

Response to



PE Rubric Evaluation

November 2021



The *only* K-5 curriculum to meet **100% of Health & PE TEKS!**



In this document, we show how QuaverHealth•PE addresses each of the elements outlined in your PE rubric.

1. Supports the Physical Education Instructional Model that ensures 50% of the Physical Education Minutes are at a Moderate to Vigorous Level
2. Aligned to the Physical Education TEKS
3. Supports the Learning of ALL Learners
4. Supports Student Ownership of Learning & Behavior
5. Provides Robust Online Resources and Technical Support

1. Supports the Physical Education Instructional Model that ensures 50% of the Physical Education Minutes are at a Moderate to Vigorous Level

1.1 Provides support for the creation of lesson plans that follow the FBISD Physical Education Instructional Model (Engage, Learning Experience, Guided Practice & Closure)

Every QuaverHealth•PE lesson includes a completed lesson plan. These lessons and lesson plans can be customized to meet the needs of the district. They can also be shared with teachers across the district.

1.2 Includes a variety of activities that ensure 50% of the physical education minutes are at a moderate to vigorous Level

QuaverHealth•PE's resources ensure students meet the physical education requirements for moderate to vigorous physical activity.

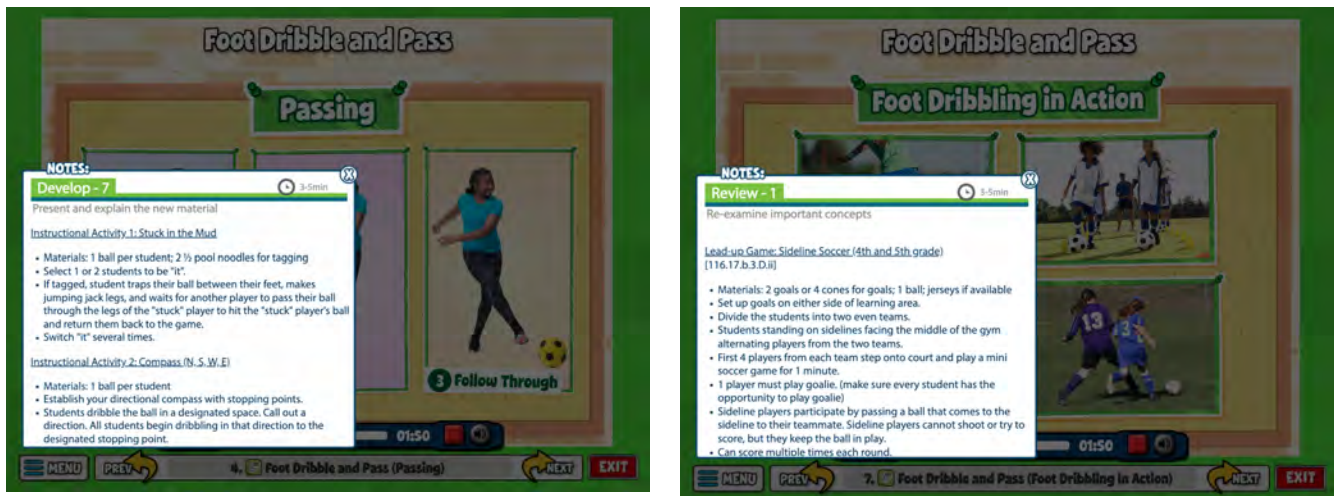
Within the Health lessons, students are active through body and brain warm-ups, songs with choreography, and gym games. *Exhibit 1-2a: Student Resources* highlights a song with onscreen choreography and a gym game. These are two examples of the hundreds of active resources included in QuaverHealth•PE lessons.

Exhibit 1-2a: Student Resources



Through the teaching of manipulative and locomotor skills, students are engaged in moderate to vigorous activity through demonstrations, instructional games, and lead-up games, as shown in Exhibit 1-2b.

Exhibit 1-2b: Instructional Activities and Lead-Up Games



1.3 Provides content and strategies to assess and develop background knowledge

Each manipulative skill includes resources for Kindergarten through 5th grade all in one location. This allows for teachers to differentiate the skill based on the students' varying skill levels and assess students' skills and knowledge. Teachers can easily use the demonstrations and skills-based instructional activities from a previous grade level if students need more practice on a skill. These are also included to provide an easy opportunity for review. If students are progressing faster than expected on a skill, teachers can level up and move on to more

advanced skills. *Exhibit 1-3* shows how skills are broken down by grade level and teachers can easily go back and forth between skill levels.


Exhibit 1-3: Differentiation Among Grade Levels

ENGAGE

Warm up the students and get their attention


1. Throw

Overview

 3-5min

- The purpose of this lesson is to sequentially build mastery of throwing an object. Prior to class, review all the screens and select the activities that best suit students' level of mastery.
- A rough guide by grade/developmental level is provided below, though all activities can be used to review and practice key elements of each skill:
 - Screen 1: Overview, Warm Up, and Connection (K - 5th)
 - Screen 2: Self-Toss (K - 2nd)
 - Screen 3: Underhand (K - 4th)
 - Screen 4: Overhand (2nd - 5th)
 - Screen 5: Throwing While Moving (3rd - 5th)
 - Screen 6: Throwing in Action (K - 5th)

- Interwoven throughout these activities and games are opportunities for students to learn and explain the consequences of and demonstrate accepting responsibility for personal actions.
- Select the Play button to activate music as students enter the learning area. This track is available on all screens to play as students practice skills.



1.4 Includes activities and resources focused on skill development

QuaverHealth•PE's physical education resources provide demonstration skill activities for each grade level and each manipulative skill. This allows the teacher to focus on skill development. These demonstration activities are outlined in the printable lesson plans and the on-screen notes for teachers. Students are also provided with onscreen images to see the correct technique of each skill. All demonstration skill activities included were written by physical education teachers in the state of Texas and Tennessee. *Exhibit 1-4: Skill Development* shows the notes for each demonstration in the lesson plan and also the correct technique images for students to allow for students' skill development.

Exhibit 1-4: Skill Development

REVIEW

Re-examine important concepts

6. Hand Dribble and Pass (Hand Dribbling in Action)

3-5min

- Examine the pictures of athletes on the screen.
- Discuss how hand dribbling and passing is an integral part of basketball.
- Ask the students to describe how each athlete is demonstrating some of the key elements of hand dribbling and passing.
- Additional lead-up games are provided for 4th and 5th grade below.

Lead-up Game 1: Dribbling Handball (4th and 5th grade)

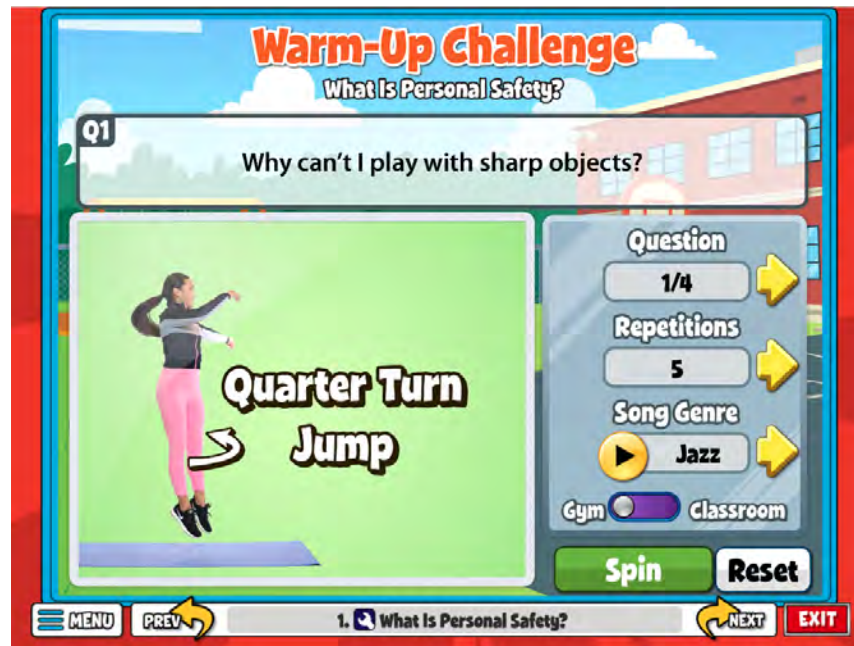
- Materials: 1 ball per group; 1 bucket or box per group
 - Divide students into groups of 5-6
 - Students start with stationary bounce passing or chest passing in a circle. Practice calling the target receiver's name.
 - When the music is off they stationary pass.
 - When the music is on the group members walk or jog toward a designated bucket or box while dribbling and passing to their teammates. When they get to their goal the closest person shoots or tosses the ball in.
 - This small group activity provides an excellent opportunity to see how their actions can have positive and negative consequences and demonstrate self-management skills. Use the physical task of passing a ball back and forth to explain how, just as the way we hold and throw a ball can lead it flying in random directions or to a partner, so too do our personal actions have consequences in the real world. Ask students to provide examples of things they have done or could do and the positive and negative consequences for themselves and for others as a result of their actions.
- [116.14.b.12.A.i; 116.15.b.12.A.ii; 116.16.b.12.A.i-iv; 116.17.b.12.A.ii,iv; 116.17.b.12.A.vi,viii; 116.17.b.12.B.ii]



1.5 Includes thought provoking warm up/engage activities.

QuaverHealth•PE lessons begin with a body and brain warm-up. These warm-ups include questions designed to activate prior knowledge and get the students to discuss the concept of the lesson. These questions allow teachers to assess students' background knowledge and understanding of the lesson topic. The warm-ups also include TEKS-aligned movements. *Exhibit 1-5: Warm-Up Challenge* gives an example of one type of QuaverHealth•PE warm-up activity.

Exhibit 1-5: Warm-Up Challenge



Note that the teacher can toggle between Gym and Classroom to find warm-up activities that are appropriate for each setting. The teacher can also choose the number of repetitions (or the duration, depending on the activity) and the genre of the song (jazz, hip hop, folk, pop, or Latin) that can accompany the warm-up.

1.6 Includes multi-skill and lead up activities and resources

Each manipulative skill lesson plan includes games and activities for each skill broken down by grade level. There are typically at least three instructional, dynamic activities listed for each skill. These instructional activities are fun ways to practice the skill following the teacher-led demonstration. Lead-up games are also included in the lesson plan for 4th and 5th-grade students. All skills-based games and activities included were written by physical education teachers in the states of Texas and Tennessee. *Exhibit 1-6a: Skills Based Games and Activities* shows a variety of activities included in the manipulative skill Hand Dribble and Pass.

Exhibit 1-6a: Skills Based Games and Activities

Instructional Activity 1: One Touch

- Materials: 1 ball per student; 1 poly spot per student
- Students attempt to bounce the ball with their dominant hand. The goal is to touch the ball with one hand before it bounces again.
- Help them use their finger pads so they have optimal control.
- This activity may seem simple, but they are actually fairly hard for kindergartners. Help students feel the motion of dribbling by pretending to push toward the floor without a ball as if they are dribbling.

Instructional Activity 2: Dribble and Spell

- Materials: 1 ball per student; 1 poly spot per student
- On the poly spots, write simple words (could be sight words, colors, numbers, sports names).
- Students start at a poly spot and dribble out the word, one bounce per letter (such as B-L-U-E).
- Students will most likely lose the ball. When they retrieve it, they find another spot and dribble spell that word.
- Scale up: Increase rigor by incorporating vocabulary words with more syllables or challenge students to dribble with their non-dominant hand.

REVIEW

Re-examine important concepts

6. Hand Dribble and Pass (Hand Dribbling in Action) ⌚ 3-5min

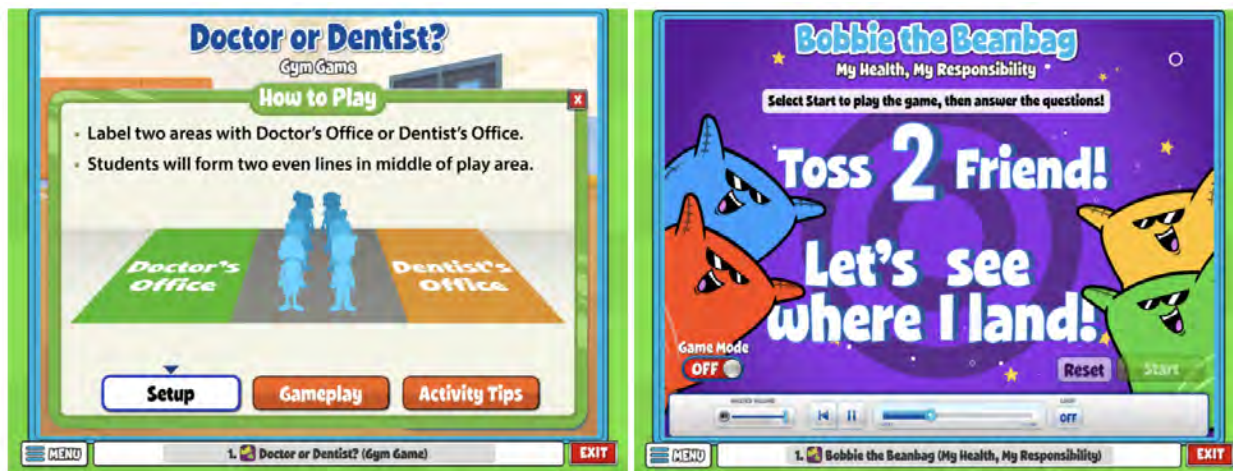
- Examine the pictures of athletes on the screen.
- Discuss how hand dribbling and passing is an integral part of basketball.
- Ask the students to describe how each athlete is demonstrating some of the key elements of hand dribbling and passing.
- Additional lead-up games are provided for 4th and 5th grade below.

Lead-up Game 1: Dribbling Handball (4th and 5th grade)

- Materials: 1 ball per group; 1 bucket or box per group
- Divide students into groups of 5-6
- Students start with stationary bounce passing or chest passing in a circle. Practice calling the target receiver's name.
- When the music is off they stationary pass.
- When the music is on the group members walk or jog toward a designated bucket or box while dribbling and passing to their teammates. When they get to their goal the closest person shoots or tosses the ball in.
- This small group activity provides an excellent opportunity to see how their actions can have positive and negative consequences and demonstrate self-management skills. Use the physical task of passing a ball back and forth to explain how, just as the way we hold and throw a ball can lead it flying in random directions or to a partner, so too do our personal actions have consequences in the real world. Ask students to provide examples of things they have done or could do and the positive and negative consequences for themselves and for others as a result of their actions. [116.14.b.12.A.i; 116.15.b.12.A.ii; 116.16.b.12.A.i-iv; 116.17.b.12.A.ii,iv; 116.17.b.12.A.vi,viii; 116.17.b.12.B.ii]

Gym games and interactive game-like warm-ups are also included to align to the PE TEKS. These small and/or large group activities are fun ways to practice and reinforce various TEKS. *Exhibit 1-6b: Games and Warm-Ups* shows two of the various games included.

Exhibit 1-6b: Games and Warm-Ups



1.7 Includes guided activities for whole/small group instruction (end of unit activities)

Our physical skill resources include dynamic activities and games for teachers to assess student progress.

Coming soon:

- With our customization tools, teachers can create custom rubrics to assess students or allow students to self-assess.
- Performance rubrics will be provided for each physical skill.

1.8 Includes closure activities and resources

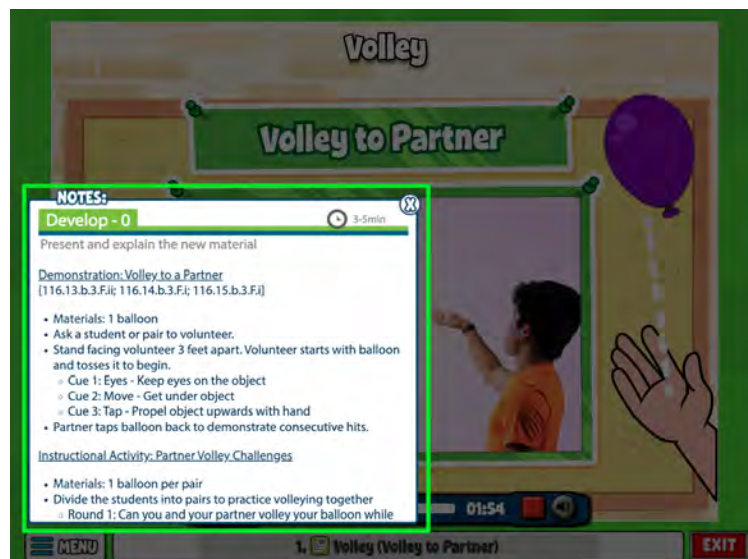
QuaverHealth•PE provides teachers with lesson plans, also known as PE Guidebooks, for the PE manipulative skills. These PE Guidebooks break down each PE skill in 3 grade-level bands: Grades K-1, Grades 2-3, and Grades 4-5. Each PE Unit includes three weeks of material. The PE Guidebook includes warm-up activities, teacher demonstrations with cues, instructional activities for students, lead-up games, and reflections, or closure activities.

1.9 Includes targeted lessons focused on core content

The PE Guidebooks list the TEKS addressed in each PE Unit identifying the targeted lesson and unit focus.

The PE physical skills screens, referenced throughout the PE Guidebooks, provide on-screen notes for teachers highlighting the demonstrations with cues, instructional activities, lead-up games, and more. See *Exhibit 1-9* to see Demonstration and Instructional Activity notes listed for each skill.

Exhibit 1-9: On-Screen Notes



1.10 Includes resources that support the FBISD formative assessment cycle

Our physical skill resources include dynamic activities and games for teachers to assess student progress.

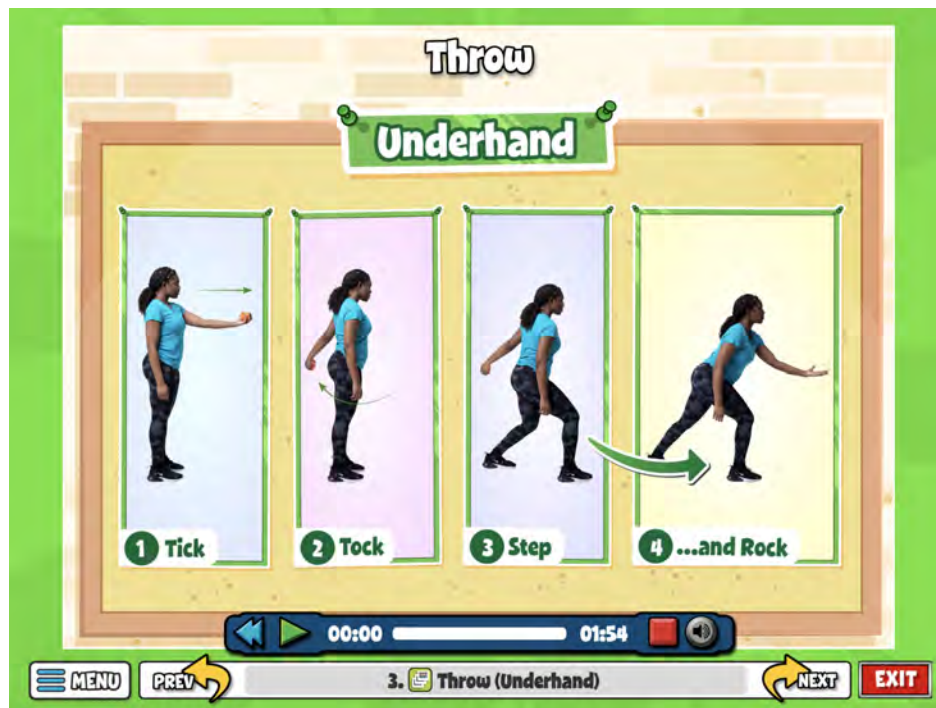
Coming soon:

- With our customization tools, teachers can create custom rubrics to assess students or allow students to self-assess.
- Performance rubrics will be provided for each physical skill.

1.11 Include exemplars for physical education skills, games, and activities (pictures, posters, videos, etc.)

Each manipulative skill includes visuals of the correct technique broken down into steps. Cues are also provided. This on-screen visual could be projected in the gym while the teacher works through demonstrations and the class participates in skill-based activities for students to refer to as needed. *Exhibit 1-11a: Visual Resources* gives an example of the on-screen correct technique as a visual resource.

Exhibit 1-11a: Visual Resources

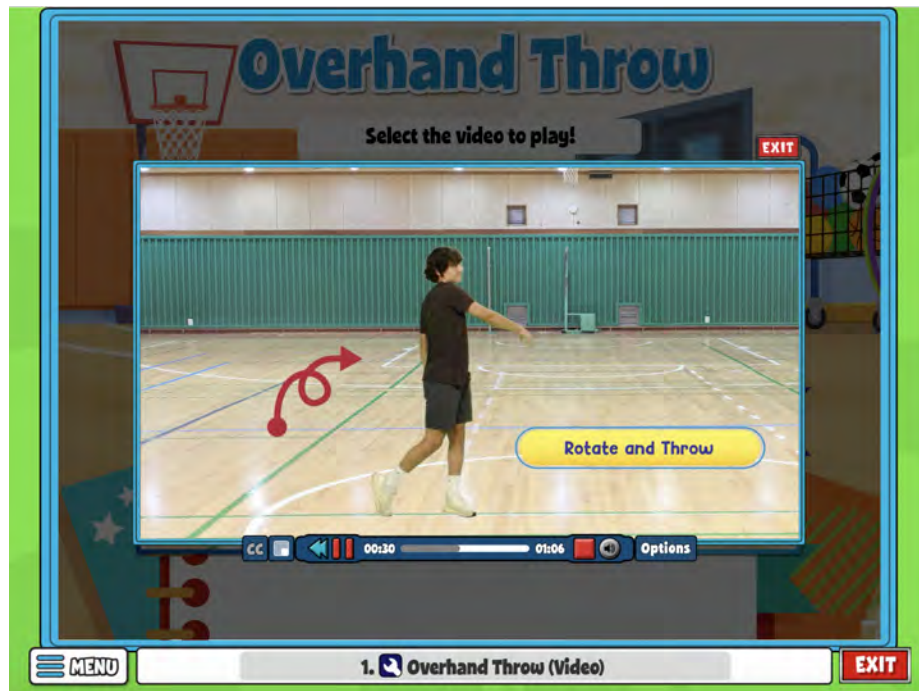


QuaverHealth•PE's customization tools allow teachers to customize and create visual resources for students. Teachers can use video instructions to talk students through the cues they personally use. Teachers can also upload still images and text. Using this tool, teachers can add

a picture of their own gym to the lesson and show where the stations are, how the stations will rotate, and more.

Currently, QuaverHealth•PE provides still images to show the correct technique, as seen above. By the spring of 2022, we will provide videos for each skill. Over 80 videos are in production to allow students to see the skill in action with verbal cues. See *Exhibit 1-11b* below. You can view this video and more in the PE Toolbox under Physical Skills. PE Skill Videos will be added to the PE Toolbox as they are released.

Exhibit 1-11b: PE Skills Video



2. Aligned to the Physical Education TEKS

2.1 100% of TEKS are addressed

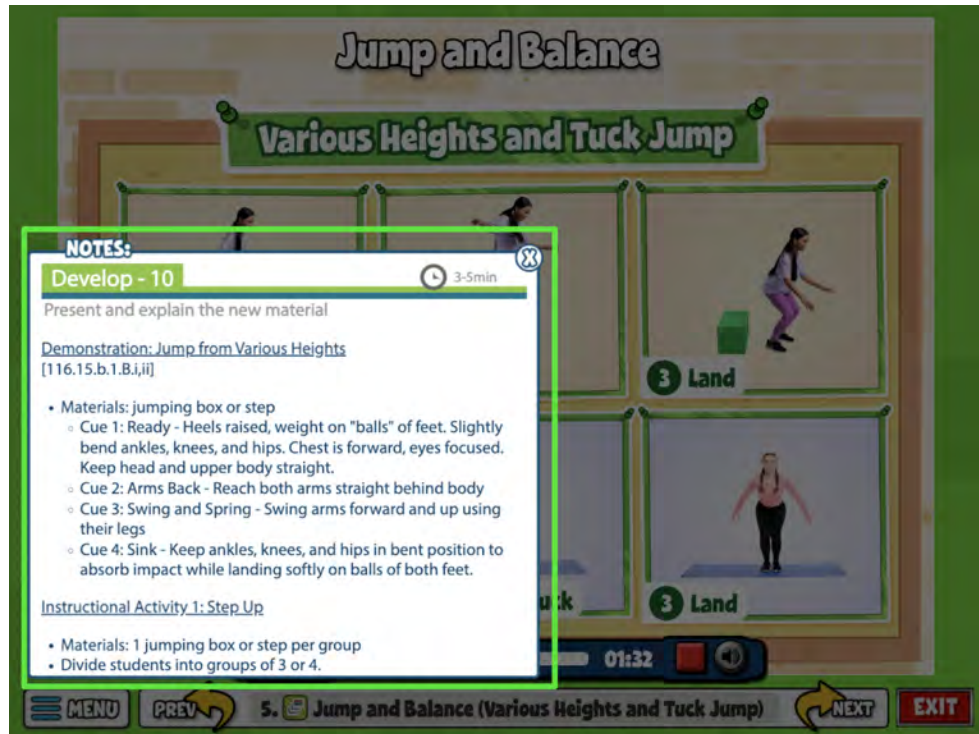
QuaverHealth•PE is 100% aligned to the Kindergarten through 5th grade Physical Education TEKS and is recommended for adoption by the TEA under Proclamation 2022. The correlations reviewed by the TEA can be found in the Instructional Guides section of the Teacher Dashboard.

2.2 TEKS alignment is identified for each activity and resource

All QuaverHealth•PE printable lesson plans not only include the TEKS being covered in the lesson, purpose, and objectives but also include teacher notes for each activity in the lesson. These notes are also found inside each activity and include notes for teachers highlighting the

demonstrations with cues, instructional activities, lead-up games, and more for each skill. These on-screen notes include the TEKS addressed in the particular activity. Exhibit 2-2 highlights the on-screen notes.

Exhibit 2-2: Teacher Notes



2.3 Provides content and strategies to assess background knowledge and skill readiness

Each manipulative skill includes resources for Kindergarten through 5th grade all in one location. This allows for teachers to differentiate the skill based on the students' varying skill levels and assess background knowledge and skill readiness. Teachers can easily use the demonstrations and skills-based instructional activities from a previous grade level if students need more practice on a skill. These are also included to provide an easy opportunity for review. *Exhibit 2-3* shows how skills are broken down by grade level and teachers can use activities from previous grades to assess background knowledge and skill readiness.

Exhibit 2-3: Background Knowledge and Skill Readiness

ENGAGE

Warm up the students and get their attention

1. Volley (Volley)

3-5min

- The purpose of this lesson is to sequentially build mastery of volleying an object. Prior to class, review all the screens and use the ones that best suit students' level of mastery.
- A rough guide by grade/developmental level is provided below, though all activities can be used to review and practice key elements of each skill:
 - Screen 1: Overview, Warm Up, and Connection (K - 5th)
 - Screen 2: Volley to Self (K - 1st)
 - Screen 3: Volley to Partner (1st - 3rd)
 - Screen 4: Underhand (4th - 5th)
 - Screen 5: Overhand (4th - 5th)
 - Screen 6: Volleying in Action (K - 5th)
- Interwoven throughout these activities and games are opportunities for students to learn and demonstrate taking and accepting personal responsibility in competitive situations.
- Select the Play button to activate music as students enter the learning area. This track is available on all screens to play as students practice skills.



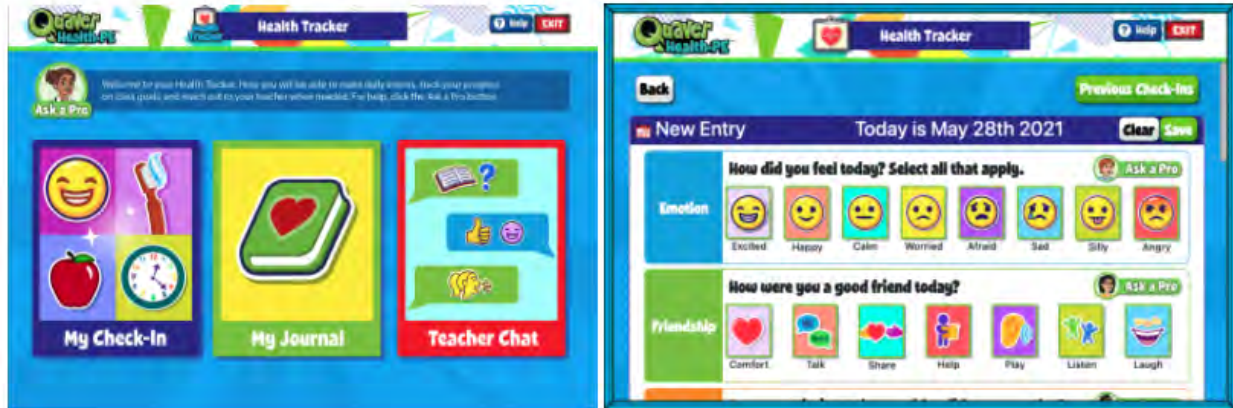
2.4 Includes developmental progressions to help students determine where they are and set goals to meet the targeted rigor of the TEKS

QuaverHealth•PE allows students and classes to determine where they are and set goals around healthy habits. Our Health Tracker tool provides teachers with a one-stop-shop for managing individual student or class goals, progress, and students' accounts. Specific to goal setting, educators can:

- Modify, build, and assign student Check-Ins
- Monitor student submissions for wellness goals

The Health Tracker empowers students to recognize, reflect, and build strong healthy habits over nine different components of student health. Students learn self-advocacy and personal responsibility for their health. Through My Check-In, students can check in, reflect, and track health behaviors such as hydration, sleep, physical activity, and/or emotional state, as seen in *Exhibit 2-4*.

Exhibit 2-4: Student Health Tracker



2.5 Incorporates relevant content that is:

- **Accurate**
- **Current**
- **Research-based**
- **Age appropriate**

QuaverHealth•PE is research-based and was developed with input from experts in medicine, physical education, personal hygiene, nutrition, child safety, and early childhood development. All lessons undergo a rigorous review by our Medical Advisory Panel and Review Board to ensure we remain guided by health educators and experts.

Our 196 lessons are aligned to the Health and Physical Education TEKS. Each lesson is age and developmentally appropriate, taking into account children's physical, emotional, social, and intellectual growth over time.

To ensure all our resources use age-appropriate language, we have literacy experts on staff who review the keywords and phrases in the lessons for each grade level. Our content writers consider the following questions, among many others: *Are these grade-appropriate concepts and keywords? What vocabulary should be added for differentiation?* We also provide recorded readings of phrases for early grade students, English language learners, and adaptive learners who benefit from audio recordings and pronunciations.

2.6 Content is presented in a way that is unbiased:

- **The relationship between frame of reference, viewpoint, and bias is deliberately addressed**
- **Examples of multiple viewpoints and opinions are provided related to major themes**

QuaverEd has placed specific and deliberate emphasis on including culturally relevant materials and culturally responsive teaching. Our curriculum is inclusive of a variety of ethnicities and is free from bias in the portrayal of ethnicity, gender, age, cultures, religion, and people with disabilities.

QuaverHealth•PE is designed for students to see themselves reflected in their curriculum. Our resources feature a diverse set of scenarios and characters from various backgrounds and with varying abilities. To ensure the QuaverHealth•PE curriculum evolves and remains inclusive, we have convened a Diversity, Equity, and Inclusion (DEI) Committee that meets monthly to ensure diversity, equity, and inclusion in our resources.

To support social awareness, we have lessons on cultural influences on health, respecting individual differences, and appreciating diversity.

Exhibit 2-6a: Appreciating Diversity



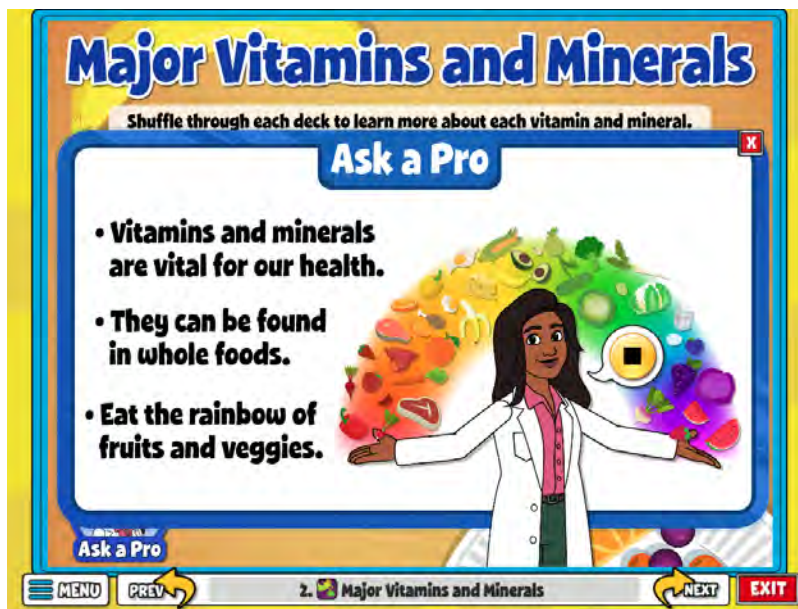
Students are given the opportunity to learn through classroom discussion with both the teacher and their peers. Students hear from their peers on multiple topics through “Kid Talk” videos as seen in *Exhibit 2-6b*. Through age-appropriate videos, QuaverHealth•PE allows students to hear from adults with first-hand experience on certain challenging topics such as drug abuse and gangs.

Exhibit 2-6b: "Kid Talk" Videos



The TEKS call for students to identify adults they can rely on in addition to their parents. QuaverHealth•PE lessons incorporate Ask a Pro buttons throughout the curriculum to allow students to hear from and identify trusted adults.

Exhibit 2-6c: Ask a Pro



The expert's advice is displayed on the screen as well as played as an audio recording.

2.7 Provides opportunity to develop skills through trial and error

Each PE Unit includes the resources and activities teachers need to do the following: teach the skill, provide ways to practice the skill, introduce lead-up games, and modify for diverse learners. Instructional Activities included in the PE Guidebooks and Notes on each screen give students multiple opportunities to practice and develop each skill. This allows students to develop their skills through trial and error with each instructional activity. *Exhibit 2-7* below highlights the instructional activities for the 4th and 5th-grade Volley skill of Underhand.

Exhibit 2-7: Instructional Activities for Volley: Underhand



2.8 Provides opportunities to connect skills to multi-skilled activities or games

Each PE Unit includes the resources and activities teachers need to do the following: teach the skill, provide ways to practice the skill, introduce lead-up games, and modify for diverse learners. Lead-up games are included in the PE Guidebooks and Notes on each screen. These lead-up games are for 4th and 5th grade once they have mastered the independent skills required to participate in a lead-up game. *Exhibit 2-8: Lead-up Games* highlights lead-up games for the Volley unit.

Exhibit 2-8: Lead-up Games



2.9 Includes a variety of instructional modalities

QuaverHealth•PE includes a variety of lesson delivery modalities. Because students have multiple learning styles, we employ highly visual graphics, audio tracks, videos, and kinesthetic activities to engage students.

Methods of Learning

Verbal

Specific ways Verbal Learners are addressed and also shown below in *Exhibit 2-9*:

- Keywords are emphasized in multiple ways throughout the curriculum
- Keywords are on screen for each skill and will also be included in the coming videos
- Cues are provided for teachers in the on-screen notes
- Lyric highlighting is available as an option anytime lyrics are displayed
- Closed Captioning is available as an option on video content

Exhibit 2-9: On-screen Keywords



Visual

Specific ways Visual Learners are addressed:

- Concepts are presented with a variety of visual supports
- Colorful screens and animations appear throughout the curriculum
- Graphical word cues are used to communicate information and reinforced in the lower third of video content
- Video segments are included in many lessons
- Real-life images are used to allow students to see examples of various objects

Auditory

Specific ways Auditory Learners are addressed:

- High-quality songs reinforce concepts throughout the curriculum
- Play buttons allow students to hear the content being addressed on screen
- Videos allow students to hear from their peers on multiple topics, to hear from adults with first-hand experience on certain challenging topics
- Music videos and how-to videos for topics like brushing your teeth

Kinesthetic

Specific ways Physical Learners are addressed:

- Movement activities and on-screen choreography
- Interactive whiteboard activities call for student interaction at the board
- Students are allowed to watch on-screen movements and physical demonstrations, as well as participate in them in the classroom or gym

2.10 Encourages life-long participation in physical activity

Beginning in Kindergarten, QuaverHealth•PE begins talking about the importance of overall health, including physical activity, which is one of the four dimensions of health. There are a variety of lessons throughout the curriculum that highlight the importance of healthy behaviors. Each grade level includes a lesson on the topic of Exercise. The purpose statements for each grade level lesson on Exercise are outlined below.

Module 4: Healthy Practices and Hygiene, Lesson 3		
Grade Level	Lesson Title	Purpose Statement
K	<i>What is Exercise?</i>	The purpose of this lesson is to introduce the definition of exercise.
1	<i>What Does Exercise Do?</i>	The purpose of this lesson is to explain how exercise affects the body.
2	<i>Enjoying Exercise</i>	The purpose of this lesson is to help students understand the correlation between things they enjoy doing and exercise.
3	<i>What Exercise is Right for Me?</i>	The purpose of this lesson is for students to be introduced to a variety of exercise styles to determine what is a good fit for them.
4	<i>Exercise and My Wellbeing</i>	The purpose of this lesson is to show students the impact of exercise on multiple dimensions of health.
5	<i>Setting Exercise Goals</i>	The purpose of this lesson is to introduce how to set long-term and short-term exercise goals

2.11 Emphasizes the benefits of physical activity on overall health and wellness

The Health Tracker empowers students to recognize, reflect, and build strong healthy habits over nine different components of student health. Students learn self-advocacy and personal responsibility for their health. Through My Check-In, students can check in, reflect, and track health behaviors such as physical activity.

3. Supports the Learning of ALL Learners

3.1 Engages learners with a variety of experiences that are:

- age appropriate
- variety of prior knowledge

- **multi-cultural/multi-ethnic representation**
- **multi learning modalities**

All QuaverHealth•PE resources are age and grade-level appropriate. All content in the lessons (videos and activities) is aligned directly to the TEKS, ensuring that it is age-appropriate. Additionally, all assessments are grade-level appropriate and are differentiated for each grade level. Our lessons are vertically aligned through grade levels. These lesson topics build on the lesson from the previous grade, providing opportunities for K-5 students to develop an increased awareness of the four dimensions of health.

Questioning in body and brain warm-ups allows teachers to see a variety of prior knowledge among students to scaffold and differentiate as needed.

We value multi-cultural diversity and want students to see themselves represented in our resources. You will see diversity in the races of the characters, socioeconomic status, physical abilities, and family structures.

Multiple learning modalities are addressed throughout and are referenced in more detail in Rubric Indicator 2.9.

3.2 Provides opportunities for re-teaching and/or remedial INTERVENTION for Tier 2 and Tier 3

At QuaverEd, we have harnessed the power of technology to help educators individualize instruction for students who receive specialized services.

Teachers can use the PE Toolbox or Health Toolbox to pull resources from previous lessons to reteach, scaffold, or differentiate as needed. Educators can also pull from previous grades to further differentiate. Quaver's customization resources allow teachers to curate resources to support differentiation for Tier 2 and Tier 3 interventions. Teachers can put these specific activities together for a student who may need more instruction on a given subject. When logged into his or her student account, the student will find instructions from the teacher and can dig into each activity presented in a sequenced lesson format.

This individualization can be done for individuals, groups, or whole classes. The students can access these additional resources at home or in school. If an assessment is needed, the assignment can even be graded and entered in the teacher's online gradebook.

While QuaverHealth•PE is built on an evidence-based approach, it also allows for customization and collaboration to further align the resources to meet your needs. Educators can work on their own or with district leadership to adapt and customize resources, even adding resources from outside the QuaverHealth•PE library to further tailor the curriculum. Custom resources can be shared across the district to encourage collaboration. Using Quaver's Resource Manager,

teachers can write lessons together, divide grade-level planning among groups, and share resources remotely.

This capability encourages collaboration among teachers and allows district leadership to better institute a common curriculum and teaching culture across school campuses. By sharing curriculum resources and ideas across the QuaverHealth•PE platform, teachers can gain valuable insight and support from other educators within their district—contributing to greater job satisfaction and higher retention of district educators.

To further enable teachers to meet the needs of their students, Resource Manager also allows teachers to import content from outside the Quaver platform to create custom screens for teaching or distributing to student accounts. The Resource Creation menu, seen in *Exhibit 3-2* below, allows teachers to create a variety of custom screens including Multimedia Slides, YouTube videos, Audio Playlists, Quizzes, Custom Rubrics, and more.

Exhibit 3-2: Custom Screen Options



As you can see, Resource Manager includes powerful customization functionality that allows teachers to rearrange and adapt Quaver lessons or create online lessons from scratch.

3.3 Provides ENRICHMENT opportunities for Tier 2 and Tier 3

No two teachers, students, classes, or weeks of the school year are exactly alike, and great educators need tools that adapt to that truth. QuaverHealth•PE is designed to be flexible to teachers' needs. This library of resources is organized in a user-friendly Resource Manager, where teachers can search for activities based on the topic or skill they want to address. They

can customize any Quaver lesson by adding or removing Quaver content and can even create activities using resources they love from outside Quaver— including YouTube videos, graphics, video recordings, and more. As they adapt to what works for their students, teachers are building their own custom Health and/or PE curriculum. They can then easily share any lesson with other educators across the district.

QuaverHealth•PE is accompanied by a searchable library of individual resources, ready for teachers to organize into lessons. With Resource Manager, they can search, create, and share custom content across the district.

Teachers can use the PE Toolbox or Health Toolbox to pull resources from a student's current grade or from higher grades to extend activities for enrichment. Teachers can create a custom lesson with these together for a student who may need enrichment and send the lesson to the student's account.

Teachers can create custom lessons by rearranging pre-built lessons or importing outside resources to create new content from scratch. Resource creation screens can be used to create Powerpoint-like screens, record videos of student or teacher activity, create custom quizzes and rubrics, build checklists, and much more.

Free student accounts open a world of learning to students anywhere, anytime. Students can log in to their Student Dashboard anywhere they have an internet connection and can access teacher-created assignments or browse through resources to practice the skills they're learning in class.

3.4 Provides differentiated TASKS for ALL learners (including but not limited to SPED, GT, ELL, 504)

QuaverHealth•PE provides differentiated tasks, as evidenced in Rubric Indicators 3.2 and 3.3. In addition to differentiated tasks, the Quaver platform includes a variety of tools teachers can use to support all learners.

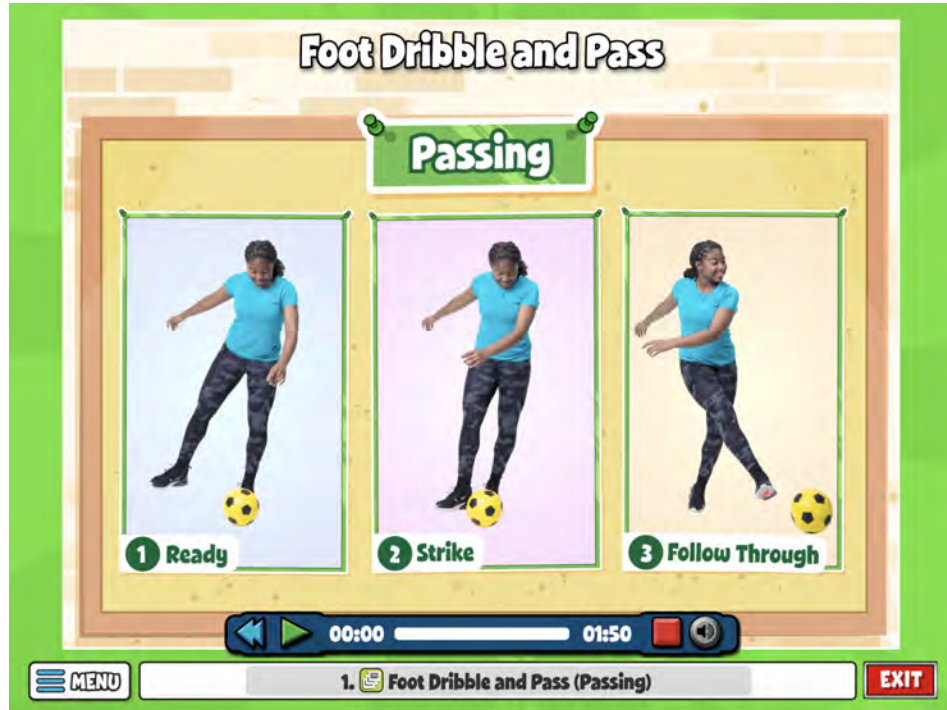
All QuaverHealth•PE screens have tools that allow teachers to draw, write, or add text to any activity. Teachers can highlight keywords or type keywords on the screen to support students' language needs. This includes the ability to write or type on the screen in any language.

3.5 Provides differentiated TEXTS for ALL learners (including but not limited to SPED, GT, ELL, 504)

The QuaverEd platform provides teachers with tools to differentiate texts for all learners. One way is on-screen Play buttons. Play buttons allow students to hear the content being addressed on screen. Another way is lyric highlighting, provided to aid comprehension. This feature

enhances participation while targeting vocabulary development. In addition, we also provide on-screen keywords, as shown in *Exhibit 3-5*.

Exhibit 3-5: Keywords



The Quaver platform also includes a variety of tools to support all learners. All QuaverHealth•PE screens have tools that allow teachers to draw, write, or add text to any activity. Teachers can highlight keywords or type keywords on the screen to support students' language needs. This includes the ability to write or type on the screen in any language. These customization tools allow for personalized modifications for each student based on their individualized education plans or 504 plans, as needed.

3.6 Integrates language supports for English learners

QuaverHealth•PE is accessible to students who are English language learners.

Limited Language Learners

QuaverEd curriculum resources have been designed to help ELL students feel comfortable in the classroom and to help students improve their comprehension and use of the English language. Some of the techniques we use to help English Learners are as follows:

- **Providing songs in English and Spanish:** We are working toward providing Spanish versions of all our songs soon.

- **Use of Technology:** Mindful access to technology and computer-assisted, interactive learning can be effective in engaging students' participation, motivation, development in writing skills, and application of learning back into their real lives.
- **Closed Captioning on Videos:** Quaver provides closed captioning in English. This allows students to analyze text while providing code-mixing opportunities.
- **Sentence Stems:** Many warm-up screens with questions provide teachers with the option to turn sentence stems on and off to encourage students to answer with complete sentences and communicate effectively. *Exhibit 3-6: Language Supports* shows an example of sentence stems.
- **Lyrics Highlighting on Songs:** To really improve comprehension, we highlight the lyrics of songs as the lyric is sung. This feature enhances participation while targeting vocabulary development. *Exhibit 3-6: Language Supports* shows an example of lyrics highlighting.
- **Multimedia Approaches:** Quaver uses videos and animations to convey the meaning of English words to students, speeding up the learning of new words through a reinforcing multi-media approach.
- **Spanish Resources:** Most songs will be available in Spanish in Spring 2022. Warm-up screens are also in the process of being translated into Spanish.

Exhibit 3-6: Language Supports



3.7 Provides a rigorous academic foundation, strong character, and supports the FBISD Profile of a Graduate

QuaverHealth•PE provides a rigorous academic foundation by providing resources that meet 100% of the Health and PE TEKS. Our academically sound resources allow for questioning through class discussion and higher-order thinking. A variety of learning styles are met throughout while also providing opportunities for whole-class discussion, group work, and independent study. This variety helps create collaborative team members as well as student

leaders. Through resources built around the four dimensions of health, QuaverHealth•PE helps develop the whole child and instill practices for students to lead healthy lifestyles.

3.8 Provides opportunities for technology integration and blended learning experiences

QuaverHealth•PE combines online tools for teaching and instruction with hands-on experiences to engage students in experiential learning. Our curriculum harnesses the power of technology to broaden your options as a teacher. Our innovative approach combines on and offline tools to provide a full year of daily Health and PE lessons.

As a cutting-edge education company with a digital product, we offer a variety of levels and methods for integrating with your district's technology and supporting the district-wide implementation of the resources. These integrations are beneficial for any district interested in gathering meaningful data on teacher usage and student performance.

We offer Standard Integrations Services at no additional charge, including the implementation of any of our supported SSO technologies (Clever/OAuth, SAML/ADFS, LTI, Google), student/teacher rostering via the OneRoster data format, or Gradebook data export via .csv.

We can also integrate with other vendors and Learning Management Systems that support any of these technologies. If your district requires a roster integration using a proprietary rostering solution, an additional charge can be negotiated. Our dedicated technology integrations team can interface with your district to consult on and facilitate these integrations. A collection of some integration partners are represented by *Exhibit 3-8a: Rostering/Single Sign-On Options* below.

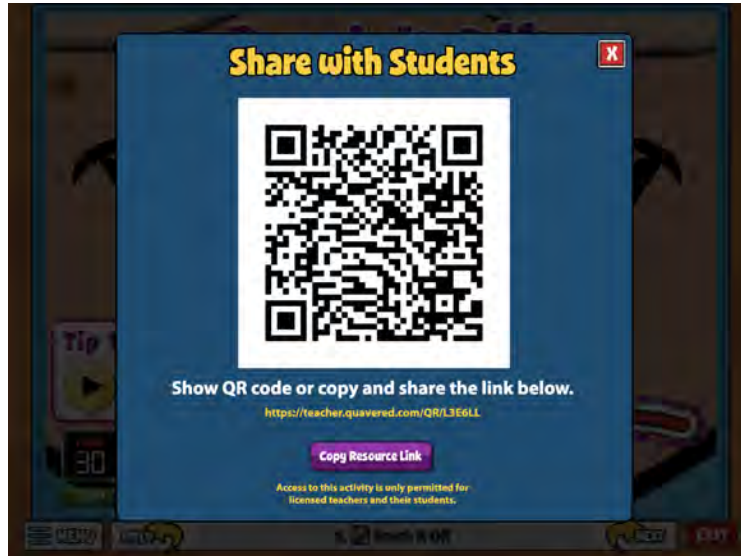
Exhibit 3-8a: Rostering/Single Sign-On Options



In addition to technology integration in the classroom, every activity in the curriculum can be shared with parents or caregivers through a QR code or shareable link. This option doesn't require an account for the student or parent. Both the QR code and shareable links can be emailed to parents, added to a newsletter, printed, and more. *Exhibit 3-8b: Resource Sharing*

shows the options given to teachers to share resources to parents and even students and other teachers in the building.

Exhibit 3-8b: Resource Sharing

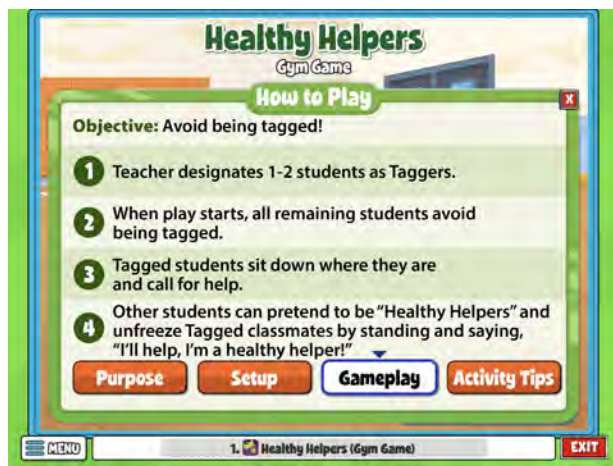


3.9 Includes organized activities for students to collaborate

QuaverHealth•PE includes organized activities, such as role-play scenarios, team games, and group discussions, for students to collaborate. These activities are all aligned to the PE TEKS.

There are a variety of gym games included that are intended for group play. There are also opportunities for students to collaborate through lead-up games, as well games focusing on sportsmanship, the social and emotional PE TEKS. Examples are shown below in *Exhibit 3-9*.

Exhibit 3-9: Student Collaboration through Games



3.10 Provides opportunities for students to engage in talk about their learning

QuaverHealth•PE is built on a foundation of group discussions. Each lesson opens up with topic discussion questions and gives students multiple opportunities to talk about what they're learning through discussions, reviews, and assessment games. Discussions will vary from pairs to small groups, to whole groups.

4. Supports Student Ownership of Learning & Behavior

4.1 Includes what students are learning (Learning Intentions)

All QuaverHealth•PE lessons have a clear purpose and stated objectives. You will find the objectives in the printable lesson plan and also in the Notes for each lesson as seen in *Exhibit 4-1: Learning Intentions in a QuaverHealth•PE Lesson*.

Exhibit 4-1: Learning Intentions in a QuaverHealth•PE Lesson

[PRINT](#)

Throw	
Purpose	Key Student Objectives
<p>The purpose of this lesson is to sequentially build mastery of throwing an object.</p>	<ol style="list-style-type: none"> 1. Practice and safely demonstrate correct technique and key elements of throwing. 2. Apply throwing skills with strategy and various forces, speeds, and directions in competitive situations. 3. Explain the consequences of and accept responsibility for personal actions in activities and games.

4.2 Supplies checklists and/or success criteria for students to self and peer assess

Resource Creation and customization give teachers the flexibility to create custom rubrics through Rubric Builder to allow students to assess peers or self-assess. These rubrics can be sent to student accounts or printed for ease. See *Exhibit 4-2* below for an example of a custom rubric.

Exhibit 4-2: Custom Rubric Example



	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaching (2 points)	Limited Progress (1 point)
Sporting Behavior, Cooperation, and Effort				
Application and Development of Movement Concepts				
Manipulative and Locomotor Skill Application				
Health Knowledge Application				

Resource creation also allows teachers to create checklists through Checklist Builder. These checklists can be added to custom lessons and also sent to student accounts. This allows students to monitor their own progress of completion for a variety of activities.

4.3 Includes tools for teachers to address prerequisite skills and common misconceptions associated with concepts

Each manipulative skill includes resources for Kindergarten through 5th grade all in one location. This allows for teachers to differentiate the skill based on the students' varying skill levels. Teachers can easily use the demonstrations and skills-based instructional activities from a previous grade level if students need more practice on a skill. These are also included to provide an easy opportunity to address prerequisite skills. If students are progressing faster than expected on a skill, teachers can level up and move on to more advanced skills. *Exhibit 4-3: Differentiation Among Grade Levels* shows how skills are broken down by grade level and teachers can easily go back and forth between skill levels.

Exhibit 4-3: Differentiation Among Grade Levels

ENGAGE

Warm up the students and get their attention

1. Jump and Balance (Jump and Balance) ⌚ 3-5min

Overview

The purpose of this lesson is to sequentially build mastery of fundamental jumping techniques and balance skills. A rough guide by grade/developmental level is provided below, though all activities can be used to review and practice key elements of each skill:

- Screen 1: Overview, Warm Up, and Connection (K - 5th)
- Screen 2: Jump in Place (K - 3rd)
- Screen 3: Side to Side, Front to Back (K - 3rd)
- Screen 4: Quarter Turn and Half Turn (1st - 3rd)
- Screen 5: Various Heights and Tuck Jump (2nd - 5th)
- Screen 6: Full Turn Jump (4th and 5th)
- Screen 7: Balance (K - 5th)
- Screen 8: Jumping in Action (K - 5th)

• Intwoven throughout these activities and games are opportunities for students to



We have taken every precaution to make sure that QuaverHealth•PE is free from misleading information. The curriculum was developed with input from experts in medicine, physical education, personal hygiene, nutrition, child safety, and early childhood development. All lessons undergo a rigorous review by our Medical Advisory Panel and Review Board to ensure we remain guided by experts and health educators. Our 196 lessons are aligned to the Health and Physical Education TEKS.

With these reviews and standards alignment in place, QuaverHealth•PE is free from misconceptions.

4.4 Formative assessments include a variety of tasks

- **performance-based**
- **open-ended questions**
- **checks for understanding**
- **reflecting on learning**
- **extension of learning**
- **easy to use exit tickets for the gym/outside**

QuaverHealth•PE includes formative assessments that represent a variety of tasks.

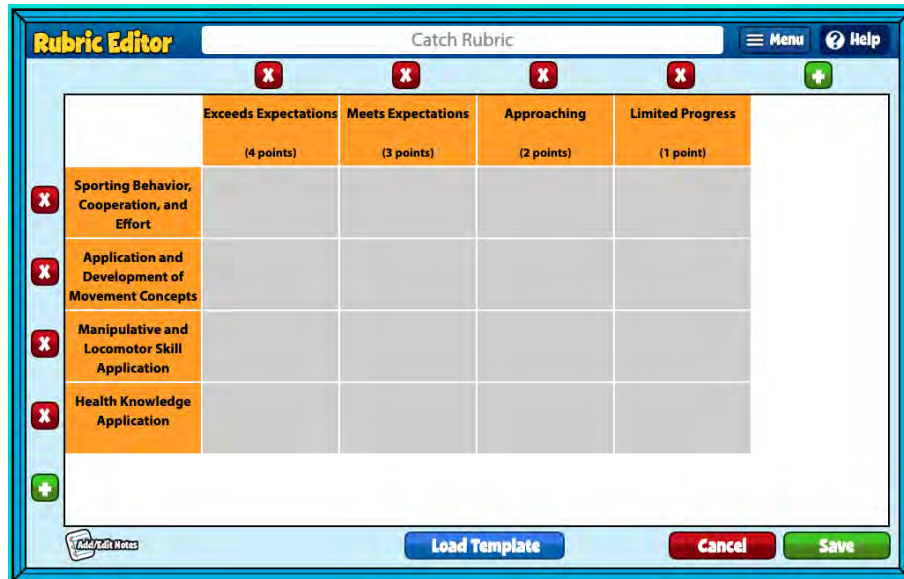
Questioning is a big component of all lessons. Each lesson ends with an informal, formative assessment to review the lesson content and check for student understanding. These assessments are grade-level appropriate and are differentiated for each grade level. Teachers could use the reviews and questions as exit tickets.

Reflection screens are incorporated throughout QuaverHealth•PE lessons. These reflections encourage students to reflect internally on lesson content. In the lower grades, a wise adult

guides students through the reflections. In the upper grades on-screen prompts guide student reflections.

Resource Creation and customization give teachers the flexibility to create custom performance rubrics through Rubric Builder, shown in *Exhibit 4-4*, to assess students or allow students to assess peers or self-assess. These rubrics can be sent to student accounts or printed for ease.

Exhibit 4-4: Rubric Editor



	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaching (2 points)	Limited Progress (1 point)
Sporting Behavior, Cooperation, and Effort				
Application and Development of Movement Concepts				
Manipulative and Locomotor Skill Application				
Health Knowledge Application				

In regards to the extension of learning, the Community Resources will help students further their Health and PE education and engagement. In Module 1 all students, families, and staff are encouraged to participate in a “Healthy Me Challenge.” They’ll receive a monthly calendar full of healthy suggestions to follow and individuals can earn points for the tasks they meet. This and the other Community Resources will help students connect what they are learning in our General Health module with their real lives.

Exit Tickets can be formulated based on the learning objectives. These can be created as custom screens in the form of multiple-choice questions using the Quiz Builder or free-response using a Multimedia Screen.

4.5 Summative assessments include a variety of tasks

- performance-based
- project based learning
- open-ended questions

Every module contains a series of four consecutive lessons and ends with a module review and summative assessment. The summative assessment can be completed within the whole group

or can be assigned to student accounts for individual completion. Every assessment can be customized. Teachers can deliver them digitally or print them.

4.6 Includes skill and activity progressions

Just like the PE TEKS build in skill progression, so do QuaverHealth•PE activities. Each manipulative skill includes resources for Kindergarten through 5th grade all in one location. This allows for teachers to see the skill progression across grade levels. Teachers can easily use the demonstrations and skills-based instructional activities from a previous grade level if students need more practice on a skill. If students are progressing faster than expected on a skill, teachers can level up and move on to more advanced skills. *Exhibit 4-6: Skill Progression Across Grade Levels* shows how skills are broken down by grade level.


Exhibit 4-6: Skill Progression Across Grade Levels

ENGAGE

Warm up the students and get their attention

1. Kick (Kick) ⌚ 3-5min

- The purpose of this lesson is to sequentially build mastery of foot dribbling and passing an object. Prior to class, review all the screens and use the ones that best suit students' level of mastery.
- A rough guide by grade/developmental level is provided below, though all activities can be used to review and practice key elements of each skill:
 - Screen 1: Overview, Warm Up, and Connection (K - 5th)
 - Screen 2: Stationary Ball (K - 1st)
 - Screen 3: Approach a Stationary Ball (1st - 3rd)
 - Screen 4: Kick a Moving Ball (2nd - 5th)
 - Screen 5: Kicking in Action (K - 5th)
- Intermixed throughout these activities and games are opportunities for students to learn and demonstrate appropriate sporting behavior and apply self-management skills in competitive situations.
- Select the Play button to activate music as students enter the learning area. This track is available on all screens to play as students practice skills.



4.7 Includes tools for student-to-student and teacher-to-students feedback protocols

In the traditional classroom, teachers use interactive whiteboards or a projector and computer to present lesson materials. For remote learning, teachers can share links for synchronous instruction, or create assignments and videos for asynchronous instruction. Students can respond with recorded videos and messaging to encourage effective interaction and instruction.

Custom rubrics can be created for peer assessment or student-to-student feedback.

4.8 Includes tools for assisting students in assessing where they are and creating their own goals towards success

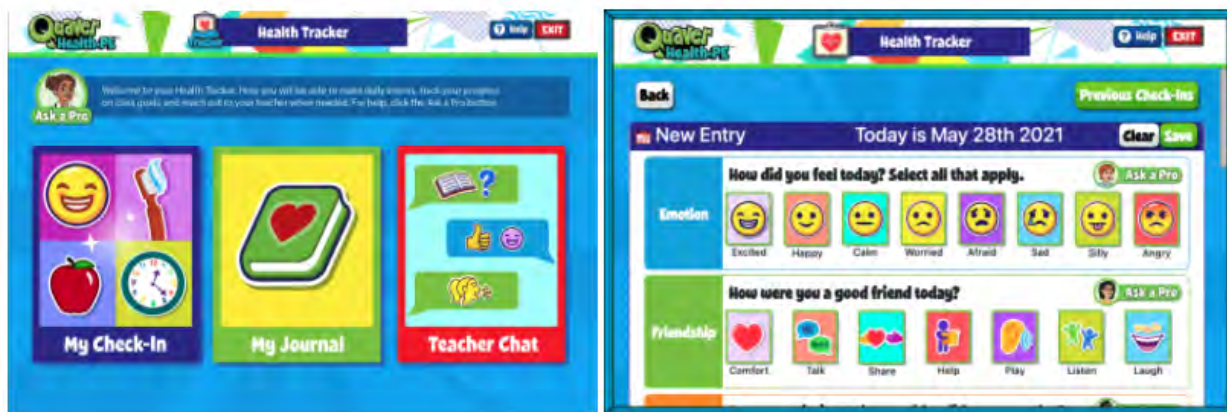
QuaverHealth•PE introduces personal advocacy by encouraging students to reflect upon, discuss, and build stronger healthy habits. Our Health Tracker tool provides teachers with a one-stop-shop for managing individual student or class goals, progress, and students' accounts. With the tool, educators can:

- Modify, build, and assign student Check-Ins and My Journal prompts
- Build or manage class and student accounts
- Monitor student submissions for wellness goals and check for understanding of lesson content

The Health Tracker empowers students to recognize, reflect, and build strong healthy habits over nine different components of student health, while also checking for comprehension of lesson content. Students learn self-advocacy and personal responsibility for their health. Features of the Health Tracker can be seen in *Exhibit 4-8: Student Health Tracker* and include:

- My Check-In: Students can check in, reflect, and track health behaviors such as hydration, sleep, physical activity, and/or emotional state
- My Journal: Students can reflect upon personal health behaviors and demonstrate comprehension of lesson content through drafting and submitting journal responses
- Teacher Chat: Students can collaboratively discuss and reflect upon healthy behaviors and habits with their teacher and classmates

Exhibit 4-8: Student Health Tracker



4.9 Offers guided reflections on knowledge and progress

Reflection screens are incorporated throughout QuaverHealth•PE lessons. These reflections encourage students to reflect internally on lesson content. Once the on-screen reflection is complete, teachers can ask additional questions. As time permits, the teacher can ask students if they might like to share anything special they have learned from this lesson.

4.10 Provides portfolio options to track student growth

Student Admin houses a variety of tools to support student accounts. Teachers can send assignments or assessments to students, as well as create goals for student check-ins and journal prompts for student response. The Gradebook allows teachers to monitor student progress and completion of any activity assigned to student accounts.

The “Goals & Journal Reports” tool allows teachers to view students' responses to Check-Ins and Journals completed. Teachers can see students' responses over time to identify trends or patterns in behavior. See these tools highlighted in green in *Exhibit 4-10*.

Exhibit 4-10: Teacher Reporting Tools



4.10 Includes targeted lesson focused on whole child health (SEL, nutrition education, mental health, etc.)

We focus on developing the whole child through lessons about the four dimensions of health: physical, emotional, social, and intellectual. QuaverHealth•PE develops personal advocacy to develop healthy habits for a healthy future.

Eight modules include traditional topics like nutrition, exercise, mental health, and safety while broadening the conversation to include responsibility and decision making, bullying and cyberbullying, online safety, and cultural influences on personal health decisions.

Lessons deliver content backed by current gold standard research and align with the most recent Health and PE TEKS. As those focus on SEL, so do our resources. We also have a crosswalk to show our alignment to the Positive Character Traits TEKS.

5. Provides Robust Online Resources and Technical Support

5.1 Provides online content resources

The Quaver digital platform houses lesson plans for easy planning and instruction. With unlimited student accounts, QuaverHealth•PE supports progress monitoring and skills

attainment. Quaver offers Single Sign-On and Roster Integration. Even more, student accounts enable more consistent support for educators and families during periods of remote instruction.

As a digital curriculum, we are committed to updating our resources to meet the needs of today's teachers and students. As such, our digital platform allows for regular updates to functionality, changes in legislation, and teacher needs and feedback.

5.2 Provides online assessment resources

All assessment resources are online. Soon, the module assessments will be customizable and assignable to students' online accounts. Also through Quiz Builder, teachers will be able to create their own multiple-choice quizzes and assign them to students' online accounts.

Custom performance rubrics can be created for peer assessment or student-to-student feedback.

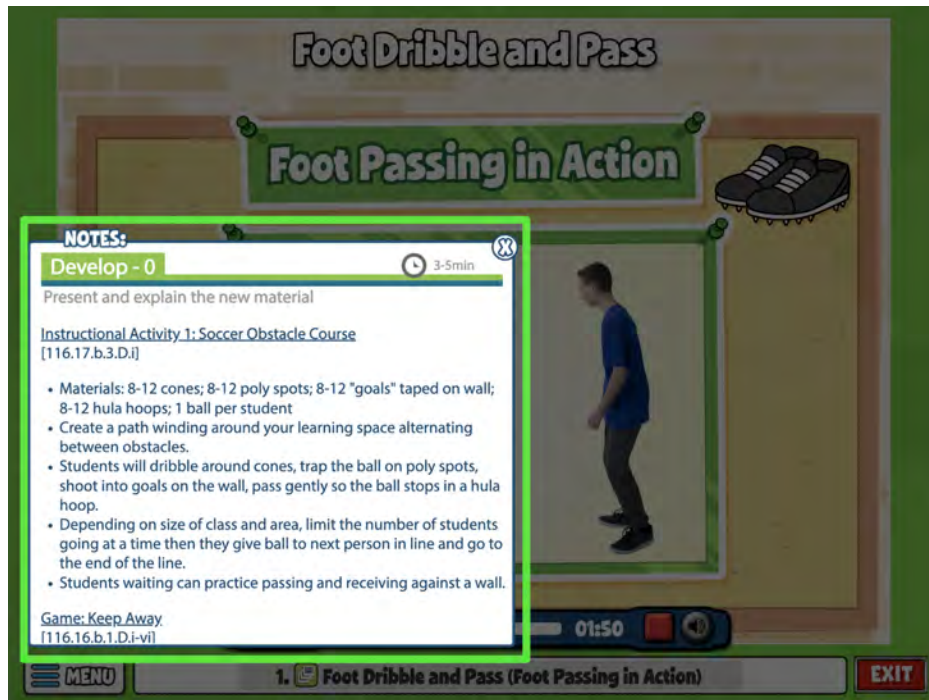
5.3 Offers online tiered intervention and enrichment resources

All of the tiered interventions addressed in Rubric Indicator 3.2 and enrichment resources addressed in Rubric Indicator 3.3 are available online. Teachers can access these resources online to deliver content to their students in a whole group or small group setting. Teachers can also assign these activities to individual student accounts for students to access at school or at home.

5.4 Includes online book of activities/references/articles/resources

All QuaverHealth•PE lessons include both teacher-directed and student-centered online resources. Our Instructional Guides include a variety of planning resources and best practice documents for teachers. Our printable lesson plans not only include the TEKS covered in the lesson, purpose, and objectives but also include teacher notes for each activity in the lesson. Each PE Unit includes the resources and activities teachers need to do the following: teach the skill, provide ways to practice the skill, introduce lead-up games, and modify for diverse learners. This is seen in *Exhibit 5-4: Teacher Notes in PE Units*.

Exhibit 5-4: Teacher Notes in PE Units



5.5 Digital tools are built into the platform (including, but not limited to):

- **Bank of text and graphics for ELLs**
- **Robust language transition (multiple languages)**
- **Skills development and modifications (504, special education)**

The Quaver platform includes a variety of tools to support all learners. All QuaverHealth•PE screens have tools that allow teachers to draw, write, or add text to any activity. Teachers can highlight keywords or type keywords on the screen to support students' language needs. This includes the ability to write or type on-screen in any language.

Our customization tools allow teachers to add custom videos through Teacher Recordings, as seen in *Exhibit 5-5*. These videos can be added to custom lessons and shared with student accounts. Another feature to support students through video instruction is the use of video notes. These video notes can be added to any screen and allow teachers to give verbal directions to students needing additional support. These video notes are in addition to written notes on each student activity.

Exhibit 5-5: Custom Teacher Recording Video

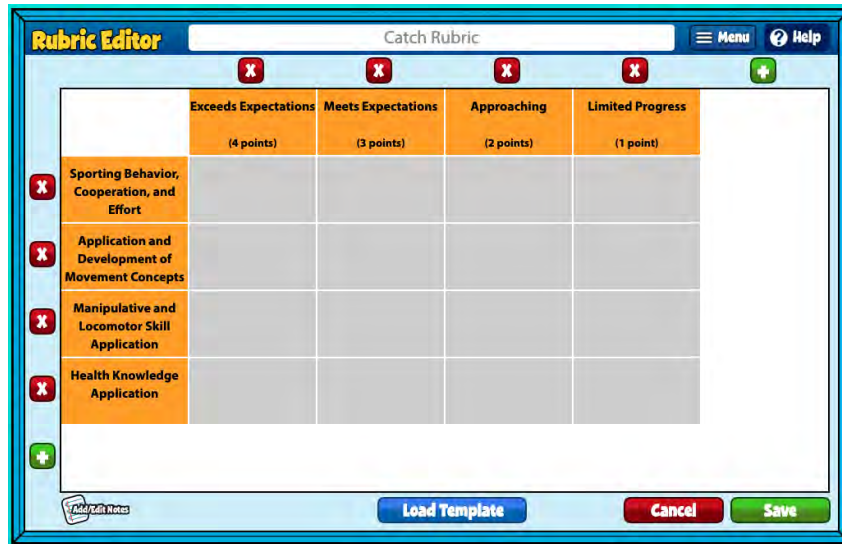


Adding custom screens opens a world of new resources for teachers. In addition to the Teacher Records discussed, teachers can create custom Powerpoint-like screens to include additional images or modified text to meet the needs of all students. These customization tools allow for personalized modifications for each student based on their individualized education plans or 504 plans, as needed.

5.6 Includes pre-loaded rubrics and checklists that teachers have the ability to download and edit

Resource Creation and customization give teachers the flexibility to create custom rubrics through Rubric Builder to assess students or allow students to assess peers or self-assess. These rubrics can be sent to student accounts or printed for ease.

Exhibit 5-6: Rubric Editor



The Rubric Editor interface includes a title bar with 'Rubric Editor', a search bar labeled 'Catch Rubric', and buttons for 'Menu' and 'Help'. Below the title bar is a table with four columns representing performance levels: 'Exceeds Expectations (4 points)', 'Meets Expectations (3 points)', 'Approaching (2 points)', and 'Limited Progress (1 point)'. The rows represent different criteria: 'Sporting Behavior, Cooperation, and Effort', 'Application and Development of Movement Concepts', 'Manipulative and Locomotor Skill Application', and 'Health Knowledge Application'. Each cell in the table is currently empty. At the bottom of the interface are buttons for 'Load Template', 'Cancel', and 'Save', along with a 'Add Data Notes' icon.

	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaching (2 points)	Limited Progress (1 point)
Sporting Behavior, Cooperation, and Effort				
Application and Development of Movement Concepts				
Manipulative and Locomotor Skill Application				
Health Knowledge Application				

Resource creation also allows teachers to create checklists through Checklist Builder. These checklists can be added to custom lessons and also sent to student accounts. This allows students to monitor their own progress of completion for a variety of activities.

5.7 Includes student interactive online lessons

Free student accounts open a world of learning to students anywhere, anytime. Students can log in to their personal Student Dashboard anywhere they have an internet connection and can access teacher-created assignments, the Health Tracker, or browse through resources covering the four dimensions of health: emotional, intellectual, physical, and social. Student accounts also empower parents to be engaged in the student's education, as they can access the resources at home and communicate with the teacher if needed. *Exhibit 5-7a: Quaver Student Dashboard* shows a Student Dashboard for a sample student.

Exhibit 5-7a: Quaver Student Dashboard



Every activity in the curriculum can be shared with parents through a QR code or shareable link. This option requires no account needed for the student or parent. Both the QR code and shareable links can be emailed to parents, added to a newsletter, printed, and more. *Exhibit 5-7b: Resource Sharing* shows the options given to teachers to share resources to parents and even students and other teachers in the building.

Exhibit 5-7b: Resource Sharing

