del tiempo y las consecuencias legales. Averigua las consecuencias legales del consumo o la posesión de drogas. Identifica cómo esa droga puede afectar las situaciones peligrosas y los comportamientos riesgosos. "

Updated Text: "En grupos pequeños, elige una de las drogas u otras sustancias, como pintura en aerosol o marcardores tóxicos, descritas en la Lección 11.2. Investiga cómo esta droga o sustancia puede afectar negativamente la salud social, mental, emocional y física, junto con los costos económicos de la droga o la adicción a lo largo del tiempo y las consecuencias legales. Averigua las consecuencias legales del consumo o la posesión de drogas u otras sustancias. Identifica cómo esa droga o sustancia puede afectar las situaciones peligrosas y los comportamientos riesgosos. "

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): 419

Location: Last sentence on page

Original Text: "They can give you advice about how to stay safe."

Updated Text: "They can give you advice about how to maintain your personal safety."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Hands-On Activity

Original Text: New Content

Updated Text: "In small groups, choose one of the drugs or other substances, such as spray paint or toxic markers, described in Lesson 11.2. Research how this drug or substance can negatively affect social, mental and emotional, and physical health, along with the monetary costs of the drug or addiction over time and the legal consequences of use or possession of drugs or other substances. Identify how that drug or substance can affect unsafe situations and risky behaviors."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 408

Location: Last sentence of first paragraph and second paragraph under "Armas y seguridad"

Original Text: "El uso de inhalantes, aunque sea una sola vez, puede causar la muerte por insuficiencia cardíaca o asfixia."

Updated Text: "El uso inadecuado de armas puede causar lesiones graves o incluso la muerte. Para prevenir lesiones por el uso inadecuado de armas, los adultos deben guardar las pistolas y las armas de fuego en un lugar seguro que esté fuera del alcance de los niños. Antes de guardar las armas de fuego, los adultos deben retirar la munición (balas) y guardarla en un lugar separado y cerrado que esté lejos de las armas. Es importante cumplir con las reglas que prohíban la posesión y el uso inadecuado de armas, incluso en las casas, las escuelas y los lugares públicos. Las consecuencias legales por el uso indebido de armas pueden incluir multas y encarcelamiento."

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

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Link to Current Content: View Current Content

Current Page Number(s): 421

Location: Second to last sentence on page

Original Text: "Getting advice about a decision you have to make or feedback about an idea for solving a problem can help you make sure you make a healthy choice."

Updated Text: "Getting advice about a decision you have to make or feedback regarding the use of problem-solving skills related to personal safety can help you make sure you make a healthy choice."

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ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 408

Location: Last sentence of first paragraph under Weapons Safety and second paragraph

Original Text: "Accidents involving weapons can seriously injure or kill someone.
To help prevent accidents in homes that contain weapons, adults should keep guns and other weapons locked in a safe place that is out of reach of children. When storing a gun, adults should remove the ammunition (bullets) and keep it in another locked place away from the gun. It is important to comply with any rules prohibiting the possession and improper use of weapons, including in homes, schools, and public places."

Updated Text: "Improper use of weapons can seriously injure or kill someone. To help prevent injuries from improper use of weapons, adults should keep guns and other weapons locked in a safe place that is out of reach of children. When storing a gun, adults should remove the ammunition (bullets) and keep it in another locked place away from the gun. It is important to comply with any rules prohibiting the possession and improper use of weapons, including in homes, schools, and public places. Legal consequences for improper use of a weapon can include fines and jail time."

Component: *SPANISH OT Habilidades de salud de Texas en la escuela intermedia*

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 419

Location: Last sentence on page

Original Text: "Ellos pueden darte consejos para mantenerte seguro."

Updated Text: "Ellos pueden darte consejos para mantenerte su seguridad personal."

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): 441

Location: Develop Your Skills #20

Original Text: "One day, this person sends the following message to you. How would you respond to protect your personal safety?
You are amazing. Tell me more about yourself. I want to know everything about you."

Updated Text: "One day, this person sends the following inappropriate message to you. What strategies can you use to protect your personal safety? You are amazing. Where do you live? I want to know everything about you."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 419

Location: Last sentence on page

Original Text: "They can give you advice about how to stay safe."

Updated Text: "They can give you advice about how to maintain your personal safety."

Component: *SPANISH OT Habilidades de salud de Texas en la escuela intermedia*

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 421

Location: Second to last sentence on page

Original Text: "Recibir consejos sobre una decisión que debes tomar u opiniones sobre una idea para resolver un problema puede ayudarte a asegurar que tu elección sea saludable."

Updated Text: "Recibir consejos sobre una decisión que debes tomar u opiniones sobre el uso de habilidades para resolver problemas relacionadas con la seguridad personal puede ayudarte a asegurar que tu elección sea saludable."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 441

Location: Desarrolla tus habilidades #20

Original Text: "Un día, esta persona te envía el siguiente mensaje. ¿Cómo le responderías para proteger tu seguridad? Eres increíble. Cuéntame más de ti. Quiero saber todo sobre ti."

Updated Text: "Un día, esta persona te envía el siguiente mensaje inapropiado. ¿Qué estrategias puede utilizar para proteger tu seguridad personal? Eres increíble. ¿Donde vives? Quiero saber todo sobre ti."

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): 513

Location: Think Critically #14

Original Text: New Content

Updated Text: "How are social groups and peers important to social and mental health and wellness?"

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 421

Location: Second to last sentence on page

Original Text: "Getting advice about a decision you have to make or feedback about an idea for solving a problem can help you make sure you make a healthy choice."

Updated Text: "Getting advice about a decision you have to make or feedback regarding the use of problem-solving skills related to personal safety can help you make sure you make a healthy choice."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 513

Location: Piensa de forma crítica, #14

Original Text: "¿De qué manera son importantes los grupos sociales y los pares para la salud mental y social?"

Updated Text: "¿De qué manera son importantes los grupos sociales y los pares para la salud y bienestar mental y social?"

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: Hands-On Activity

Original Text: "Search online for a reliable article about an act of violence that influenced your community. Read the article and identify the risk factors that led to violence and the type of violence. With a partner, describe how the violence affected the person who experienced violence, the person who behaved violently, and the community. Share this summary with the class and lead a discussion about what could have prevented the violence and what the benefits would be of avoiding the violence."

Updated Text: "Search online for a reliable article about an act of violence, improper use of weapons, or human trafficking in your community. Read the article and identify the risk factors that led to the incident. With a partner, describe how the incident affected the people involved, and the community. Share this summary with the class and lead a discussion about what could have prevented the incident and what the benefits would be of avoiding the this type of incident."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 441

Location: Develop Your Skills #20

Original Text: New Content

Updated Text: "One day, this person sends the following inappropriate message to you. What strategies can you use to protect your personal safety?
You are amazing. Where do you live? I want to know everything about you."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 542

Location: Actividad práctica

Original Text: "Busca en fuentes confiables en línea un artículo sobre un acto de violencia que influyó en tu comunidad. Lee el artículo e identifica los factores de riesgo que causaron la violencia y el tipo de violencia. Con un compañero, describe cómo la violencia afectó a la persona que la padeció, a la persona que actuó de forma violenta y a la comunidad. Comparte este resumen con el resto de la clase y comienza una conversación sobre cómo podría haberse prevenido la violencia y qué podría ser los beneficios de evitar la violencia."

Updated Text: "Busca en fuentes confiables en línea un artículo sobre un acto de violencia, uso indebido de armas o trata de personas en tu comunidad. Lee el artículo e identifica los factores de riesgo que causaron el incidente. Con un compañero, describe cómo el incidente afectó a las personas que las padeció y a la comunidad. Comparte este resumen con el resto de la clase y comienza una conversación sobre cómo podría haberse prevenido el incidente y qué podría ser los beneficios de evitar este tipo de incidente."

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): 545

Location: Develop Your Skills #23

Original Text: "Your role play should resolve the conflict healthfully and should include the use of assertive communication skills. It should confront and address the violence in a way that ensures everyone's safety physically, socially, and mentally and clearly discourages the behavior. As you develop the role play, pay attention to each team member's verbal and nonverbal communication. If someone is uncomfortable, show empathy and rework the role play. Enlist the help of your teacher as a mediator, if needed, and perform the role play for the class."

Updated Text: "Your role play should resolve the conflict healthfully and should include the use of assertive communication and mediation skills. It should confront and address the violence in a way that ensures everyone's safety physically, socially, and mentally, demonstrates the help of a mediator, and clearly discourages the behavior. As you develop the role play, pay attention to each team member's verbal and nonverbal communication. If someone is uncomfortable, show empathy and rework the role play. Perform the role play for the class."

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): 183

Location: First paragraph under Protective Factors

Original Text: "Professional help greatly reduces the risk of suicide. Suicide risk is also reduced by having easy access to a variety of clinical interventions."

Updated Text: "Professional help greatly reduces the risk of self-harm and suicide. Suicide risk is also reduced by having easy access to a variety of clinical interventions. Finding alternative ways to process intense emotions like meditating or making art can protect against self-harm behaviors as well as suicide."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 513

Location: Think Critically #14

Original Text: "How are social groups and peers important to social and mental health?"

Updated Text: "How are social groups and peers important to social and mental health and wellness?"

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 545

Location: Desarrolla tus habilidades #23

Original Text: "La representación debe resolver el conflicto de manera saludable e incluir el uso de habilidades de comunicación asertiva. Debe enfrentar la violencia y lidiar con ella de una manera que garantice la seguridad física, social y mental de todos y disuada claramente al comporamiento. A medida que desarrollan la representación, presten atención a la comunicación verbal y no verbal de los miembros del equipo. Si alguien se siente incómodo, muestren empatía y vuelvan a trabajar en la obra. Soliciten la ayuda del docente como un mediador, si la necesitan, y presenten la representación frente a la clase."

Updated Text: "La representación debe resolver el conflicto de manera saludable e incluir el uso de habilidades de comunicación asertiva y mediación. Debe enfrentar la violencia y lidiar con ella de una manera que garantice la seguridad física, social y mental de todos, demuestre la ayuda de un mediador y disuada claramente al comporamiento. A medida que desarrollan la representación, presten atención a la comunicación verbal y no verbal de los miembros del equipo. Si alguien se siente incómodo, muestren empatía y vuelvan a trabajar en la obra. Presenten la representación frente a la clase."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 183

Location: First paragraph under "Factores protectores"

Original Text: "La ayuda profesional reduce en gran parte el riesgo de suicidio. También se reduce el riesgo de suicidio cuando se tiene fácil acceso a una variedad de intervenciones clínicas."

Updated Text: "La ayuda profesional reduce en gran parte el riesgo de autolesión y suicidio. También se reduce el riesgo de suicidio cuando se tiene fácil acceso a una variedad de intervenciones clínicas. Encontrar formas alternativas de procesar emociones intensas como meditar o hacer arte puede proteger contra comportamientos de autolesión y suicidio"

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

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Link to Current Content: View Current Content

Current Page Number(s): 212

Location: Limit Added Sugars, Saturated Fats, and Sodium section

Original Text: "To compare, most people in the United States consume more than 3,400 milligrams each day."

Updated Text: "To compare, most people in the United States consume more than 3,400 milligrams each day. Highly processed or commercially prepared foods are common sources of added sugars, saturated fats, and sodium and can increase the risk for diabetes, heart disease, and cancer. Preparing fresh or minimally processed food can reduce the amount of added sugars, saturated fats, and sodium a person consumes."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 542

Location: Hands-On Activity

Original Text: "Search online for a reliable article about an act of violence that influenced your community. Read the article and identify the risk factors that led to violence and the type of violence. With a partner, describe how the violence affected the person who experienced violence, the person who behaved violently, and the community. Share this summary with the class and lead a discussion about what could have prevented the violence and what the benefits would be of avoiding the violence."

Updated Text: "Search online for a reliable article about an act of violence, improper use of weapons, or human trafficking in your community. Read the article and identify the risk factors that led to the incident. With a partner, describe how the incident affected the people involved, and the community. Share this summary with the class and lead a discussion about what could have prevented the incident and what the benefits would be of avoiding the this type of incident."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: TEACHER'S EDITION Texas Health Skills for Middle School

Link to Current Content: View Current Content

Current Page Number(s): 183

Location: First paragraph under Protective Factors

Original Text: "Professional help greatly reduces the risk of suicide. Suicide risk is also reduced by having easy access to a variety of clinical interventions."

Updated Text: "Professional help greatly reduces the risk of self-harm and suicide. Suicide risk is also reduced by having easy access to a variety of clinical interventions. Finding alternative ways to process intense emotions like meditating or making art can protect against self-harm behaviors as well as suicide."

Component: *SPANISH OT Habilidades de salud de Texas en la escuela intermedia*

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 212

Location: Last sentence of "Limitación de azúcares añadidos, grasas saturadas y sodio" section

Original Text: "Para tener un punto de comparación, la mayoría de las personas en Estados Unidos consumen más de 3400 miligramos cada día."

Updated Text: "Para tener un punto de comparación, la mayoría de las personas en Estados Unidos consumen más de 3400 miligramos cada día. Los alimentos altamente procesados o preparados comercialmente son fuentes comunes de azúcares agregados, grasas saturadas y sodio y pueden aumentar el riesgo de diabetes, enfermedades cardíacas y cáncer. La preparación de alimentos frescos o mínimamente procesados puede reducir la cantidad de azúcares agregados, grasas saturadas y sodio que consume una persona "

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): 214

Location: Eating Healthy Meals Away from Home section

Original Text: "You can also make healthy food choices when eating away from home. Start by getting information about the nutrients in restaurant food. Many popular chain restaurants publish information about the nutrients and calories in their foods and beverages. People going out to eat can look up this information online and compare and contrast to make healthy food choices. Some companies that provide food for school lunches also provide nutrition information. You can use this information to make healthy choices. Remember to choose nutrient-dense food options in school."

Updated Text: "You can also make healthy food and beverage choices when eating away from home. Start by getting information about the nutrients in restaurant foods and beverages. Many popular chain restaurants publish information about the nutrients and calories in their foods and beverages. People going out to eat can look up this information online and compare and contrast to make healthy choices. Some companies that provide food and beverages for school lunches also provide nutrition information. You can use this information to make healthy choices. Remember to choose nutrient-dense food and beverage options in school."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

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Link to Current Content: View Current Content

Current Page Number(s): 545

Location: Develop Your Skills #23

Original Text: "Your role play should resolve the conflict healthfully and should include the use of assertive communication skills. It should confront and address the violence in a way that ensures everyone’s safety physically, socially, and mentally and clearly discourages the behavior. As you develop the role play, pay attention to each team member’s verbal and nonverbal communication. If someone is uncomfortable, show empathy and rework the role play. Enlist the help of your teacher as a mediator, if needed, and perform the role play for the class."

Updated Text: "Your role play should resolve the conflict healthfully and should include the use of assertive communication and mediation skills. It should confront and address the violence in a way that ensures everyone’s safety physically, socially, and mentally, demonstrates the help of a mediator, and clearly discourages the behavior. As you develop the role play, pay attention to each team member’s verbal and nonverbal communication. If someone is uncomfortable, show empathy and rework the role play. Perform the role play for the class."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 212

Location: Limit Added Sugars, Saturated Fats, and Sodium section

Original Text: "To compare, most people in the United States consume more than 3,400 milligrams each day."

Updated Text: "To compare, most people in the United States consume more than 3,400 milligrams each day. Highly processed or commercially prepared foods are common sources of added sugars, saturated fats, and sodium and can increase the risk for diabetes, heart disease, and cancer. Preparing fresh or minimally processed food can reduce the amount of added sugars, saturated fats, and sodium a person consumes."

Component: *SPANISH OT Habilidades de salud de Texas en la escuela intermedia*

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 214

Location: "Consumo de comidas saludables afuera del hogar" section

Original Text: "También puedes hacer elecciones de alimentos saludables cuando no comes en tu hogar. Empieza por conseguir información sobre los nutrientes y las calorías de los alimentos de los restaurantes. Muchas cadenas de restaurantes populares publican información sobre los nutrientes de sus alimentos y bebidas. Las personas que salen a comer pueden buscar esta información en línea y comparen y contrasten para hacer elecciones de alimentos saludables. Algunas empresas que brindan alimentos para los almuerzos escolares también ofrecen su información nutricional. Puedes usar esta información para hacer elecciones saludables. Recuerda elegir alimentos ricos en nutrientes en la escuela."

Updated Text: "También puedes hacer elecciones de alimentos y bebidas saludables cuando no comes en tu hogar. Empieza por conseguir información sobre los nutrientes y las calorías de los alimentos y las bebidas de los restaurantes. Muchas cadenas de restaurantes populares publican información sobre los nutrientes de sus alimentos y bebidas. Las personas que salen a comer pueden buscar esta información en línea y comparen y contrasten para hacer elecciones saludables. Algunas empresas que brindan alimentos y bebidas para los almuerzos escolares también ofrecen su información nutricional. Puedes usar esta información para hacer elecciones saludables. Recuerda elegir alimentos y bebidas ricos en nutrientes en la escuela."

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: Develop Your Skills #22

Original Text: "Consider examples of processed foods you can replace with fresh options."

Updated Text: "Investigate how replacing processed foods with fresh options can help improve your family's nutrition."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 214

Location: Eating Healthy Meals Away from Home section

Original Text: "You can also make healthy food choices when eating away from home. Start by getting information about the nutrients in restaurant food. Many popular chain restaurants publish information about the nutrients and calories in their foods and beverages. People going out to eat can look up this information online and compare and contrast to make healthy food choices.
Some companies that provide food for school lunches also provide nutrition information. You can use this information to make healthy choices. Remember to choose nutrient-dense food options in school."

Updated Text: "You can also make healthy food and beverage choices when eating away from home. Start by getting information about the nutrients in restaurant foods and beverages. Many popular chain restaurants publish information about the nutrients and calories in their foods and beverages. People going out to eat can look up this information online and compare and contrast to make healthy choices. Some companies that provide food and beverages for school lunches also provide nutrition information. You can use this information to make healthy choices. Remember to choose nutrient-dense food and beverage options in school."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 239

Location: Desarrolla tus habilidades #22

Original Text: "Considera ejemplos de alimentos procesados que puedas reemplazar con opciones de alimentos frescos."

Updated Text: "Investigue cómo reemplazar los alimentos procesados con opciones frescas puede ayudar a mejorar la nutrición de su familia."

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): 246

Location: Second paragraph on page, last sentence

Original Text: "These guidelines recommend that children and teens ages 6-17"

Updated Text: "These guidelines are also promoted by the CDC and they recommend that children and teens ages 6-17"

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): 214

Location: Eating Healthy Meals Away from Home section

Original Text: New Content

Updated Text: "You can also make healthy food and beverage choices when eating away from home. Start by getting information about the nutrients in restaurant foods and beverages. Many popular chain restaurants publish information about the nutrients and calories in their foods and beverages. People going out to eat can look up this information online and compare and contrast to make healthy choices.
Some companies that provide food and beverages for school lunches also provide nutrition information. You can use this information to make healthy choices. Remember to choose nutrient-dense food and beverage options in school."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 545

Location: Develop Your Skills #23

Original Text: New Content

Updated Text: "Your role play should resolve the conflict healthfully and should include the use of assertive communication and mediation skills. It should confront and address the violence in a way that ensures everyone's safety physically, socially, and mentally, demonstrates the help of a mediator, and clearly discourages the behavior. As you develop the role play, pay attention to each team member's verbal and nonverbal communication. If someone is uncomfortable, show empathy and rework the role play. Perform the role play for the class."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: TEACHER'S EDITION Texas Health Skills for Middle School

Link to Current Content: View Current Content

Current Page Number(s): 183

Location: First paragraph under Protective Factors

Original Text: New Content

Updated Text: "Professional help greatly reduces the risk of self-harm and suicide. Suicide risk is also reduced by having easy access to a variety of clinical interventions. Finding alternative ways to process intense emotions like meditating or making art can protect against self-harm behaviors as well as suicide."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 212

Location: Last sentence of "Limitación de azúcares añadidos, grasas saturadas y sodio" section

Original Text: New Content

Updated Text: "Para tener un punto de comparación, la mayoría de las personas en Estados Unidos consumen más de 3400 miligramos cada día. Los alimentos altamente procesados o preparados comercialmente son fuentes comunes de azúcares agregados, grasas saturadas y sodio y pueden aumentar el riesgo de diabetes, enfermedades cardíacas y cáncer. La preparación de alimentos frescos o mínimamente procesados puede reducir la cantidad de azúcares agregados, grasas saturadas y sodio que consume una persona "

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: Develop Your Skills #22

Original Text: New Content

Updated Text: "Investigate how replacing processed foods with fresh options can help improve your family's nutrition."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 212

Location: Limit Added Sugars, Saturated Fats, and Sodium section

Original Text: New Content

Updated Text: "To compare, most people in the United States consume more than 3,400 milligrams each day. Highly processed or commercially prepared foods are common sources of added sugars, saturated fats, and sodium and can increase the risk for diabetes, heart disease, and cancer. Preparing fresh or minimally processed food can reduce the amount of added sugars, saturated fats, and sodium a person consumes."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 214

Location: "Consumo de comidas saludables afuera del hogar" section

Original Text: New Content

Updated Text: "También puedes hacer elecciones de alimentos y bebidas saludables cuando no comes en tu hogar. Empieza por conseguir información sobre los nutrientes y las calorías de los alimentos y las bebidas de los restaurantes. Muchas cadenas de restaurantes populares publican información sobre los nutrientes de sus alimentos y bebidas. Las personas que salen a comer pueden buscar esta información en línea y comparen y contrasten para hacer elecciones saludables.
Algunas empresas que brindan alimentos y bebidas para los almuerzos escolares también ofrecen su información nutricional. Puedes usar esta información para hacer elecciones saludables. Recuerda elegir alimentos y bebidas ricos en nutrientes en la escuela."

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): 246

Location: Second paragraph on page, last sentence

Original Text: New Content

Updated Text: "These guidelines are also promoted by the CDC and they recommend that children and teens ages 6-17"

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 214

Location: Eating Healthy Meals Away from Home section

Original Text: New Content

Updated Text: "You can also make healthy food and beverage choices when eating away from home. Start by getting information about the nutrients in restaurant foods and beverages. Many popular chain restaurants publish information about the nutrients and calories in their foods and beverages. People going out to eat can look up this information online and compare and contrast to make healthy choices.
Some companies that provide food and beverages for school lunches also provide nutrition information. You can use this information to make healthy choices. Remember to choose nutrient-dense food and beverage options in school."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 239

Location: Desarrolla tus habilidades #22

Original Text: New Content

Updated Text: "Investigue cómo reemplazar los alimentos procesados con opciones frescas puede ayudar a mejorar la nutrición de su familia."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 246

Location: Second paragraph on page, last sentence

Original Text: New Content

Updated Text: "Estas pautas también son promovidas por los CDC y recomiendan que los niños y los adolescentes que tengan entre 6 y 17 años"

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): 247

Location: Lesson 8.1 Review #3

Original Text: New Content

Updated Text: "According to the CDC and HHS Physical Activity Guidelines for Americans, how much activity should children and teens engage in each day?

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 239

Location: Develop Your Skills #22

Original Text: New Content

Updated Text: "Investigate how replacing processed foods with fresh options can help improve your family's nutrition."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 247

Location: Revisión de la lección 8.1, #3

Original Text: New Content

Updated Text: "Según las Pautas de Actividad Física para Estadounidenses de los CDC y el HHS, ¿cuánta actividad deben realizar los niños y los adolescentes cada día?"

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): 271

Location: Develop Your Skills #20

Original Text: New Content

Updated Text: "Make sure your goals meet the CDC and HHS Physical Activity Guidelines for Americans. Dispolay your goals in your house."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 246

Location: Second paragraph on page, last sentence

Original Text: New Content

Updated Text: "These guidelines are also promoted by the CDC and they recommend that children and teens ages 6-17"

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 271

Location: Desarrolla tus habilidades #20

Original Text: New Content

Updated Text: "Asegúrate de que tus metas cumplan las Pautas de Actividad Física para Estadounidenses de los CDC y el HHS. Pon las metas en tu casa."

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): 353

Location: Figure 11.7

Original Text: [image of highlighters of various colors]

Updated Text: [image removed]

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 247

Location: Lesson 8.1 Review #3

Original Text: New Content

Updated Text: "According to the CDC and HHS Physical Activity Guidelines for Americans, how much activity should children and teens engage in each day?

Component: *SPANISH OT Habilidades de salud de Texas en la escuela intermedia*

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Figura 11.7

Original Text: [image of highlighters of various colors]

Updated Text: [image removed]

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): 353

Location: Last paragraph

Original Text: New Content

Updated Text: "Using inhalants–even once–can cause death due to heart failure or suffocation. Using or misusing these substances to get high, even if they are commonly found in your home, can result in legal consequences like fines, community service, and jail time."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 271

Location: Develop Your Skills #20

Original Text: New Content

Updated Text: "Make sure your goals meet the CDC and HHS Physical Activity Guidelines for Americans. Dispolay your goals in your house."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Last paragraph

Original Text: New Content

Updated Text: "El uso de inhalantes, aunque sea una sola vez, puede causar la muerte por insuficiencia cardíaca o asfixia. Usar o usar indebido de estas sustancias para drogarse, incluso si se encuentran comúnmente en su hogar, puede resultar en consecuencias legales como multas, servicio comunitario y tiempo en la cárcel."

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): 353

Location: Hands-On Activity

Original Text: New Content

Updated Text: "In small groups, choose one of the drugs or other substances, such as spray paint or toxic markers, described in Lesson 11.2. Research how this drug or substance can negatively affect social, mental and emotional, and physical health, along with the monetary costs of the drug or addiction over time and the legal consequences of use or possession of drugs or other substances. Identify how that drug or substance can affect unsafe situations and risky behaviors."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Figure 11.7

Original Text: [image of highlighters of various colors]

Updated Text: [image removed]

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Last paragraph

Original Text: New Content

Updated Text: "Using inhalants–even once–can cause death due to heart failure or suffocation. Using or misusing these substances to get high, even if they are commonly found in your home, can result in legal consequences like fines, community service, and jail time."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Actividad práctica

Original Text: New Content

Updated Text: "En grupos pequeños, elige una de las drogas u otras sustancias, como pintura en aerosol o marcardores tóxicos, descritas en la Lección 11.2. Investiga cómo esta droga o sustancia puede afectar negativamente la salud social, mental, emocional y física, junto con los costos económicos de la droga o la adicción a lo largo del tiempo y las consecuencias legales. Averigua las consecuencias legales del consumo o la posesión de drogas u otras sustancias. Identifica cómo esa droga o sustancia puede afectar las situaciones peligrosas y los comportamientos riesgosos. "

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): 408

Location: Last sentence of first paragraph under Weapons Safety and second paragraph

Original Text: New Content

Updated Text: "Improper use of weapons can seriously injure or kill someone.
To help prevent injuries from improper use of weapons, adults should keep guns and other weapons locked in a safe place that is out of reach of children. When storing a gun, adults should remove the ammunition (bullets) and keep it in another locked place away from the gun. It is important to comply with any rules prohibiting the possession and improper use of weapons, including in homes, schools, and public places. Legal consequences for improper use of a weapon can include fines and jail time."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 353

Location: Hands-On Activity

Original Text: New Content

Updated Text: "In small groups, choose one of the drugs or other substances, such as spray paint or toxic markers, described in Lesson 11.2. Research how this drug or substance can negatively affect social, mental and emotional, and physical health, along with the monetary costs of the drug or addiction over time and the legal consequences of use or possession of drugs or other substances. Identify how that drug or substance can affect unsafe situations and risky behaviors."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 408

Location: Last sentence of first paragraph and second paragraph under "Armas y seguridad"

Original Text: New Content

Updated Text: "El uso inadecuado de armas puede causar lesiones graves o incluso la muerte.
Para prevenir lesiones por el uso inadecuado de armas, los adultos deben guardar las pistolas y las armas de fuego en un lugar seguro que esté fuera del alcance de los niños. Antes de guardar las armas de fuego, los adultos deben retirar la munición (balas) y guardarla en un lugar separado y cerrado que esté lejos de las armas. Es importante cumplir con las reglas que prohíban la posesión y el uso inadecuado de armas, incluso en las casas, las escuelas y los lugares públicos. Las consecuencias legales por el uso indebido de armas pueden incluir multas y encarcelamiento."

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): 419

Location: Last sentence on page

Original Text: New Content

Updated Text: "They can give you advice about how to maintain your personal safety."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 408

Location: Last sentence of first paragraph under Weapons Safety and second paragraph

Original Text: New Content

Updated Text: "Improper use of weapons can seriously injure or kill someone.
To help prevent injuries from improper use of weapons, adults should keep guns and other weapons locked in a safe place that is out of reach of children. When storing a gun, adults should remove the ammunition (bullets) and keep it in another locked place away from the gun. It is important to comply with any rules prohibiting the possession and improper use of weapons, including in homes, schools, and public places. Legal consequences for improper use of a weapon can include fines and jail time."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 419

Location: Last sentence on page

Original Text: New Content

Updated Text: "Ellos pueden darte consejos para mantenerte su seguridad personal."

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): 421

Location: Second to last sentence on page

Original Text: New Content

Updated Text: "Getting advice about a decision you have to make or feedback regarding the use of problem-solving skills related to personal safety can help you make sure you make a healthy choice."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 419

Location: Last sentence on page

Original Text: New Content

Updated Text: "They can give you advice about how to maintain your personal safety."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 421

Location: Second to last sentence on page

Original Text: New Content

Updated Text: "Recibir consejos sobre una decisión que debes tomar u opiniones sobre el uso de habilidades para resolver problemas relacionadas con la seguridad personal puede ayudarte a asegurar que tu elección sea saludable."

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): 441

Location: Develop Your Skills #20

Original Text: New Content

Updated Text: "One day, this person sends the following inappropriate message to you. What strategies can you use to protect your personal safety?
You are amazing. Where do you live? I want to know everything about you."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 421

Location: Second to last sentence on page

Original Text: New Content

Updated Text: "Getting advice about a decision you have to make or feedback regarding the use of problem-solving skills related to personal safety can help you make sure you make a healthy choice."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 441

Location: Desarrolla tus habilidades #20

Original Text: New Content

Updated Text: "Un día, esta persona te envía el siguiente mensaje inapropiado. ¿Qué estrategias puede utilizar para proteger tu seguridad personal?
Eres increíble. ¿Donde vives? Quiero saber todo sobre ti."

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): 513

Location: Think Critically #14

Original Text: New Content

Updated Text: "How are social groups and peers important to social and mental health and wellness?"

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 441

Location: Develop Your Skills #20

Original Text: New Content

Updated Text: "One day, this person sends the following inappropriate message to you. What strategies can you use to protect your personal safety?
You are amazing. Where do you live? I want to know everything about you."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 513

Location: Piensa de forma crítica, #14

Original Text: New Content

Updated Text: "¿De qué manera son importantes los grupos sociales y los pares para la salud y bienestar mental y social?"

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: Hands-On Activity

Original Text: New Content

Updated Text: "Search online for a reliable article about an act of violence, improper use of weapons, or human trafficking in your community. Read the article and identify the risk factors that led to the incident. With a partner, describe how the incident affected the people involved, and the community. Share this summary with the class and lead a discussion about what could have prevented the incident and what the benefits would be of avoiding the this type of incident."

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): 183

Location: First paragraph under Protective Factors

Original Text: New Content

Updated Text: "Professional help greatly reduces the risk of self-harm and suicide. Suicide risk is also reduced by having easy access to a variety of clinical interventions. Finding alternative ways to process intense emotions like meditating or making art can protect against self-harm behaviors as well as suicide."

Component: ***TEACHER'S EDITION Texas Health Skills for Middle School***

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 513

Location: Think Critically #14

Original Text: New Content

Updated Text: "How are social groups and peers important to social and mental health and wellness?"

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 542

Location: Actividad práctica

Original Text: New Content

Updated Text: "Busca en fuentes confiables en línea un artículo sobre un acto de violencia, uso indebido de armas o trata de personas en tu comunidad. Lee el artículo e identifica los factores de riesgo que causaron el incidente. Con un compañero, describe cómo el incidente afectó a las personas que las padeció y a la comunidad. Comparte este resumen con el resto de la clase y comienza una conversación sobre cómo podría haberse prevenido el incidente y qué podría ser los beneficios de evitar este tipo de incidente."

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): 545

Location: Develop Your Skills #23

Original Text: New Content

Updated Text: "Your role play should resolve the conflict healthfully and should include the use of assertive communication and mediation skills. It should confront and address the violence in a way that ensures everyone's safety physically, socially, and mentally, demonstrates the help of a mediator, and clearly discourages the behavior. As you develop the role play, pay attention to each team member's verbal and nonverbal communication. If someone is uncomfortable, show empathy and rework the role play. Perform the role play for the class."

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ISBN: 9781683115267 (print) 9781683115380 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 212

Location: Limit Added Sugars, Saturated Fats, and Sodium section

Original Text: New Content

Updated Text: "To compare, most people in the United States consume more than 3,400 milligrams each day. Highly processed or commercially prepared foods are common sources of added sugars, saturated fats, and sodium and can increase the risk for diabetes, heart disease, and cancer. Preparing fresh or minimally processed food can reduce the amount of added sugars, saturated fats, and sodium a person consumes."

Component: *TEACHER'S EDITION Texas Health Skills for Middle School*

ISBN: 9781683115366 (ePub)

Link to Current Content: View Current Content

Current Page Number(s): 542

Location: Hands-On Activity

Original Text: New Content

Updated Text: "Search online for a reliable article about an act of violence, improper use of weapons, or human trafficking in your community. Read the article and identify the risk factors that led to the incident. With a partner, describe how the incident affected the people involved, and the community. Share this summary with the class and lead a discussion about what could have prevented the incident and what the benefits would be of avoiding the this type of incident."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 545

Location: Desarrolla tus habilidades #23

Original Text: New Content

Updated Text: "La representación debe resolver el conflicto de manera saludable e incluir el uso de habilidades de comunicación asertiva y mediación. Debe enfrentar la violencia y lidiar con ella de una manera que garantice la seguridad física, social y mental de todos, demuestre la ayuda de un mediador y disuada claramente al comporamiento. A medida que desarrollan la representación, presten atención a la comunicación verbal y no verbal de los miembros del equipo. Si alguien se siente incómodo, muestren empatía y vuelvan a trabajar en la obra. Presenten la representación frente a la clase."

Component: ***SPANISH OT Habilidades de salud de Texas en la escuela intermedia***

ISBN: 9781683115373

Link to Current Content: View Current Content

Current Page Number(s): 183

Location: First paragraph under "Factores protectores"

Original Text: New Content

Updated Text: "La ayuda profesional reduce en gran parte el riesgo de autolesión y suicidio. También se reduce el riesgo de suicidio cuando se tiene fácil acceso a una variedad de intervenciones clínicas. Encontrar formas alternativas de procesar emociones intensas como meditar o hacer arte puede proteger contra comportamientos de autolesión y suicidio"

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): 459

Location: Treating Substance Use, Addiction, and Misuse, first paragraph

Original Text: Some community resources, such as drug-related safe havens, offer a safe space and counseling.

Updated Text: Some community resources, such as drug-related safe havens, offer a safe space and counseling. Information about safe havens, getting help, and reporting drug-related behaviors can help people with a substance use disorder. Designing a public health information campaign about these topics can spread awareness to improve health behaviors.

Component: *SPANISH OT Habilidades de salud de Texas en la escuela secundaria*

ISBN: 9781683115427

Link to Current Content: View Current Content

Current Page Number(s): 459

Location: Tratar consumo, adicción y uso indebido de sustancias, first paragraph

Original Text: Algunos recursos comunitarios, como los refugios relacionados con problemas de consumo, ofrecen un espacio seguro y asesoramiento.

Updated Text: Algunos recursos comunitarios, como los refugios relacionados con problemas de consumo, ofrecen un espacio seguro y asesoramiento. La información sobre espacios seguros, obtener ayuda y denunciar comportamientos relacionados con las drogas puede ayudar a las personas con un trastorno por uso de sustancias. Diseñar una campaña de información de salud publica sobre estos temas puede generar conciencia para mejorar los comportamientos de salud.

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

ISBN: 9781683115311

Link to Current Content: View Current Content

Current Page Number(s): 465

Location: Hands-On Skills Activity

Original Text: Using your comic, create a public health information campaign about the dangers of medication and drug abuse. Your campaign might take the form of an audio recording or short film. In your campaign, summarize the story of your fictional teen and identify the consequences this teen experienced. Include information about getting help, reporting drug-related behavior, and safe havens.

Updated Text: Using your comic, create a public health information campaign about the dangers of medication and drug abuse, safe havens, getting help, and reporting drug-related behaviors. Your campaign might take the form of an audio recording or short film. In your campaign, summarize the story of your fictional teen and identify the consequences this teen experienced. The goal of your campaign should be to spread awareness and improve health behaviors.

Component: *SPANISH OT Habilidades de salud de Texas en la escuela secundaria*

ISBN: 9781683115427

Link to Current Content: View Current Content

Current Page Number(s): 465

Location: Actividad de habilidades prácticas

Original Text: Utilizando tu cómic, crea una campaña de información de salud pública sobre los peligros del abuso de medicamentos y drogas. Tu campaña puede ser mediante una grabación de audio o un cortometraje. En tu campaña, resume la historia de tu adolescente ficticio e identifica las consecuencias que experimentó este adolescente. Incluye información sobre cómo recibir ayuda, denunciar comportamientos relacionados con las drogas y lugares seguros.

Updated Text: Utilizando tu cómic, crea una campaña de información de salud pública sobre los peligros del abuso de medicamentos y drogas, los espacios seguros, obtener la ayuda y denunciar comportamientos relacionados con las drogas. Tu campaña puede ser mediante una grabación de audio o un cortometraje. En tu campaña, resume la historia de tu adolescente ficticio e identifica las consecuencias que experimentó este adolescente. El objetivo de su campaña debe ser difundir la conciencia y mejorar los comportamientos relacionados con la salud.

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

ISBN: 9781683115311

Link to Current Content: View Current Content

Current Page Number(s): 512

Location: Chapter 14 Skills Assessment, Critical Thinking Skills #12

Original Text: What strategies for choosing or returning to abstinence would work best for you? Why? Identify a trusted adult who could support you in your decision.

Updated Text: What strategies for choosing or returning to abstinence would work best for you? Why? Identify a trusted adult who could support you in your decision. What strategies could you use to build peer support for your decision?

Component: *SPANISH OT Habilidades de salud de Texas en la escuela secundaria*

ISBN: 9781683115427

Link to Current Content: View Current Content

Current Page Number(s): 512

Location: Capítulo 14 Evaluación de habilidades, Habilidades de pensamiento crítico #12

Original Text: ¿Qué estrategias para elegir o volver a la abstinencia te funcionarían mejor? ¿Por qué? Identifica a un adulto de confianza que pueda apoyarte en tu decisión.

Updated Text: ¿Qué estrategias para elegir o volver a la abstinencia te funcionarían mejor? ¿Por qué? Identifica a un adulto de confianza que pueda apoyarte en tu decisión. ¿Qué estrategias podría utilizar para generar apoyo de pares para su decisión?

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

ISBN: 9781683115311

Link to Current Content: View Current Content

Current Page Number(s): 531

Location: Sexual Assault section

Original Text: indecency with a child

Updated Text: indecency with a child, which includes any sexual contact with a child or inappropriate exposure

Component: *SPANISH OT Habilidades de salud de Texas en la escuela secundaria*

ISBN: 9781683115427

Link to Current Content: View Current Content

Current Page Number(s): 531

Location: Agresión sexual section

Original Text: indecencia con un niño

Updated Text: indecencia con un niño, que incluye cualquier contacto sexual con un niño o exposición inapropiada

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

ISBN: 9781683115311

Link to Current Content: View Current Content

Current Page Number(s): 765

Location: Real World Health Skills

Original Text: Using this textbook and outside valid and reliable resources, list the rights and responsibilities of a noncustodial parent, according to the laws in your state. Then, design an educational brochure outlining these rights and responsibilities. Include websites and resources a noncustodial parent could view for additional information.

Updated Text: Using this textbook and outside valid and reliable resources, analyze the rights and responsibilities of all parties involved in teen parenthood, according to the laws in your state. Then, design an educational brochure outlining these rights and responsibilities. Include websites and resources a parent could view for additional information.

Component: *SPANISH OT Habilidades de salud de Texas en la escuela secundaria*

ISBN: 9781683115427

Link to Current Content: View Current Content

Current Page Number(s): 765

Location: Mundo Real Habilidades sobre salud

Original Text: Usando este libro de texto y recursos externos válidos y confiables, enumera los derechos y responsabilidades de un padre sin custodia, de acuerdo con las leyes de tu estado. Luego, diseña un folleto educativo que describa estos derechos y responsabilidades. Incluye sitios web y recursos que un padre sin custodia podría ver para obtener información adicional.

Updated Text: Usando este libro de texto y recursos externos válidos y confiables, analice los derechos y responsabilidades todas de las partes involucradas en la paternidad adolescente, de acuerdo con las leyes de tu estado. Luego, diseña un folleto educativo que describa estos derechos y responsabilidades. Incluye sitios web y recursos que un padre podría ver para obtener información adicional.

Component: *Texas Health Skills for High School Instructor's Edition*

ISBN: 9781683115403

Link to Current Content: View Current Content

Current Page Number(s): 459

Location: Treating Substance Use, Addiction, and Misuse, first paragraph

Original Text: Some community resources, such as drug-related safe havens, offer a safe space and counseling.

Updated Text: Some community resources, such as drug-related safe havens, offer a safe space and counseling. Information about safe havens, getting help, and reporting drug-related behaviors can help people with a substance use disorder. Designing a public health information campaign about these topics can spread awareness to improve health behaviors.

Component: *Texas Health Skills for High School Instructor's Edition*

ISBN: 9781683115403

Link to Current Content: View Current Content

Current Page Number(s): 465

Location: Hands-On Skills Activity

Original Text: Using your comic, create a public health information campaign about the dangers of medication and drug abuse. Your campaign might take the form of an audio recording or short film. In your campaign, summarize the story of your fictional teen and identify the consequences this teen experienced. Include information about getting help, reporting drug-related behavior, and safe havens.

Updated Text: Using your comic, create a public health information campaign about the dangers of medication and drug abuse, safe havens, getting help, and reporting drug-related behaviors. Your campaign might take the form of an audio recording or short film. In your campaign, summarize the story of your fictional teen and identify the consequences this teen experienced. The goal of your campaign should be to spread awareness and improve health behaviors.

Component: *Texas Health Skills for High School Instructor's Edition*

ISBN: 9781683115403

Link to Current Content: View Current Content

Current Page Number(s): 512

Location: Chapter 14 Skills Assessment, Critical Thinking Skills #12

Original Text: What strategies for choosing or returning to abstinence would work best for you? Why? Identify a trusted adult who could support you in your decision.

Updated Text: What strategies for choosing or returning to abstinence would work best for you? Why? Identify a trusted adult who could support you in your decision. What strategies could you use to build peer support for your decision?

Component: *Texas Health Skills for High School Instructor's Edition*

ISBN: 9781683115403

Link to Current Content: View Current Content

Current Page Number(s): 531

Location: Sexual Assault section

Original Text: indecency with a child

Updated Text: indecency with a child, which includes any sexual contact with a child or inappropriate exposure

Component: ***Texas Health Skills for High School Instructor's Edition***

ISBN: 9781683115403

Link to Current Content: View Current Content

Current Page Number(s): 765

Location: Real World Health Skills

Original Text: Using this textbook and outside valid and reliable resources, list the rights and responsibilities of a noncustodial parent, according to the laws in your state. Then, design an educational brochure outlining these rights and responsibilities. Include websites and resources a noncustodial parent could view for additional information.

Updated Text: Using this textbook and outside valid and reliable resources, analyze the rights and responsibilities of all parties involved in teen parenthood, according to the laws in your state. Then, design an educational brochure outlining these rights and responsibilities. Include websites and resources a parent could view for additional information.

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 1, Lesson 1.4

Location: Between headings "Common Communicable Diseases and Their Treatment" and "Global Pandemics: The Case of COVID-19"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Vector-Borne Illness: Vector-borne illnesses are caused by mosquitoes, ticks, and fleas that spread pathogens. Depending on where you live determines which vector-borne disease may be most prevalent in your area. Throughout the United States the most common mosquito-borne diseases are the West Nile virus and Malaria and the most common tickborne diseases are Spotted Fever Rickettsiosis and Lyme Disease. Some of these diseases can cause long-term symptoms and can be passed from mother to fetus. To protect yourself wear long-sleeved shirts and pants, use an EPA-registered insect repellant containing DEET, stay out of tall grasses and bushes, and check your skin and scalp after being outside. Symptoms of vector-borne illnesses vary but may include fever, chills, headache, skin rash, nausea, difficulty breathing, racing heartbeat, vomiting, and swelling of your lips, tongue, or face. Always clean any bite with soap and water and rub with alcohol. Carefully remove ticks with tweezers. Always see a physician if you show symptoms like rash, swelling, vomiting, or other signs of communicable disease.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 1, Lesson 1.4

Location: Heading named "Healthy Living Skills," option called "Accessing Information"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Conduct research on the vector-borne illnesses in your area. Download onto your phone pictures of the mosquitoes and ticks that may bite you. Make a list of the items you need to protect yourself from being bitten. Make another list of the symptoms you should look for if you or someone else is bitten. Make sure to include treatment items in your hiking or camping gear.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 1, Lesson 1.2

Location: Heading named "Communicating Your Health Needs," second sentence

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: You may need to communicate about how you feel to your parent or guardian, or when you are at the doctor's office.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.1

Location: Heading named "Thinking Critically / Take It Home"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Take It Home: Talk to a family member about the OTC medications they take and the dangers of misusing them. Ask the family member if they have ever asked their doctor or a pharmacist about whether it is safe to take OTC medications with other medications they may be prescribed, including any additional dangers of misuse.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 1, Lesson 1.2

Location: Heading named "Communicating Your Health Needs," second PARAGRAH

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: There are a variety of communication skills that can help you make healthy decisions (figure 1.4). How you communicate will be different based on the situation you are in and what you are trying to achieve. Part of communicating your needs is to identify which communication skills you need in a given situation. For example, your opinions may differ from those of your parents or guardian, and you may need to try several communication skills to understand their perspective and to help them understand yours. It is also important to recognize that you can learn new ways to communicate and you can continue to improve your communication skills throughout your life.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.4

Location: Heading named "Thinking Critically / Take It Home"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Thinking Critically: Discuss with a classmate the short- and long-term health consequences of substance use disorders. Then discuss what your school does right now to help prevent substance use. If you don’t know what your school does, try to find out who would have that information. Discuss what you think your school should do to help prevent substance use.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 1, Lesson 1.2

Location: Heading named "Healthy Living Skills"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Healthy Communication: Think about a time you had something important to tell your parent guardian. It can be hard to talk to an adult sometimes and even harder to share your feelings. Using an I message can help you clearly say what you need to. Using the four I message steps write out something you want to tell your trusted adult.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.4

Location: Heading "Being Drug Free," third paragraph (second paragraph on second screen)

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Teens who have an adult to talk to about the dangers of substance use are much less likely to develop a substance use disorder. Be sure to always talk to a parent, guardian, or other trusted adult if you suspect someone you know is abusing drugs. Also talk about the mixed messages movies, TV shows, …

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Reproductive and Sexual Health Supplement, Lesson 3

Location: Heading named "Abstinence," third paragragh (second paragraph on second screen)

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Deciding whether you should be abstinent or sexually active is a big consideration, and, if you aren't sure about what to do, talking to your friends and trusted adults are great ideas. Your friends and the trusted adults in your life can help you understand the importance of the choices you make and how they can affect you potentially, now and in the future.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 3, Lesson 3.5

Location: Heading named "Making Healthy Decisions When Eating Out," special element named "Steps to a Healthy Decision," Step 2.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Step 2: Study the menu carefully to see whether healthier, lower-calorie options are available. Maybe there is a salad you can get instead of fries. Ask questions . . .

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 3, Lesson 3.2

Location: Heading named "Healthy Living Skills," subhead "Healthy Communication

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: How does the media influence your food choices? Describe a time when you made a less healthy choice because of an ad you saw. Then describe a time when you made a healthier choice because of an ad you saw. If a friend wanted to make a healthy food choice but was tempted to make a less healthy choice because of an ad, what could you say to help her make the healthier choice?

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 14, Lesson 14.1

Location: Heading named "Healthy Living Skills"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Promoting Good Health: Consider the ways in which technology may help or hinder physical activity levels in your community. Create a short public service announcement about what you find. Be sure to include ways to use technology to help people become and stay active so that you can positively impact the health of your community.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 9, Lesson 9.3

Location: Heading named "Cyberbullying," end of first paragraph

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Hurtful rumors, sharing another person’s private photos and messages, and other behaviors can spread especially fast among students at school as they check their phones throughout the day and chat in person about the messages.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 9, Lesson 9.3

Location: Within heading named "Cyberbullying", under subheading named "Responding to Cyberbullying"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Whether cyberbullying occurs at school or elsewhere, you can respond to it in ways that are similar to responding to traditional bullying.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 9, Lesson 9.3

Location: Heading named "Thinking Critically / Take It Home"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Take It Home: Reach out to a kid in your neighborhood or community and teach them about strategies for preventing all forms or bullying and cyberbullying. Teach them what they should do if they are ever bullied.

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 12, Lesson 12.2

Location: Heading named "Healthy Living Skills," subhead "Promoting Good Health"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Create two or three public service announcements about the signs and symptoms of legal and illicit drug use that could be read over the intercom at school. Use the Advocacy Skill cues to help you organize your work and include at least three realistic things students could do besides using drugs or other harmful substances as part of your messages.

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: Heading named "Healthy Living Skills"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Analyzing Influences: Think about the people in your life who may influence your perspective on marriage. Evaluate the importance of mutual respect, trust, support, honesty, commitment, and reliability in building and sustaining a healthy long-term relationship, including marriage.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 9, Lesson 9.4

Location: Heading named "Thinking Critically / Take It Home," Take It Home activity

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Research the local hotlines and resources available for victims of child abuse and sexual exploitation in your community. Provide a brief explanation of each service and how it can be contacted. Show your list to someone in your family to see if they know of any other resources you should add.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 9, Lesson 9.4

Location: Heading named "Human and Sex Trafficking," second paragraph, last sentence

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Human trafficking and sex trafficking are global issues and are major crimes that should be reported first to a parent or other trusted adult, and then to local authorities.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 9, Lesson 9.4

Location: Heading named "Human and Sex Trafficking," third screen, subhead "Protect Yourself from Human Trafficking," end of paragraph

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: This is a very dangerous sign that the relationship is not healthy and may be coercive. If this occurs always talk to a trusted adult or parent about the situation. See figure 9.12 for signs of human trafficking.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 14, Lesson 14.3

Location: Heading named "Chemicals and Your Health," subheading "Chemicals in Household Items" (third screen), last sentence

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: When a pregnant woman comes into contact with dangerous chemicals or other environmental hazards, it can cause harm to the fetus such as increased risk of birth defects or future health problems.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 13, Lesson 13.4

Location: Heading named "Healthy Living Skills," subhead "Accessing Information"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: You have just learned about first aid in your health class and you want to know how to get a first aid and CPR card. Using your resources decide who you can ask or where you can look to get more information on how to get a first aid and CPR card. When learning about first aid, identify ways you can best help others and yourself in the event of sudden illness such as seizure, fainting, or an allergic reaction.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 14, Lesson 14.3

Location: Heading named "Thinking Critically / Take It Home," Take It Home activity

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Pick out three products that contain chemicals in your home. Study the label and ingredients, and determine whether they would be harmful to a pregnant woman or her fetus. Identify the potentially harmful effects of each product.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 3, Lesson 3.5

Location: Heading named "Making Healthy Breakfast Decisions"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Breakfast is an important meal. If you don’t eat breakfast at home or at school, you may have a harder time focusing and become more tired in school. You may also feel cranky or restless. Studies have also shown that skipping breakfast may hurt your grades in school. Breakfast helps to replenish the nutrients your body has lost during sleep and prepares you for the day ahead. Some strategies for choosing healthy foods include preparing grab-and-go breakfasts ahead of time, avoiding buying unhealthy foods, and planning the night before what you’re going to eat so that you’re less likely to make an unhealthy choice in the moment.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Reproductive and Sexual Health Supplement, Lesson 2

Location: Heading named "Thinking Critically / Take It Home," Take It Home activity

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Talk to the adults in your home about the responsibilities of having children. Ask them about the emotional, physical, and social changes they experienced after having children. Ask them what the best and the most difficult things have been about having children.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 9, Lesson 9.4

Location: Thinking Critically / Take It Home, suhead "Thinking Critically"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Research human trafficking and write a paragraph analyzing strategies for and benefits of avoiding becoming a victim of human trafficking. Consider which strategies would be most effective. TAKE IT HOME: Research the local hotlines and resources available for victims of child abuse and sexual exploitation in your community.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 7, Lesson 7.3

Location: Heading named "Healthy Living Skills," subhead "Accessing Information"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Research depression and postpartum depression on the Internet and identify three resources for treatment. Explain what makes each source valid and reliable.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.1

Location: Heading named "Over-the-counter and Prescription Drugs," third sentence

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Drugs are divided into two categories: nonprescription or over-the-counter (OTC) drugs and prescription drugs (table 12.1). Prescription drugs are often separated into three categories: stimulants, opioids, and depressants, which are discussed in lesson 12.2.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Reproductive and Sexual Health Supplement, Lesson 4

Location: Heading named "Healthy Living Skills," subhead "Promoting Good Health"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Advocate for STD testing for teens. Create awareness about the difference between bacterial and viral STDs, and emphasize the importance of being tested if teens have been sexually active, even if they have used a contraceptive. Using the Advocacy Skills Cues, research the facts on teens contracting an STD and why it is important to be tested.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Reproductive and Sexual Health Supplement, Lesson 4

Location: Heading named "Skill-Building Challenge," subhead named "Communication: Preventing the Spread of STDs"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: As you learned in this lesson, many STDs do not have any outward symptoms and have various modes of transmission, so you may not be able to tell whether your partner has an STD or whether transmission is likely. Use refusal skills, and practice saying no to your partner when asked to have unprotected sex or other skin-to-skin contact because you are afraid of contracting an STD.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.3

Location: Heading named "Healthy Alternatives to Using Drugs," second paragraph

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: When teens are engaged in productive and healthy activities such as sports, volunteering, and youth groups they are much less likely to turn to using legal or illicit substances for fun. Think outside the normal day-to-day activities and explore other options as alternative activity ideas that will also boost your mental and social health (see figure 12.7).

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Reproductive and Sexual Health Supplement, Lesson 4

Location: Heading named "Healthy Living Skills," subhead "Accessing Information"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Using the Accessing Valid and Reliable Information Skill Cues, identify the prevalence of STDs among teens by referencing county, state, or federal data sources. Then find out where you can get tested for an STD where you live. Find out whether you have to have your parent or guardian go with you or whether you are old enough to go on your own. You want to make sure the place you go for STD testing will keep your information confidential if you don't want it shared with your guardian.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.3

Location: Heading named "Healthy Alternatives to Using Drugs," first sentence

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: With all the influences, marketing, and advertising around drugs it isn't surprising that teens can at times get caught up in all the hype and choose to use or misuse legal and illicit drugs."

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Reproductive and Sexual Health Supplement, Lesson 4

Location: Heading named "Healthy Living Skills"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Making Healthy Decisions: When it comes to making healthy decisions about being sexually active, it is important to first gather information about STDs, know your options, and know the consequences of your actions. Educate yourself by making a list of the signs and symptoms of each STD. Armed with this information, you will have the knowledge you need to make decisions about how best to protect yourself.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.3

Location: Heading named "Healthy Alternatives to Using Drugs"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Healthy Alternatives to Substance Abuse

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Reproductive and Sexual Health Supplement, Lesson 4

Location: Heading named "Short- and Long-Term Consequences of STDs," subheading "How to Reduce the Risk of Infection From an STD" (second screen), end of paragraph

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Regardless of the type of relationship you are in, it is important to be checked or screened for STDs periodically, especially during yearly physicals or any time there is a concern. Early detection and treatment can help prevent the complications of STDs, and it also is critical to preventing HIV infection.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.3

Location: Heading named "Healthy Living Skills," subhead "Healthy Communication"

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Use your conflict resolution skills and your healthy alternatives to communicate a safe alternative to attending a party where the misuse of legal and illicit drugs may take place. What could you say and what steps could you follow if a friend was trying to get you to attend? Write out your options, the consequences of each option, and your decision.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.4

Location: Heading named "Thinking Critically / Take It Home, " Take It Home activity

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Put together a list of alternative activities and resources in your community for people who have problems with using or misusing drugs or other substances. Give it to a family member or friend as a resource for themselves or others who might need it. Help them understand ways that alternative activities can improve their mental and social health.

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

ISBN: 9781492594291

Link to Current Content: View Current Content

Current Page Number(s): Chapter 12, Lesson 12.4

Location: Heading named "School Policies," second paragraph

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: An example of a school policy for the use, possession, and sale of illicit drugs would be the police being contacted and a possible long-term suspension, or a short-term suspension with a drug assessment and meetings with a drug counselor. There are often legal consequences for underage use of alcohol, drugs, and other substances, such as juvenile drug counseling, probation, and juvenile detention.

Publisher: QuaverEd

Subject: Health Education, Grade 1

Program: Quaver Health

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: New Content

Updated Text: Screen: HW 2M11-1.8 - Mosquitoes and Ticks
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Subject: Health Education, Grade 2

Program: Quaver Health

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: New Content

Updated Text: Screen: HW 2M11-1.8 - Mosquitoes and Ticks
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

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: New Content

Updated Text: Screen: HW 2M11-1.8 - Mosquitoes and Ticks
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Subject: Health Education, Grade 5

Program: Quaver Health

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: New Content

Updated Text: Screen: HW 2M11-1.8 - Mosquitoes and Ticks
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

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ISBN: 9781642851427

Link to Current Content: View Current Content

Current Page Number(s): HW 5M05-4.4

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 5M05-4.4 - I-Messages Expanded
This screen activity reinforces how to manage multiple emotions at the same time and can be used to help discuss how brain development during childhood affects decision making.
Tell students: “An I-Message is a way to talk to someone else about how you are feeling.”
Explain that they can use an I-Message when they have a conflict with someone.
Read through the script together. Toggle Example to On to see a completed script.
Select the Paginating Arrow. Allow students to choose or assign groups of three. In each group, there will be a speaker, an observer, and a listener.
Select Directions. Read the directions to students and check for understanding. Check to ensure that each group member knows their role.
Navigate to the next screen. To add background music to the discussion, select the Play button.
Invite group members to swap roles and repeat the activity as time allows.
Ask:
Scenario: You are upset with your friend because you heard that they were talking about you. Create an I-Message. If students feel comfortable sharing, take volunteers to read their I-Messages to the class. [115.15.b.3.H.i]
As we grow and develop, the limbic part of our brain which controls our emotions can overpower our prefrontal cortex. This can lead to emotional outbursts and sometimes decision making that is not thought through.
We can train our prefrontal cortex by talking, discussing, role-play, and education. This screen is a good way to train this part of our brain.
Select the example to continue, and talk through how the character might be feeling and the decisions she might encounter with a new baby in the house.
Ask students if they have had the same situation happen to them. Invite them to turn to a partner to share their experiences if they choose.
Tell students that discussing our emotions with trusted friends and family in the midst of a big change like this is a very effective way to improve our decision making skills. It allows our prefrontal cortex to remain in control rather than our emotions (limbic system) to take charge. [115.17.b.5.B.ii]

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ISBN: 9781642851427

Link to Current Content: View Current Content

Current Page Number(s): N/A

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Toolbox - Marvin's Marvelous Brain (Story)
This screen activity invites students to make connections between basic brain anatomy and impulses.
The story introduces Samir, who is watching a video about parts of the brain and how they affect our impulses and choices.
Ask students about the key details in the story, especially as they relate to brain function.
Highlight key words in the story, such as brainstem, limbic system, amygdala, prefrontal cortex, impulse, and regulate. [115.15.b.3.C.i,ii; 115.16.b.3.C.i-iv]
Invite students to point out in the text or recall from memory the words that suggested feelings of emotions.
Ask students about emotional content of the story:
Following the story, invite students to tell the story in their own words, or recount the key events. Help them to be expressive and include some of the emotional content of the story in their retelling. Be sure to focus specifically on how the brain develops through maturation, as well as what role it plays in behavior. [115.15.b.3.C.i,ii; 115.16.b.3.C.i-iv]
If time allows, ask, “What examples of parts of the brain do you see in Marvin’s Marvelous Brain?” and “Why do you think we sometimes need help from someone else in order to regulate our emotions and impulses?”
Discuss with students how brain development during childhood affects decision making. Explain how decisions are made and how the limbic system and the prefrontal cortex sometimes battle for decision making powers.
Invite students to discuss a time when they might have acted out of emotion, or without thinking? Or ask them if they have a baby brother or sister who might unexpectedly cry when they have to go to bed!
This is because the limbic system takes control and overrides the prefrontal cortex which is not sufficiently developed.
Explain to students that as we play imaginatively, work in teams, discuss other points of view, problem solve, and spend time learning, the prefrontal cortex gets stronger and can manage our limbic system more effectively. This means we can make decisions by weighing up points of view rather than on pure emotion (like a baby).
Ask students to think of things they have done this week that might have helped their prefrontal cortex to grow strong?
Remind students that the prefrontal cortex does not stop developing until we are 25 years old. [115.17.b.5.B.ii]

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ISBN: 9781642851427

Current Page Number(s): N/A

Location: N/A

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Toolbox - Who's In Control?
Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Subject: Physical Education, Kindergarten

Program: Quaver Health

Component: *Quaver Health Online License*

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Link to Current Content: View Current Content

Current Page Number(s): HW 0M11-1.2

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 0M11-1.2 - Throw (Self-Toss)
Demonstration: Self-toss
[116.12.b.3.A.i; 116.13.b.3.A.i]
Materials: 1 ball
Cue 1: Calm body and step dominant foot forward*
Cue 2: Toss the object above head with two hands
Cue 3: Hold hands out and get ready to receive the object
Cue 4: Pull object close to your body

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Link to Current Content: View Current Content

Current Page Number(s): HW 0M11-3.5

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 0M11-3.5 - Hand Dribble and Pass (Protecting)
Demonstration: Dribble while Protecting
[116.15.b.1.D.i-vi; 116.16.b.1.D.i-vi; 116.16.b.4.B.iii; 116.16.b.4.C.ii]
Materials: 1 ball
Explain to students that, when dribbling with one hand, you can use your body and other arm to shield the ball from defenders and move your body in different directions and at different levels to keep the ball in your possession.
[116.16.b.4.C.ii]
Cue 1: Eyes up - Keep eyes forward
Cue 2: Dribble - Keep dribbling with control
Cue 3: Pivot - Pivot, or spin, on one foot to turn back toward defender
Cue 3: Shield - Use non-dribbling hand to create a shield for the ball. Use different levels and directions to continue to protect the ball. For example, a student may crouch low to protect the ball, pivot, bring the ball up high to draw the defender's body straight up, and then change directions quickly while dribbling at a low level again to keep the defender

off balance long enough to dribble around them. [116.16.b.4.B.iii]
Challenge students to change levels, speeds, and positions as they dribble, pivot, and roll to improve their defense.

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Link to Current Content: View Current Content

Current Page Number(s): HW 0M11-4.3

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 0M11-4.3 - Foot Dribble and Pass (Traveling)
Instructional Activity 1: Dribble Time
Materials: 1 ball per student
Have all students dribble the ball while walking in a designated area. While dribbling encourage and have students demonstrate these things:
Use your right/left foot
Use the inside/outside of your foot
Look for an open space and dribble there. Explain that open space is where you see a gap and can safely move there without others blocking or impeding your or the ball's movement. Closed space or closing space is area space on the playing area full of other players that will block or attempt to impede your or the ball's movement.
Music off - Trap
When the majority can trap, give them a countdown of five to get their ball trapped when the music turns off. Alternatively, when the music turns off, freeze: students stop the ball in control (get silly here and have them stop the ball with various body parts...elbow, bottom, ear, and so on).
Ensure students can explain and demonstrate the fundamental components and strategies for this instructional activity. (cues for tap, follow and tap, and trap; keep the ball near the foot for control, alternate your eyes between the ball and looking ahead, find and move to an open space and avoiding closing spaces) [116.16.b.4.A.i,ii; 116.16.b.6.A.i,ii]

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Link to Current Content: View Current Content

Current Page Number(s): HW 1M11-4.2

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: Demonstration: Hop [116.12.b.1.A.i,vii; 116.12.b.1.A.xiii; 116.13.b.1.A.i,vi; 116.14.b.1.A.i,vi; 116.15.b.1.A.i] Materials: none Cue 1: Arms Out - Use arms to keep balance Cue 2: Push Off - Push off with toes and bend knees to lift off into the air Cue 3: Feet Together - Keep feet together Cue 4: Land Softly - Land softly on their toes and bend knees and at hips when landing

Updated Text: Screen: HW 1M11-4.2 - Track & Field (Hop and Gallop) Image on screen has been updated. Updated Text: Demonstration: Hop Practice proper form, foot patterns, and maintain balance while hopping. [116.12.b.1.A.i,vii; 116.12.b.1.A.xiii; 116.13.b.1.A.i,vi; 116.14.b.1.A.i,vi; 116.15.b.1.A.i] Materials: none. Cue 1: Arms Out - Use arms to keep balance Cue 2: Stand On One Foot Cue 3: Bring Other Foot Off the Floor - knee outwards and upwards towards the chin Cue 4: Push Off - bend standing knee and push off Cue 4: Land Softly - Land softly on their toes and bend knees and at hips when landing Instructional Activity 1: Lava, Lava Materials: a straight line on the floor using a skipping rope, masking tape, or an existing floor marking One side of the line is lava, and the other side is the volcano. All students start on the volcano side of the line. Say "lava": everyone hops to the other side on one foot Say "volcano": everyone hops with one foot back. Continue like this for a short while, then mix up the instructions by saying "volcano" when the students are already on the volcano, and "lava" when the children are already on the lava. See how many students hop, and share a laugh with everyone! Do not eliminate any students, simply ask the ones who hopped at the wrong time to go back to the correct side, and then continue playing. Model and monitor locomotor skills demonstrated safely in both personal and general space. [116.14.b.4.A.i,iv]

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Current Page Number(s): HW 1M11-4.3

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-4.3 - Track & Field (Slide and Skip)
Demonstration: Slide
Practice proper form, foot patterns, and maintain balance while sliding. [116.12.b.1.A.iv,x; 116.12.b.1.A.xvi; 116.13.b.1.A.iv,ix; 116.14.b.1.A.iv,ix; 116.15.b.1.A.iv]
Materials: none
Cue 1: Stand sideways - Stand sideways to the direction you want to travel
Cue 2: Eyes up - Keep your body upright and look in the direction of travel
Cue 3: Step over - Step sideways with your front foot in the path you want to move
Cue 4: Feet together - After stepping with your front foot, draw your back foot towards your lead foot
Cue 5: Side to side - Continue this side-together-side-together movement without crossing your legs to maintain balance

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Current Page Number(s): HW 1M11-4.4

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-4.4 - Track & Field (Walk and Run)
Instructional Activity 3: Choose Your Path
Materials: 2 cones; timer; whistle
Set up the 2 cones in diagonal corners of the learning area.
Have students line up behind one cone then invite them to run to the next cone and walk around the perimeter of the learning area back to the line. Release students from the line every 5-10 seconds to give them space. Students are allowed to safely pass another student in front of them.
Set a timer for 3 minutes and blow the whistle to freeze the students wherever they are so you can announce the next round's pathway.
Each round, students will run in a different pathway from cone to cone (and continue walking the perimeter of the learning area to get back to the running line).
Round 1: Straight pathway
Round 2: Curved pathway
Round 3: Zig-zag pathway
Round 4: Combined (Choose Your Own)
Repeat rounds as needed or, for a challenge, ask students to make two, then 3, then 4 direction changes in their run on a zig zag or curved pathway rounds.
Remind students to be body aware as they run and avoid other students.
This activity allows the teacher the opportunity to demonstrate and students the opportunity to learn and practice different pathways (straight, curved, zig zag). [116.12.b.4.B.i]

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Link to Current Content: View Current Content

Current Page Number(s): HW 1M11-5.7

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-5.7 - Jump and Balance (Balance)
Instructional Activity 1: Single Leg Stances
Materials: balance beam or 2x4 or piece of wood or plywood (protect gym floors with blankets or towels); cushions
Stand with feet together and arms at the sides or reached outward.
Lift one leg (a) in front of the other "L" stand, (b) behind the other "airplane" stand, or (c) to the side "Y" stand while balancing on the other leg (repeat on other side).
Explain to students that cross lateralization is using one side of the body across the center line of the body, challenging the brain. Demonstrate cross lateralization in three ways and have students mirror the movements:
Beginner - Infinity: Stand on one leg with hand on hips or out to sides. With the other leg, cross the opposite foot in front of the body, drawing an infinity symbol with the toe on the floor. Repeat with the other leg.
Intermediate - Starfish: Stand on one leg with the opposite foot pointing out to the side of the body. Extend both arms up toward the standing leg side, drawing a diagonal line from the hands to the pointed toe. Lift the knee of the pointed toe across the body, twist the core, and bend elbows pulling arms across the other side of the body. Both elbows will be at approximately hip level on the lifted foot side. Repeat on the other side.
Advanced - Eagle: Stand on one leg crossing the other leg over the standing knee. Keep a slight bend in the standing leg for balance. If available, tuck the lifted foot behind the standing leg. Cross arms in front of body to give self a hug. If available, cross arms at elbows, wrapping forearms together to cross again at wrists, pressing hands together. (To support balance, push crossed elbows upwards as hips slightly squat downwards.) Repeat on other leg, switching the cross of the arms as well. [116.12.b.1.C.iv; 116.16.b.1.C.ii]
Use positions from Strike a Pose activity as well, varying in difficulty from basic to intermediate to advanced.
This instructional activity allows for students to learn how to listen respectfully and respond appropriately to corrective feedback. Instruct and model for students, giving them the opportunity to show with their body how to improve their performance. [116.12.b.15.A.i,ii; 116.13.b.15.A.i,ii; 116.14.b.15.A.i,ii]

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Link to Current Content: View Current Content

Current Page Number(s): HW 1M11-5.7

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-5.7 - Jump and Balance (Balance)
Instructional Activity 2: Strike A Pose
[116.12.b.4.B.ii,iii; 116.12.b.1.C.iii; 116.13.b.2.B.i-v]
Materials: none
Demonstrate the following balance poses or shapes for 5, 10, or 15 seconds each.
Have students mirror each pose or shape and practice bending, stretching, twisting, curling, and swaying while maintaining balance.
Help students understand how having a bigger base of support helps them be more stable and have better balance (spreading their fingers on the ground when on the hands).
Let the students know that their poses don't have to be perfect, but they should always try their best.
As needed, repeat on opposite side for each pose.
Play calm music while children are practicing.
Note: Each of the different poses or shapes are at different levels.
Star pose (High Level)
Stand up straight and spread feet wide apart.
Extend the arms sideways at shoulder height and parallel to floor, palms facing forward.
Dog pointer pose (Low Level)
Begin on all fours, hands under shoulders, knees under hips.
Stretch left arm and right leg out so that they are parallel to floor.
Repeat with opposite arm and leg.
Sitting on horse pose (Mid-Level)
Stand with feet wide, knees bent, and arms in front as if holding the reins.
Crab pose (Low Level)
Sit on floor with knees bent, feet flat, and toes pointing forward.
Hands under shoulders and flat on floor with fingers pointing forward.
Lift the bum so that the back and thighs are parallel to floor and arms are fully extended, head back looking up towards the sky.
Snowboarder (Mid-Level)
Similar to "sitting on horse", but arms are extended to the sides and parallel to ground.
Bend knees and lean to one side or the other.
Sailboat (Mid-Level)
Take a wide stance, one foot pointed outwards.
Bend at waist, tilt upper body, reach hand to gently rest on shin or foot that is pointing outwards.
Reach the other arm straight up.
Shark
Lay flat on tummy, lift up head and shoulders, hands together behind back.
This instructional activity allows for students to learn how to listen respectfully and respond appropriately to corrective

feedback. Instruct and model for students, giving them the opportunity to show with their body how to improve their performance. [116.12.b.15.A.i,ii; 116.13.b.15.A.i,ii; 116.14.b.15.A.i,ii]

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ISBN: 9781642851427

Link to Current Content: View Current Content

Current Page Number(s): HW 2M11-1.1

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 2M11-1.1 - Moving My Body (Slideshow)
Fitness and Health: K - 5th grade
Invite students to study the images on the screen. Ask students what they notice about the images on the right side of the screen. What about the left side? (The images on the left show people participating in moderate to vigorous physical activities that improve their overall health and ability to do day-to-day activities. Handstands and balance moves increase flexibility and strength, while running and jumping up levels, improves cardiovascular health and strength. The images on the right show people participating in physical activities that improve their overall health while also isolating specific skills used in sports.) Emphasize that neither of these types is not better than the other, both improve overall health when done on a regular basis and students can use either to help them achieve their goals. Point out that health related fitness is measurable using a special test (PACER Test and Fitnessgram). These test will measure a student's aerobic capacity, muscular strength, endurance, flexibility and body composition to determine the students overall fitness. [116.12.b.16.A.i]
Ask students to work with a partner to brainstorm and act out the correct techniques of several health-related fitness activities (activities that improve overall physical health through cardiovascular, strength, and/or flexibility training like running, strength-training, and yoga).
Ask students to work with a partner to brainstorm and act out the correct techniques of several skills-based fitness activities (skills specific to sports that also improve overall physical health like boxing a punching bag, drills for team sports, and swimming strokes).
To identify different physical activities for personal enjoyment play a game of charades and have the class guess what favorite physical activity each partner is acting out. Help students classify each activity as health-related or skill-related. Invite students to explain the techniques for each fitness activity the partners acted out. [116.12.b.16.B.i; 116.15.b.8.C.i,ii; 116.16.b.8.C.i-iv; 116.17.b.8.C.i]

Components of Physical Activity: K - 5th grade
Game: Move My Body
First, define each word on screen. (frequency, intensity, endurance)
Explain how each term relates to physical activities:
Frequency means how often students get their hearts pumping with moderate to vigorous activity.
Endurance means building strength and fitness and fueling the body to perform in moderate to vigorous activities for an extended period of time.
Intensity means how hard the body is working. Explain the target is a defined time of Moderate to Vigorous Physical Activity (MVPA) where the heart rate is raised to a level of intensity. Moderate physical activity refers to activities equivalent in intensity to brisk walking or bicycling and vigorous physical activity produces large increases in breathing or heart rate, such as jogging, aerobic dance or bicycling uphill. [116.12.b.16.A.i]
Ask students to select a repeatable body movement like sit ups, jumping jacks, calf raises, and so on. Invite the students to perform their movement as you pretend to press a button to increase the frequency, turn a knob to increase the

intensity, and set a timer to demonstrate endurance/length of time. For example, start by announcing if this will be a short session (30 seconds).
Ask each student to perform their chosen move two times slowly, then countdown together five seconds, and perform the move again two times slowly and repeat.
Then, pretend to increase frequency and repeat the exercise, this time students will only count down from two before performing their movement slowly each time.
Next, pretend to reset the frequency and increase the intensity. Students will perform their movement as high or fast as they can two times (or, if they were performing jumping jacks, upgrade to a squat jump or other vigorous movement). Then countdown together five seconds and repeat for 30 seconds.
Finally, pretend to reset the intensity but increase the length of the session to 90 seconds, explaining that this time they will need to demonstrate endurance to last the entire time.
Play around with the activities, perhaps ending with a session that lasts 90 seconds with five second countdown / rest intervals but alternating between low and high intensity movement intervals! [116.14.b.8.B.i,ii]
3rd - 5th grade:
Ask students to discuss with a partner how their body felt during the sessions that lasted longer and needed more endurance. Explain how students can further demonstrate frequency and intensity and improve their performance in endurance activities by moderating their pace. For example, if running a long distance, explain that students run hard in the curves of a track (or for a certain amount of time or number of steps) and then run at a comfortable pace and their body recovers in the straightaways (or for a certain amount of time or number of steps).
Invite students to explain in their own words the importance of frequency and intensity in endurance activities. [116.15.b.8.B.i,ii]
4th - 5th grade: Practice and invited students to demonstrate this technique in the gymnasium: invite students to take laps around the gym, jogging on the sidelines and walking the goalines. Increase the intensity to sprinting the sidelines and jogging the goalines. [116.16.b.8.B.i,ii]

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Current Page Number(s): N/A

Location: N/A

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 2M11-1.9 - Spins and Rolls
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

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Link to Current Content: View Current Content

Current Page Number(s): N/A

Location: N/A

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Instructional Guides - Movement Glossary
Images have been added on page 6.

Curling
Description:
Sit on bottom and draw knees toward chest.
Fold forward at waist and wrap arms around knees as if doing a cannonball into a pool while maintaining balance.

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ISBN: 9781642851427

Link to Current Content: View Current Content

Current Page Number(s): HW 0M01-2.3

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 0M01-2.3 - The Healthy Eating Song (Lyrics)
After listening to the song, demonstrate each movement and then help students achieve proper body positioning during the chorus. These moves allow students to practice and demonstrate the following:
Sequencing of two skills [116.12.b.1.C.v]
Practice the correct techniques for motor development skills following teacher direction [116.12.b.6.B.i]
Mirror and follow basic rhythm patterns.
This song is a good foundation for teaching the principles of following and mirroring rhythm patterns. Following is where the students copy an action you have done and mirroring is when they do the action with you at the same time.
Say the phrase "We love heal-thy food" and have the students echo the words back to you as loud as they can!
Say the phrase again, this time clapping on each word and syllable along with your speech. This is called a rhythm pattern. (X X XX X) Have students follow and then mirror.
Next, stomp the rhythm pattern and have the students follow, then mirror your movements.
Ask the students to show the rhythm pattern in other ways using their bodies or by working with a partner to reflect the rhythm
Have the students follow and reflect each other.
Slide the playhead on the Transport Bar to skip to 2 minutes 16 seconds into the song and practice the "We love heal-thy food" rhythm patterns along with this part of the song. [116.12.b.5.A.ii,iv]

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Link to Current Content: View Current Content

Current Page Number(s): HW 0M04-2.3

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
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Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 0M04-2.3 - Brush Your Teeth (Music Video)
Movement
After listening to the song, demonstrate each movement and then help students achieve proper body positioning during the chorus. These moves allow students to practice and demonstrate the following:
Demonstrate cross lateralization [116.12.b.1.C.iv]
Bending, stretching, twisting, and curling while maintaining balance [116.12.b.2.B.1-iv]
Ask students to spread out, so that each student can move freely without touching other students. Ask students to raise their arms by their sides and explain that the area within their reach is their personal space. Next, walk around the gym or classroom and explain that the walls of the room contain the space we all share, which is general space. While moving and dancing to the song, instruct students to stay in the general space while avoid each others' personal space. This allows students to differentiate between personal and general space while moving to simple rhythms and maintaining balance. [116.12.b.4.A.i,ii]
Mirror and follow teacher movement [116.12.b.5.A.i,iii]
Participate in moderate to vigorous physical activity on a regular basis [116.12.b.16.A.i; 116.13.b.16.A.i]

Subject: Physical Education, Grade 1

Program: Quaver Health

Component: *Quaver Health Online License*

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Link to Current Content: View Current Content

Current Page Number(s): HW 1M11-4.2

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-4.2 - Track & Field (Hop and Gallop)
Image on screen has been updated.

Updated Text:
Demonstration: Hop
Practice proper form, foot patterns, and maintain balance while hopping. [116.12.b.1.A.i,vii; 116.12.b.1.A.xiii; 116.13.b.1.A.i,vi; 116.14.b.1.A.i,vi; 116.15.b.1.A.i]
Materials: none.
Cue 1: Arms Out - Use arms to keep balance
Cue 2: Stand On One Foot
Cue 3: Bring Other Foot Off the Floor - knee outwards and upwards towards the chin
Cue 4: Push Off - bend standing knee and push off
Cue 4: Land Softly - Land softly on their toes and bend knees and at hips when landing

Instructional Activity 1: Lava, Lava
Materials: a straight line on the floor using a skipping rope, masking tape, or an existing floor marking
One side of the line is lava, and the other side is the volcano.
All students start on the volcano side of the line.
Say "lava": everyone hops to the other side on one foot
Say "volcano": everyone hops with one foot back.
Continue like this for a short while, then mix up the instructions by saying "volcano" when the students are already on the volcano, and "lava" when the children are already on the lava. See how many students hop, and share a laugh with everyone!
Do not eliminate any students, simply ask the ones who hoped at the wrong time to go back to the correct side, and then continue playing.
Model and monitor locomotor skills demonstrated safely in both personal and general space. [116.14.b.4.A.i,iv]

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Current Page Number(s): HW 1M11-4.3

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
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Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-4.3 - Track & Field (Slide and Skip)
Demonstration: Slide
Practice proper form, foot patterns, and maintain balance while sliding. [116.12.b.1.A.iv,x; 116.12.b.1.A.xvi; 116.13.b.1.A.iv,ix; 116.14.b.1.A.iv,ix; 116.15.b.1.A.iv]
Materials: none
Cue 1: Stand sideways - Stand sideways to the direction you want to travel
Cue 2: Eyes up - Keep your body upright and look in the direction of travel
Cue 3: Step over - Step sideways with your front foot in the path you want to move
Cue 4: Feet together - After stepping with your front foot, draw your back foot towards your lead foot
Cue 5: Side to side - Continue this side-together-side-together movement without crossing your legs to maintain balance

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Link to Current Content: View Current Content

Current Page Number(s): HW 1M11-4.4

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
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Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-4.4 - Track & Field (Walk and Run)
Instructional Activity 3: Choose Your Path
Materials: 2 cones; timer; whistle
Set up the 2 cones in diagonal corners of the learning area.
Have students line up behind one cone then invite them to run to the next cone and walk around the perimeter of the learning area back to the line. Release students from the line every 5-10 seconds to give them space. Students are allowed to safely pass another student in front of them.
Set a timer for 3 minutes and blow the whistle to freeze the students wherever they are so you can announce the next round's pathway.
Each round, students will run in a different pathway from cone to cone (and continue walking the perimeter of the learning area to get back to the running line).
Round 1: Straight pathway
Round 2: Curved pathway
Round 3: Zig-zag pathway
Round 4: Combined (Choose Your Own)

Repeat rounds as needed or, for a challenge, ask students to make two, then 3, then 4 direction changes in their run on a zig zag or curved pathway rounds.
Remind students to be body aware as they run and avoid other students.
This activity allows the teacher the opportunity to demonstrate and students the opportunity to learn and practice different pathways (straight, curved, zig zag). [116.12.b.4.B.i]

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Link to Current Content: View Current Content

Current Page Number(s): HW 1M11-5.7

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-5.7 - Jump and Balance (Balance)
Instructional Activity 1: Single Leg Stances
Materials: balance beam or 2x4 or piece of wood or plywood (protect gym floors with blankets or towels); cushions
Stand with feet together and arms at the sides or reached outward.
Lift one leg (a) in front of the other "L" stand, (b) behind the other "airplane" stand, or (c) to the side "Y" stand while balancing on the other leg (repeat on other side).
Explain to students that cross lateralization is using one side of the body across the center line of the body, challenging the brain. Demonstrate cross lateralization in three ways and have students mirror the movements:
Beginner - Infinity: Stand on one leg with hand on hips or out to sides. With the other leg, cross the opposite foot in front of the body, drawing an infinity symbol with the toe on the floor. Repeat with the other leg.
Intermediate - Starfish: Stand on one leg with the opposite foot pointing out to the side of the body. Extend both arms up toward the standing leg side, drawing a diagonal line from the hands to the pointed toe. Lift the knee of the pointed toe across the body, twist the core, and bend elbows pulling arms across the other side of the body. Both elbows will be at approximately hip level on the lifted foot side. Repeat on the other side.
Advanced - Eagle: Stand on one leg crossing the other leg over the standing knee. Keep a slight bend in the standing leg for balance. If available, tuck the lifted foot behind the standing leg. Cross arms in front of body to give self a hug. If available, cross arms at elbows, wrapping forearms together to cross again at wrists, pressing hands together. (To support balance, push crossed elbows upwards as hips slightly squat downwards.) Repeat on other leg, switching the cross of the arms as well. [116.12.b.1.C.iv; 116.16.b.1.C.ii]
Use positions from Strike a Pose activity as well, varying in difficulty from basic to intermediate to advanced.
This instructional activity allows for students to learn how to listen respectfully and respond appropriately to corrective feedback. Instruct and model for students, giving them the opportunity to show with their body how to improve their performance. [116.12.b.15.A.i,ii; 116.13.b.15.A.i,ii; 116.14.b.15.A.i,ii]

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Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-5.7 - Jump and Balance (Balance)
Instructional Activity 2: Strike A Pose
[116.12.b.4.B.ii,iii; 116.12.b.1.C.iii; 116.13.b.2.B.i-v]
Materials: none
Demonstrate the following balance poses or shapes for 5, 10, or 15 seconds each.
Have students mirror each pose or shape and practice bending, stretching, twisting, curling, and swaying while maintaining balance.
Help students understand how having a bigger base of support helps them be more stable and have better balance (spreading their fingers on the ground when on the hands).
Let the students know that their poses don't have to be perfect, but they should always try their best.
As needed, repeat on opposite side for each pose.
Play calm music while children are practicing.
Note: Each of the different poses or shapes are at different levels.
Star pose (High Level)
Stand up straight and spread feet wide apart.
Extend the arms sideways at shoulder height and parallel to floor, palms facing forward.
Dog pointer pose (Low Level)
Begin on all fours, hands under shoulders, knees under hips.
Stretch left arm and right leg out so that they are parallel to floor.
Repeat with opposite arm and leg.
Sitting on horse pose (Mid-Level)
Stand with feet wide, knees bent, and arms in front as if holding the reins.
Crab pose (Low Level)
Sit on floor with knees bent, feet flat, and toes pointing forward.
Hands under shoulders and flat on floor with fingers pointing forward.
Lift the bum so that the back and thighs are parallel to floor and arms are fully extended, head back looking up towards the sky.
Snowboarder (Mid-Level)
Similar to "sitting on horse", but arms are extended to the sides and parallel to ground.
Bend knees and lean to one side or the other.
Sailboat (Mid-Level)
Take a wide stance, one foot pointed outwards.
Bend at waist, tilt upper body, reach hand to gently rest on shin or foot that is pointing outwards.
Reach the other arm straight up.
Shark
Lay flat on tummy, lift up head and shoulders, hands together behind back.
This instructional activity allows for students to learn how to listen respectfully and respond appropriately to corrective

feedback. Instruct and model for students, giving them the opportunity to show with their body how to improve their performance. [116.12.b.15.A.i,ii; 116.13.b.15.A.i,ii; 116.14.b.15.A.i,ii]

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Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-5.7 - Jump and Balance (Balance)
Instructional Activity 1: Single Leg Stances
Materials: balance beam or 2x4 or piece of wood or plywood (protect gym floors with blankets or towels); cushions
Stand with feet together and arms at the sides or reached outward.
Lift one leg (a) in front of the other "L" stand, (b) behind the other "airplane" stand, or (c) to the side "Y" stand while balancing on the other leg (repeat on other side).
Explain to students that cross lateralization is using one side of the body across the center line of the body, challenging the brain. Demonstrate cross lateralization in three ways and have students mirror the movements:
Beginner - Infinity: Stand on one leg with hand on hips or out to sides. With the other leg, cross the opposite foot in front of the body, drawing an infinity symbol with the toe on the floor. Repeat with the other leg.
Intermediate - Starfish: Stand on one leg with the opposite foot pointing out to the side of the body. Extend both arms up toward the standing leg side, drawing a diagonal line from the hands to the pointed toe. Lift the knee of the pointed toe across the body, twist the core, and bend elbows pulling arms across the other side of the body. Both elbows will be at approximately hip level on the lifted foot side. Repeat on the other side.
Advanced - Eagle: Stand on one leg crossing the other leg over the standing knee. Keep a slight bend in the standing leg for balance. If available, tuck the lifted foot behind the standing leg. Cross arms in front of body to give self a hug. If available, cross arms at elbows, wrapping forearms together to cross again at wrists, pressing hands together. (To support balance, push crossed elbows upwards as hips slightly squat downwards.) Repeat on other leg, switching the cross of the arms as well. [116.12.b.1.C.iv; 116.16.b.1.C.ii]
Use positions from Strike a Pose activity as well, varying in difficulty from basic to intermediate to advanced.
This instructional activity allows for students to learn how to listen respectfully and respond appropriately to corrective feedback. Instruct and model for students, giving them the opportunity to show with their body how to improve their performance. [116.12.b.15.A.i,ii; 116.13.b.15.A.i,ii; 116.14.b.15.A.i,ii]

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Current Page Number(s): N/A

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Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 2M11-1.8 - Mosquitoes and Ticks
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

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Current Page Number(s): N/A

Location: N/A

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 2M11-1.9 - Spins and Rolls
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Subject: Physical Education, Grade 2

Program: Quaver Health

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Link to Current Content: View Current Content

Current Page Number(s): HW 2M11-1.1

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 2M11-1.1 - Moving My Body (Slideshow)
Fitness and Health: K - 5th grade
Invite students to study the images on the screen. Ask students what they notice about the images on the right side of the screen. What about the left side? (The images on the left show people participating in moderate to vigorous physical activities that improve their overall health and ability to do day-to-day activities. Handstands and balance moves increase flexibility and strength, while running and jumping up levels, improves cardiovascular health and strength. The images on the right show people participating in physical activities that improve their overall health while also isolating specific skills used in sports.) Emphasize that neither of these types is not better than the other, both improve overall health when done on a regular basis and students can use either to help them achieve their goals. Point out that health related fitness is measurable using a special test (PACER Test and Fitnessgram). These test will measure a student's aerobic capacity, muscular strength, endurance, flexibility and body composition to determine the students overall fitness. [116.12.b.16.A.i]
Ask students to work with a partner to brainstorm and act out the correct techniques of several health-related fitness activities (activities that improve overall physical health through cardiovascular, strength, and/or flexibility training like running, strength-training, and yoga).
Ask students to work with a partner to brainstorm and act out the correct techniques of several skills-based fitness activities (skills specific to sports that also improve overall physical health like boxing a punching bag, drills for team sports, and swimming strokes).
To identify different physical activities for personal enjoyment play a game of charades and have the class guess what favorite physical activity each partner is acting out. Help students classify each activity as health-related or skill-related. Invite students to explain the techniques for each fitness activity the partners acted out. [116.12.b.16.B.i; 116.15.b.8.C.i,ii; 116.16.b.8.C.i-iv; 116.17.b.8.C.i]

Components of Physical Activity: K - 5th grade
Game: Move My Body
First, define each word on screen. (frequency, intensity, endurance)
Explain how each term relates to physical activities:
Frequency means how often students get their hearts pumping with moderate to vigorous activity.
Endurance means building strength and fitness and fueling the body to perform in moderate to vigorous activities for an extended period of time.
Intensity means how hard the body is working. Explain the target is a defined time of Moderate to Vigorous Physical Activity (MVPA) where the heart rate is raised to a level of intensity. Moderate physical activity refers to activities equivalent in intensity to brisk walking or bicycling and vigorous physical activity produces large increases in breathing or heart rate, such as jogging, aerobic dance or bicycling uphill. [116.12.b.16.A.i]
Ask students to select a repeatable body movement like sit ups, jumping jacks, calf raises, and so on. Invite the students to perform their movement as you pretend to press a button to increase the frequency, turn a knob to increase the intensity, and set a timer to demonstrate endurance/length of time. For example, start by announcing if this will be a short session (30 seconds).
Ask each student to perform their chosen move two times slowly, then countdown together five seconds, and perform the move again two times slowly and repeat.
Then, pretend to increase frequency and repeat the exercise, this time students will only count down from two before performing their movement slowly each time.
Next, pretend to reset the frequency and increase the intensity. Students will perform their movement as high or fast as they can two times (or, if they were performing jumping jacks, upgrade to a squat jump or other vigorous movement). Then countdown together five seconds and repeat for 30 seconds.
Finally, pretend to reset the intensity but increase the length of the session to 90 seconds, explaining that this time they will need to demonstrate endurance to last the entire time.
Play around with the activities, perhaps ending with a session that lasts 90 seconds with five second countdown / rest intervals but alternating between low and high intensity movement intervals! [116.14.b.8.B.i,ii]
3rd - 5th grade:
Ask students to discuss with a partner how their body felt during the sessions that lasted longer and needed more endurance. Explain how students can further demonstrate frequency and intensity and improve their performance in endurance activities by moderating their pace. For example, if running a long distance, explain that students run hard in the curves of a track (or for a certain amount of time or number of steps) and then run at a comfortable pace and their body recovers in the straightaways (or for a certain amount of time or number of steps).
Invite students to explain in their own words the importance of frequency and intensity in endurance activities. [116.15.b.8.B.i,ii]
4th - 5th grade: Practice and invited students to demonstrate this technique in the gymnasium: invite students to take laps around the gym, jogging on the sidelines and walking the goalines. Increase the intensity to sprinting the sidelines and jogging the goalines. [116.16.b.8.B.i,ii]

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Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 2M11-1.8 - Mosquitoes and Ticks
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
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Updated Text: Screen: HW 2M11-1.9 - Spins and Rolls
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Link to Updated Content: View Updated Content

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Updated Text: Screen: HW 2M11-1.9 - Spins and Rolls
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
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Subject: Physical Education, Grade 3

Program: Quaver Health

Component: *Quaver Health Online License*

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Link to Current Content: View Current Content

Current Page Number(s): p27-28

Location: Original choreography for this song was on page 27 and 28 of the Song Lyrics and Choreography Guide.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Instructional Guides - Song Lyrics and Choreography Guide
Updated on pages 42-43.

Healthy Me

Healthy me, healthy me x4
On “Healthy”, arms reach straight up (either jumping or standing - stretching the body as long as possible)
On “me”, thumbs pointing to self and sway

VERSE
Each movement is repeated twice in this verse, so K-1 can call-and-response with the teacher.

Eat good fruit and vegetables
R arm reach crossbody as if pulling open a fridge and then grabbing a fruit 1; curl R bicep and bring hand close to mouth to gesture eating the fruit 2;
L arm reach crossbody as if pulling open a fridge and then grabbing a veg from another other table 3; curl L bicep and bring hand close to mouth to gesture eating the veg 4 x2

Help me feel incredible
Depending on age/skill, spin can involve running in place, spinning on two feet, or spinning on one foot
Spin one full revolution with hands rubbing belly. x2

Better than sweets are healthy treats
Continuing rubbing belly, curl body forward, bending at torso to front 1-2; uncurl body at torso and lean slightly back 3-4. x2

Lots of water, lots of sleep
Lean to the R (with weight mostly on R foot) and curl bicep to gesture drinking from a cup 1-2; lean to the L (with weight mostly on L foot) and gesture sleeping with palms together and underneath head. x2

If I really wanna grow,
“The Twist” – stand on balls of feet and bend knees slightly; heels movie side to side and hips swivel side to side, as well
Twist at lowest level, curled body in a crouch close to floor

I really wanna grow
Uncurl body slightly to twist at low – to mid-level

Really really wanna grow
Uncurl body more to twist at mid – to high-level and arms stretched high

I've got to be...
Jump in place and reach arms high
A Healthy me, healthy me. X4
On "Healthy", arms reach straight up and jump, stretching body as long as possible!
On "me", thumbs pointing to self X4

Eat good foods! Get up and move X4
On "eat good foods", standing, bouncing knees and pushing both hands forward on downbeats
On "get up and move", teacher choose age-appropriate locomotor, i.e. K: marching, 1: galloping, 2: running, 3: skipping and whether to move in place or in space X4

If I really wanna grow,
"The Twist" – stand on balls of feet and bend knees slightly; heels movie side to side and hips swivel side to side, as well
Twist at lowest level, curled body in a crouch close to floor

I really wanna grow
Uncurl body slightly to twist at low – to mid-level

Really really wanna grow
Uncurl body more to twist at mid – to high-level and arms stretched high

I've got to be...
Jump in place and reach arms high
A Healthy me, healthy me X4
On "Healthy", arms reach straight up and jump, stretching body as long as possible!
On "me", thumbs pointing to self and sway

Subject: Physical Education, Grade 4

Program: Quaver Health

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Link to Current Content: View Current Content

Current Page Number(s): HW 0M11-3.5

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 0M11-3.5 - Hand Dribble and Pass (Protecting)
Demonstration: Dribble while Protecting
[116.15.b.1.D.i-vi; 116.16.b.1.D.i-vi; 116.16.b.4.B.iii; 116.16.b.4.C.ii]
Materials: 1 ball
Explain to students that, when dribbling with one hand, you can use your body and other arm to shield the ball from defenders and move your body in different directions and at different levels to keep the ball in your possession.

[116.16.b.4.C.ii]
Cue 1: Eyes up - Keep eyes forward
Cue 2: Dribble - Keep dribbling with control
Cue 3: Pivot - Pivot, or spin, on one foot to turn back toward defender
Cue 3: Shield - Use non-dribbling hand to create a shield for the ball. Use different levels and directions to continue to protect the ball. For example, a student may crouch low to protect the ball, pivot, bring the ball up high to draw the defender's body straight up, and then change directions quickly while dribbling at a low level again to keep the defender off balance long enough to dribble around them. [116.16.b.4.B.iii]
Challenge students to change levels, speeds, and positions as they dribble, pivot, and roll to improve their defense.

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Current Page Number(s): HW 0M11-4.3

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 0M11-4.3 - Foot Dribble and Pass (Traveling)
Instructional Activity 1: Dribble Time
Materials: 1 ball per student
Have all students dribble the ball while walking in a designated area. While dribbling encourage and have students demonstrate these things:
Use your right/left foot
Use the inside/outside of your foot
Look for an open space and dribble there. Explain that open space is where you see a gap and can safely move there without others blocking or impeding your or the ball's movement. Closed space or closing space is area space on the playing area full of other players that will block or attempt to impede your or the ball's movement.
Music off - Trap
When the majority can trap, give them a countdown of five to get their ball trapped when the music turns off. Alternatively, when the music turns off, freeze: students stop the ball in control (get silly here and have them stop the ball with various body parts...elbow, bottom, ear, and so on).
Ensure students can explain and demonstrate the fundamental components and strategies for this instructional activity. (cues for tap, follow and tap, and trap; keep the ball near the foot for control, alternate your eyes between the ball and looking ahead, find and move to an open space and avoiding closing spaces) [116.16.b.4.A.i,ii; 116.16.b.6.A.i,ii]

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Current Page Number(s): HW 1M11-5.7

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance. To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 1M11-5.7 - Jump and Balance (Balance)
Instructional Activity 1: Single Leg Stances
Materials: balance beam or 2x4 or piece of wood or plywood (protect gym floors with blankets or towels); cushions
Stand with feet together and arms at the sides or reached outward.
Lift one leg (a) in front of the other "L" stand, (b) behind the other "airplane" stand, or (c) to the side "Y" stand while balancing on the other leg (repeat on other side).
Explain to students that cross lateralization is using one side of the body across the center line of the body, challenging the brain. Demonstrate cross lateralization in three ways and have students mirror the movements:
Beginner - Infinity: Stand on one leg with hand on hips or out to sides. With the other leg, cross the opposite foot in front of the body, drawing an infinity symbol with the toe on the floor. Repeat with the other leg.
Intermediate - Starfish: Stand on one leg with the opposite foot pointing out to the side of the body. Extend both arms up toward the standing leg side, drawing a diagonal line from the hands to the pointed toe. Lift the knee of the pointed toe across the body, twist the core, and bend elbows pulling arms across the other side of the body. Both elbows will be at approximately hip level on the lifted foot side. Repeat on the other side.
Advanced - Eagle: Stand on one leg crossing the other leg over the standing knee. Keep a slight bend in the standing leg for balance. If available, tuck the lifted foot behind the standing leg. Cross arms in front of body to give self a hug. If available, cross arms at elbows, wrapping forearms together to cross again at wrists, pressing hands together. (To support balance, push crossed elbows upwards as hips slightly squat downwards.) Repeat on other leg, switching the cross of the arms as well. [116.12.b.1.C.iv; 116.16.b.1.C.ii]
Use positions from Strike a Pose activity as well, varying in difficulty from basic to intermediate to advanced.
This instructional activity allows for students to learn how to listen respectfully and respond appropriately to corrective feedback. Instruct and model for students, giving them the opportunity to show with their body how to improve their performance. [116.12.b.15.A.i,ii; 116.13.b.15.A.i,ii; 116.14.b.15.A.i,ii]

Subject: Physical Education, Grade 5

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Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 2M11-1.8 - Mosquitoes and Ticks
Select each slide on the right side to navigate to through the screen. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

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Link to Current Content: View Current Content

Current Page Number(s): HW 5M05-4.4

Location: Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Screen: HW 5M05-4.4 - I-Messages Expanded
This screen activity reinforces how to manage multiple emotions at the same time and can be used to help discuss how brain development during childhood affects decision making.
Tell students: “An I-Message is a way to talk to someone else about how you are feeling.”
Explain that they can use an I-Message when they have a conflict with someone.
Read through the script together. Toggle Example to On to see a completed script.
Select the Paginating Arrow. Allow students to choose or assign groups of three. In each group, there will be a speaker, an observer, and a listener.
Select Directions. Read the directions to students and check for understanding. Check to ensure that each group member knows their role.
Navigate to the next screen. To add background music to the discussion, select the Play button.
Invite group members to swap roles and repeat the activity as time allows.
Ask:
Scenario: You are upset with your friend because you heard that they were talking about you. Create an I-Message. If students feel comfortable sharing, take volunteers to read their I-Messages to the class. [115.15.b.3.H.i]
As we grow and develop, the limbic part of our brain which controls our emotions can overpower our prefrontal cortex. This can lead to emotional outbursts and sometimes decision making that is not thought through.
We can train our prefrontal cortex by talking, discussing, role-play, and education. This screen is a good way to train this part of our brain.
Select the example to continue, and talk through how the character might be feeling and the decisions she might encounter with a new baby in the house.
Ask students if they have had the same situation happen to them. Invite them to turn to a partner to share their experiences if they choose.
Tell students that discussing our emotions with trusted friends and family in the midst of a big change like this is a very effective way to improve our decision making skills. It allows our prefrontal cortex to remain in control rather than our emotions (limbic system) to take charge. [115.17.b.5.B.ii]

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Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Toolbox - Marvin's Marvelous Brain (Story)
This screen activity invites students to make connections between basic brain anatomy and impulses.
The story introduces Samir, who is watching a video about parts of the brain and how they affect our impulses and choices.
Ask students about the key details in the story, especially as they relate to brain function.
Highlight key words in the story, such as brainstem, limbic system, amygdala, prefrontal cortex, impulse, and regulate. [115.15.b.3.C.i,ii; 115.16.b.3.C.i-iv]
Invite students to point out in the text or recall from memory the words that suggested feelings of emotions.
Ask students about emotional content of the story:
Following the story, invite students to tell the story in their own words, or recount the key events. Help them to be expressive and include some of the emotional content of the story in their retelling. Be sure to focus specifically on how the brain develops through maturation, as well as what role it plays in behavior. [115.15.b.3.C.i,ii; 115.16.b.3.C.i-iv]
If time allows, ask, “What examples of parts of the brain do you see in Marvin’s Marvelous Brain?” and “Why do you think we sometimes need help from someone else in order to regulate our emotions and impulses?”
Discuss with students how brain development during childhood affects decision making. Explain how decisions are made and how the limbic system and the prefrontal cortex sometimes battle for decision making powers.
Invite students to discuss a time when they might have acted out of emotion, or without thinking? Or ask them if they have a baby brother or sister who might unexpectedly cry when they have to go to bed!
This is because the limbic system takes control and overrides the prefrontal cortex which is not sufficiently developed.
Explain to students that as we play imaginatively, work in teams, discuss other points of view, problem solve, and spend time learning, the prefrontal cortex gets stronger and can manage our limbic system more effectively. This means we can make decisions by weighing up points of view rather than on pure emotion (like a baby).
Ask students to think of things they have done this week that might have helped their prefrontal cortex to grow strong?
Remind students that the prefrontal cortex does not stop developing until we are 25 years old. [115.17.b.5.B.ii]

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Current Page Number(s): N/A

Location: N/A

Link to Updated Content: View Updated Content

Original Text: New Content

Updated Text: Toolbox - Who's In Control?
Explore the screen activity by selecting all buttons within the blue border. Use the teacher's notes for guidance.
To access the teacher's notes: Select Menu button > Select Notes > Scroll to read all Notes.