

Response to



## Rubric Evaluation

October 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 rubric.

1. Health Lesson Resources
2. Physical Education Lesson Resources
3. General Items

## 1. Health Lesson Resources

### 1.1 Materials are 2022 TEKS aligned

QuaverHealth•PE is 100% aligned to the Kindergarten through 5th grade Health 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.

The TEKS are also listed in every printable lesson plan, as shown in *Exhibit 1-1: TEKS within a Quaver Lesson Plan*.

*Exhibit 1-1: TEKS within a Quaver Lesson Plan*

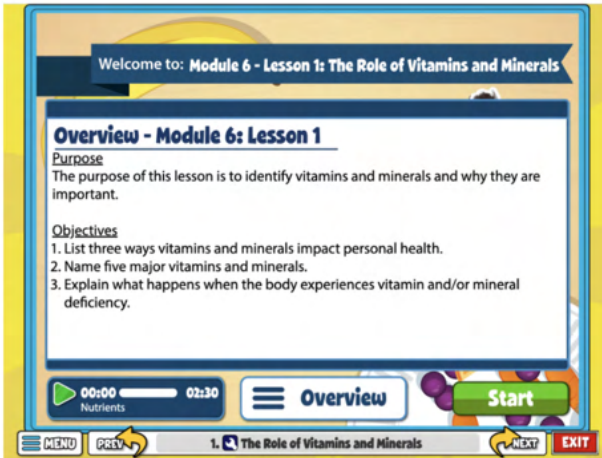
2nd Grade		The Role of Vitamins and Minerals	
Add shapes to your image			
<b>Purpose</b> <ul style="list-style-type: none"> <li>The purpose of this lesson is to identify vitamins and minerals and why they are important.</li> </ul>		<b>Key Student Objectives</b> <ol style="list-style-type: none"> <li>List three ways vitamins and minerals impact personal health.</li> <li>Name five major vitamins and minerals.</li> <li>Explain what happens when the body experiences vitamin and/or mineral deficiency.</li> </ol>	
<b>Time</b>	<b>Classroom Resources</b>	<b>Music in This Lesson</b>	
30-45 min	<ul style="list-style-type: none"> <li>Materials               <ul style="list-style-type: none"> <li>Beanbags (or similar tossing object - large ball for PE class)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Feelings Hot Potato</li> <li>Nutrients</li> </ul>	
<b>Standard</b>			
Focus Standards In This Lesson: <ul style="list-style-type: none"> <li>115.14.b.6.A</li> <li>115.14.b.6.D</li> </ul>			
National Health Standards: <ul style="list-style-type: none"> <li>7.2.1</li> </ul>			

## 1.2 Materials include essential questions/skills and *I can* statements (what, why, how resources)

All QuaverHealth•PE lessons have a clear purpose and stated objectives. The objectives can be turned into “I Can” statements. You will find the objectives in the printable lesson plan and on the student Welcome screen for each lesson as seen in *Exhibit 1-2: Objectives in a QuaverHealth•PE Lesson*.

*Exhibit 1-2: Objectives in a QuaverHealth•PE Lesson*

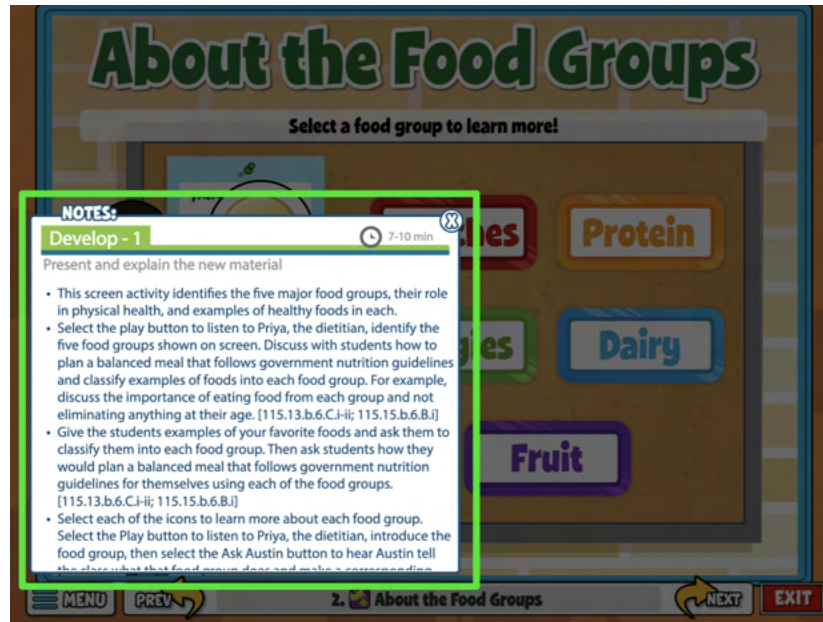
2nd Grade		The Role of Vitamins and Minerals	
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Focus Standards in This Lesson: <ul style="list-style-type: none"> <li>115.14.b.6.A</li> <li>115.14.b.6.D</li> </ul> National Health Standards: <ul style="list-style-type: none"> <li>7.2.1</li> </ul>			



## 1.3 Materials include teacher directed, student centered resources available (presentations and activities)

All QuaverHealth•PE lessons include both teacher-directed and student-centered 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 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 suggestions for introducing a concept, implementing an activity, going deeper on lesson topics, and asking probing questions. This is seen in *Exhibit 1-3a: Teacher Notes in a QuaverHealth•PE Lesson*.

Exhibit 1-3a: Teacher Notes in a QuaverHealth•PE Lesson



QuaverHealth•PE includes student-centered resources in the form of interactive activities, songs, and games. Many of these activities were designed for the class to engage in discussion, while others focus on real-life application and review. Lessons also include interactive songs and games to get students up and moving, while also reviewing lesson content. *Exhibit 1-3b: Student Resources* highlights a song with onscreen choreography and a gym game. These are two examples of the hundreds of interactive activities included in QuaverHealth•PE lessons.

Exhibit 1-3b: Student Resources





## 1.4 Materials include video based lesson resources

QuaverHealth•PE includes a variety of video-based lesson resources to engage students. Kid Talk videos give students a chance to hear from their peers on multiple topics. Kid Talk videos in the lesson *Managing Common Illnesses and Diseases* include students talking about their experiences with asthma and diabetes, as seen in *Exhibit 1-4*. Other Kid Talk videos include topics such as peer influence, good friends, refusal skills, strengths, and when to ask for help.

*Exhibit 1-4: Kid Talk Videos*



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. When students are able to draw connections from or build relatability to real-world experiences of themselves and others, they feel empowered to learn from these experiences, become more engaged and connected to learning experiences, and desire to take more personal responsibility for their personal health and wellness.

Other types of videos include music videos with on-screen choreography and how-to videos for topics like brushing your teeth.

The customization features in the Quaver platform allow teachers to add videos to lessons. Teachers can record themselves talking about a topic or demonstrating a skill or simply add videos from other websites.

## 1.5 Materials include multiple assessment resources (self assessment, teacher assessment, rubrics, academic language review quizzes etc)

Each QuaverHealth•PE lesson ends with an informal, formative assessment to review the lesson content and check for student understanding. Each module contains a series of 4 consecutive lessons and ends with a module review and assessment. These assessments are grade-level appropriate and are differentiated for each grade level. *Exhibit 1-5: Types of Assessments* shows the variety of assessments included in QuaverHealth•PE.

One type of end-of-module assessment is Quiz Challenge. The Kindergarten and 1st grade Quiz Challenge consists of 9 questions and two answer choices for each question. The 2nd and 3rd grade Quiz Challenge consists of 16 questions and three answer choices for each question. The 4th and 5th grade Quiz Challenge consists of 25 questions and four answer choices for each question.

*Exhibit 1-5: Types of Assessments*



Pre and post-assessments are provided for each grade level in the Health Toolbox. These assessments can be printed and also assigned to students' online accounts. The current interactive module assessments on screen will be printable and also assignable to students'

online accounts in the near future. Teachers will also have the ability to customize these assessments. Through Quiz Builder, located in Resource Creation, teachers can create their own multiple-choice quizzes! Any customized assessment can be printed or assigned to students' online accounts.

## 1.6 Materials introduce skills based health through personal advocacy

QuaverHealth•PE materials introduce skills-based health through personal advocacy. Students will learn all aspects of the four dimensions of health. When students have knowledge about healthy habits, they can begin to evaluate their own choices. With lessons ranging from Consequences of Poor Hygiene to Peer Influence to Safety with Spiders and Insects, students will be exposed to a wide range of information that will help them self-evaluate. When they can evaluate their own choices, they can choose to change their habits. They also learn the skills needed to speak up for themselves.

QuaverHealth•PE's resources provide multiple opportunities for real-life application and practice. We introduce personal advocacy by encouraging students to reflect upon, discuss, and build stronger healthy habits. In the lesson "What Happens at the Doctor," students will see real examples of the procedures they may experience when they go to a doctor's appointment.

*Exhibit 1.6: "What Happens at the Doctor"*



When students have knowledge, they can practice advocating for themselves, which will build confidence in their personal advocacy. By seeing what happens at a doctor's appointment, they can be prepared to speak up for themselves as needed.



## 1.7 Includes customizable puberty unit (4th grade)

QuaverHealth•PE includes 100% TEKS aligned resources for the puberty TEKS. These resources are all in one lesson, but they can also be taught individually. Since the Quaver platform allows for customization, teachers can incorporate outside resources to cover the puberty TEKS and also create their own resources. Both QuaverHealth•PE provided resources and those customized by a teacher may be shared with parents for pre-approval and transparency.

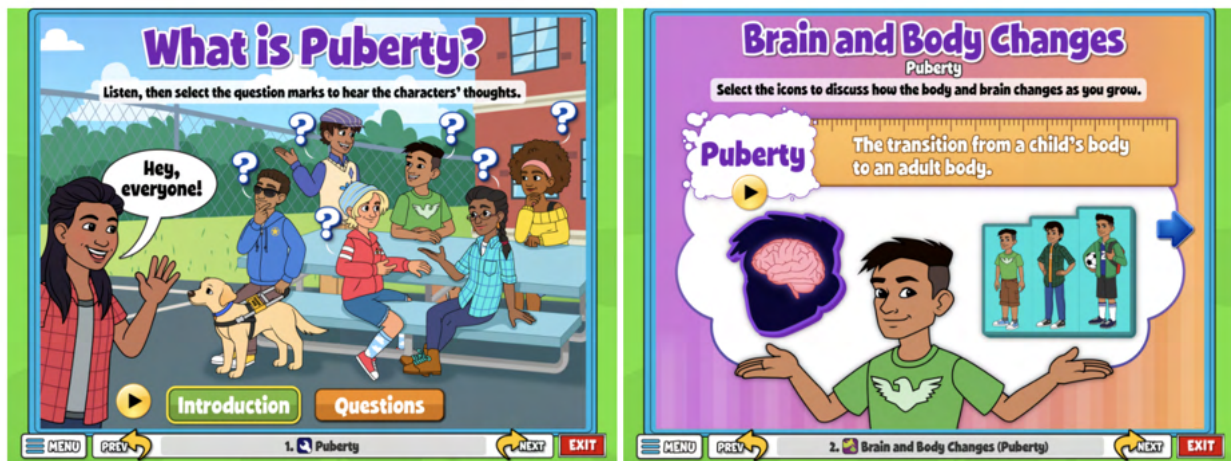
Per the TEA:

*House Bill (HB) 1525, 87<sup>th</sup> Texas Legislature, amended Texas Education Code (TEC) §28.004 by adding subsection (i) to require districts to obtain written consent and provide notice if human sexuality instruction will be provided. This information is now part of the job duties and responsibilities of the school health advisory council (SHAC) and the local district decision making process.*

QuaverHealth•PE provides letters home to parents and guardians in both English and Spanish for the 4th grade puberty lessons. Teachers can use these letters as is or use the language and create their own.

*Exhibit 1-7: Puberty Resources* shows two examples of QuaverHealth•PE puberty resources located in the puberty lesson.

*Exhibit 1-7: Puberty Resources*



## 1.8 Materials support SEL and positive character traits.

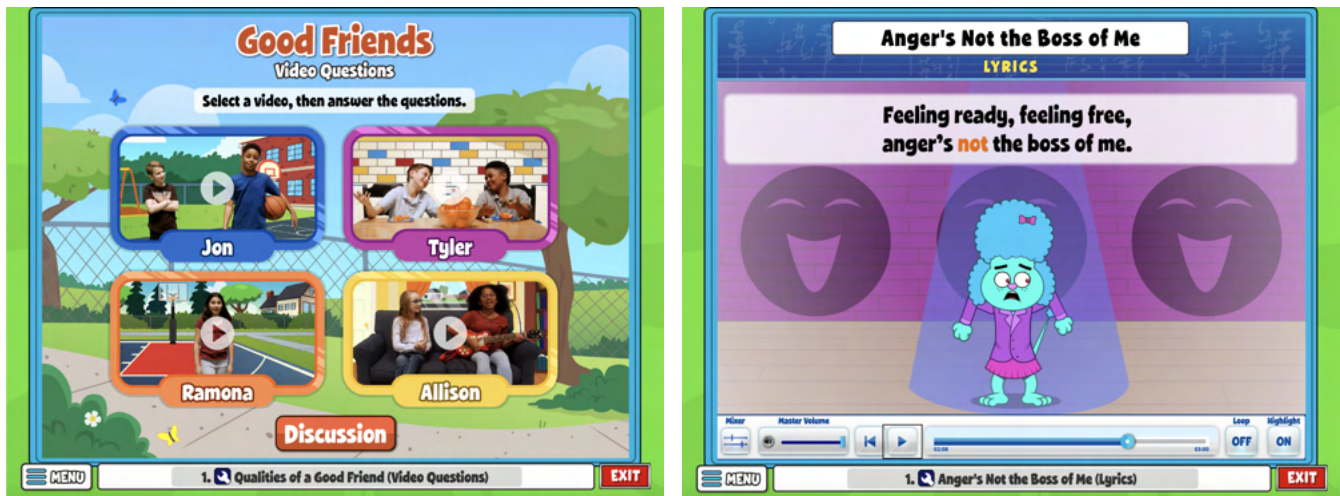
QuaverHealth•PE supports growing both stronger bodies and minds in all students through the four dimensions of health: emotional, intellectual, physical and social. Both the new Health TEKS and the new Physical Education TEKS include social and emotional skills so you will see those woven throughout our curriculum.



Social and emotional skills are incorporated in every QuaverHealth•PE lesson, see *Exhibit 1-8: Activities Supporting the Development of Social and Emotional Skills*, through the following:

- Active Warm-Ups: Build relationship skills and social awareness through collaborative warm-ups!
- Gym Games: Develop self-management and responsible decision-making skills through engaging gym games.
- Songs: Embrace SEL competencies through music and movement. Through the power of song, empower students to become self-aware and memorize coping strategies.
- Collaborative Activities: Strengthen relationship and decision – making skills through group activities, discussions, and role play.

*Exhibit 1-8: Activities Supporting the Development of Social and Emotional Skills*



While the four dimensions of health are woven throughout our entire curriculum QuaverHealth•PE also has two modules devoted to social and emotional skills. You can find lessons directly related to the teaching of social and emotional skills in Module 2: Social Behavior, and Module 5, Mental Health and Wellness.

The Physical Education TEKS also include social and emotional skills in topics such as sporting behavior and working as a team. In the younger grades these skills are more conceptual and are interwoven in the lessons. In the older grades there are specific notes in the lesson plans for teachers to talk about winning with dignity and losing with grace in certain instructional activities and lead up games. Social and emotional skills are often embedded in lessons and activities where they naturally fit and not taught in isolation.

QuaverHealth•PE is also aligned to the Positive Character Traits TEKS. You can see that alignment [here](#).

## 2. Physical Education Lesson Resources

### 2.1 Materials are 2022 TEKS aligned

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.

The TEKS are also listed in every printable lesson plan, as shown in *Exhibit 2-1: TEKS within a Quaver Lesson Plan*.

*Exhibit 2-1: TEKS within a Quaver Lesson Plan*

Standard	
Focus Standards in This Lesson:	
116.12.b.3.C	
116.13.b.3.C	
116.14.b.3.C	
116.15.b.3.C	
116.15.b.12.A	
116.16.b.3.C	
116.16.b.12.A	
116.17.b.12.A	
116.16.b.12.C	
116.17.b.12.B	
116.17.b.12.C	
116.15.b.1.D	
116.16.b.1.D	
116.17.b.3.C	
116.14.b.12.A	
116.16.b.4.B	
116.16.b.12.C	
116.17.b.3.C	
116.17.b.4.A	
116.17.b.4.B	
116.17.b.12.A	
116.17.b.12.B	
116.17.b.12.C	

### 2.2 Materials include skills based practice lessons (how to teach the skill)

QuaverHealth•PE's physical education resources provide demonstration skill activities for each grade level and each manipulative skill. These demonstration activities are outlined in the printable lesson plans and the onscreen 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. *Exhibit 2-2a: PE Demonstration* shows the notes for each demonstration in the lesson plan and also the correct technique images for students.

## Exhibit 2-2a: PE Demonstration

### 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.

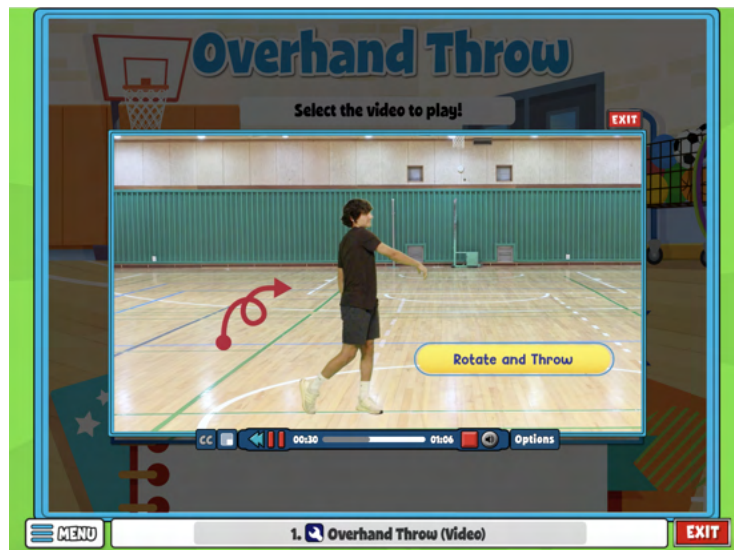
#### Lead-up Game 1: Dribbling Handball (4th and 5th grade)

- 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]



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 2-2b* 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 2-2b: PE Skills Video





## 2.3 Materials include resource for differentiated skill development/modifications for all students (SPED, physical limitations, varying skill levels)

QuaverHealth•PE's customization tools allow teachers to customize to their students' physical ability levels. Teachers can add photos or videos demonstrating skills and showing modifications for their students and within their physical space.

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 for review. If students are progressing faster than expected on a skill, teachers can level up and move on to more advanced skills. *Exhibit 2-3: 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 2-3: Differentiation Among Grade Levels*


**ENGAGE**

Warm up the students and get their attention

1. Throw ⌚ 3-5min

Overview

- 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)
- Intervenor 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.



## 2.4 Materials include skills based games and activities (fun ways to practice the skill, lead-up games for large groups)

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 2-4a: Skills Based Games and Activities* shows a variety of activities included in the manipulative skill Hand Dribble and Pass.

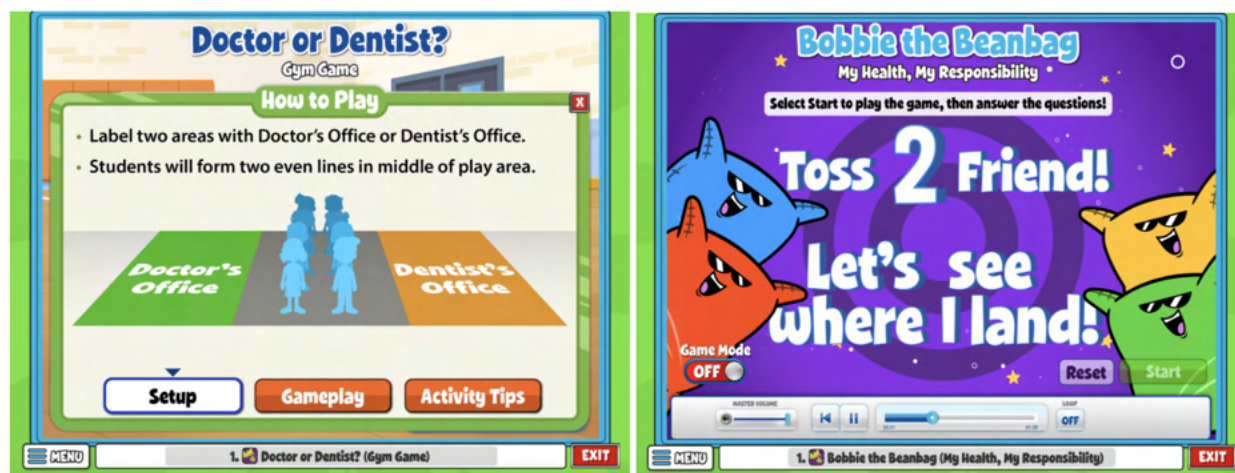
*Exhibit 2-4a: Skills Based Games and Activities*

<div data-bbox="126 436 414 472"> <b>Instructional Activity 1: One Touch</b> </div> <ul style="list-style-type: none"> <li>Materials: 1 ball per student; 1 poly spot per student</li> <li>Students attempt to bounce the ball with their dominant hand. The goal is to touch the ball with one hand before it bounces again.</li> <li>Help them use their finger pads so they have optimal control.</li> <li>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.</li> </ul> <div data-bbox="126 661 462 697"> <b>Instructional Activity 2: Dribble and Spell</b> </div> <ul style="list-style-type: none"> <li>Materials: 1 ball per student; 1 poly spot per student</li> <li>On the poly spots, write simple words (could be sight words, colors, numbers, sports names).</li> <li>Students start at a poly spot and dribble out the word, one bounce per letter (such as B-L-U-E).</li> <li>Students will most likely lose the ball. When they retrieve it, they find another spot and dribble spell that word.</li> <li>Scale up: Increase rigor by incorporating vocabulary words with more syllables or challenge students to dribble with their non-dominant hand.</li> </ul>	<div data-bbox="901 430 1015 462"> <b>REVIEW</b> </div> <p>Re-examine important concepts</p> <div data-bbox="901 493 1323 535"> <b>6. Hand Dribble and Pass (Hand Dribbling in Action)</b> <span style="float: right;">⌚ 3-5min</span> </div> <ul style="list-style-type: none"> <li>Examine the pictures of athletes on the screen.</li> <li>Discuss how hand dribbling and passing is an integral part of basketball.</li> <li>Ask the students to describe how each athlete is demonstrating some of the key elements of hand dribbling and passing.</li> <li>Additional lead-up games are provided for 4th and 5th grade below.</li> </ul> <div data-bbox="901 661 1291 697"> <b>Lead-up Game 1: Dribbling Handball (4th and 5th grade)</b> </div> <ul style="list-style-type: none"> <li>Materials: 1 ball per group; 1 bucket or box per group</li> <li>Divide students into groups of 5-6</li> <li>Students start with stationary bounce passing or chest passing in a circle. Practice calling the target receiver's name.</li> <li>When the music is off they stationary pass.</li> <li>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.</li> <li>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.iv; 116.17.b.12.A.ii; 116.17.b.12.A.viii; 116.17.b.12.B.ii]</li> </ul>
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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 2-4b: Games and Warm Ups* shows two of the various games included.

*Exhibit 2-4b: Games and Warm Ups*



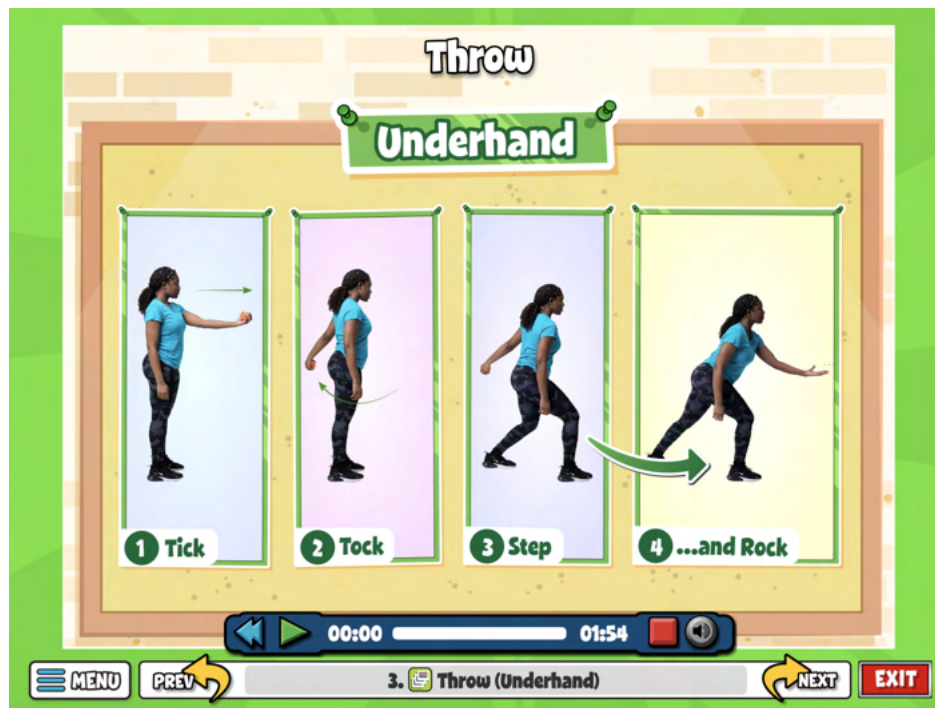
## 2.5 Materials include resources to support knowledge based standards/academic language (fitness components, health info etc)

Knowledge based standards are interwoven throughout our Health and PE Lessons. These include fitness components, nutrition and hydration, goal setting and tracking, and more. To support academic language and make personal connections, PE units include questions to help facilitate discussions.

## 2.6 Materials include visual anchor resources for teachers and students (picture of game set up, skill cues, form cues, station signs with pictures 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 2-6: Visual Resources* gives an example of the on-screen correct technique as a visual resource.

*Exhibit 2-6: 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.



## 2.7 Materials include essential questions/skills and *I can* statements (what, why how resources)

All QuaverHealth•PE lessons have a clear purpose and stated objectives. The objectives can be turned into I Can statements. You will find the objectives in the printable lesson plan and also in the Notes for each lesson as seen in *Exhibit 2-7: Objectives in a QuaverHealth•PE Lesson*.

*Exhibit 2-7: Objectives in a QuaverHealth•PE Lesson*

PRINT

Purpose	Throw
<p style="text-align: center; background-color: #800080; color: white; margin: -10px -10px 10px -10px; padding: 2px 5px; font-weight: bold;">Purpose</p> <p>The purpose of this lesson is to sequentially build mastery of throwing an object.</p>	<p style="text-align: center; background-color: #800080; color: white; margin: -10px -10px 10px -10px; padding: 2px 5px; font-weight: bold;">Key Student Objectives</p> <ol style="list-style-type: none"> <li>1. Practice and safely demonstrate correct technique and key elements of throwing.</li> <li>2. Apply throwing skills with strategy and various forces, speeds, and directions in competitive situations.</li> <li>3. Explain the consequences of and accept responsibility for personal actions in activities and games.</li> </ol>

## 2.8 Materials include multiple assessment resources (self assessment, teacher assessment, rubrics, academic language review quizzes etc)

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

With our customization tools, teachers can create custom rubrics to assess students or allow students to self-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 2-8* below for an example of a custom rubric.

Exhibit 2-8: 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.

### 3. General Items

#### 3.1 Materials include parent/guardian engagement activities

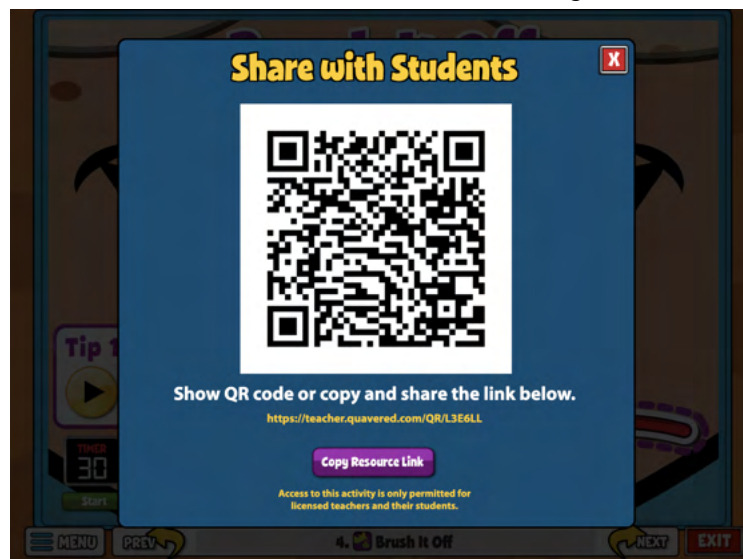
Free student accounts open a world of learning to students anywhere, anytime. Students can log in to their personal Student Dashboard anywhere they have an internet connection and can access teacher-created assignments or browse through resources covering the four dimensions of health: emotional, intellectual, 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 3-1a: Quaver Student Dashboard* shows a Student Dashboard for a sample student.

Exhibit 3-1a: 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 3-1b: Resource Sharing* shows the options given to teachers to share resources to parents and even students and other teachers in the building.

Exhibit 3-1b: Resource Sharing




Another resource for parents is Community Resources. Community Resources will house school-wide challenges for each four-week module. The goal of these challenges is to help students begin thinking about their health outside of the gym and encourage healthy behaviors



at home. *Exhibit 3-1c: Module 1, The Healthy Me Challenge* encourages student participation by allowing students to track points to earn certificates at the end of month-long challenges. This calendar, and other student and parent facing materials in Community Resources, is available in Spanish.






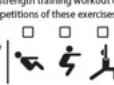






*Exhibit 3-1c: Module 1, The Healthy Me Challenge*



## Healthy Me Challenge Calendar

Name: \_\_\_\_\_

**Directions:** Check off each daily challenge you complete. Ask your parent or another trusted adult to write their initials to show that you did the challenge. At the end of the month, count the total number of boxes you checked. See the Healthy Me Challenge Titles poster to find out what title you earned!

 <b>Week 1: Physical Health</b>	 <input type="checkbox"/> I did 60 minutes of cardio.	 <input type="checkbox"/> I drank water to keep hydrated.	 <input type="checkbox"/> I brushed my teeth for 2 minutes twice today.	 <input type="checkbox"/> I flossed my teeth.	 <input type="checkbox"/> I did a strength training workout or ten repetitions of these exercises	 <input type="checkbox"/> I ate five fruits and/or vegetables.	 <input type="checkbox"/> I slept for seven to nine hours.	 <input type="checkbox"/> I did flexibility and/or balance work for 30-60 minutes.
 <b>Week 2: Social Health</b>	<input type="checkbox"/> I made plans with friends and/or family today.	<input type="checkbox"/> I sent three appreciation notes to family and/or friends.	<input type="checkbox"/> I spent time catching up with an old friend.	<input type="checkbox"/> I did a random act of kindness.	<input type="checkbox"/> I was a good listener for two friends and/or family members today.			
 <b>Week 3: Emotional Health</b>	<input type="checkbox"/> I journaled or wrote down five things I am grateful for.	<input type="checkbox"/> I created a "happy" playlist and listened to three songs.	<input type="checkbox"/> I redesigned my homework/work space to feel more peaceful at home.	<input type="checkbox"/> I made a list of things that make me happy and did three of them.	<input type="checkbox"/> I forgave myself for something. I forgave someone else as well.			
 <b>Week 4: Intellectual Health</b>	<input type="checkbox"/> I made a "To Do" list and planned out my day to get all tasks completed.	<input type="checkbox"/> I took at least two brain breaks during my workday.	<input type="checkbox"/> I listed places I want to visit and made plans to go to one.	<input type="checkbox"/> I created, built, or designed something new today.	<input type="checkbox"/> I set four goals and mapped out how to achieve each of them.			

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The Parent Resources section of the Teacher Dashboard will contain a toolbox of resources for parents with a variety of activities sorted by grade level and module. Teachers will be able to share a link with parents to access this toolbox and no login is required. *Exhibit 3-1d: Parent Resources* shows the parent toolbox.

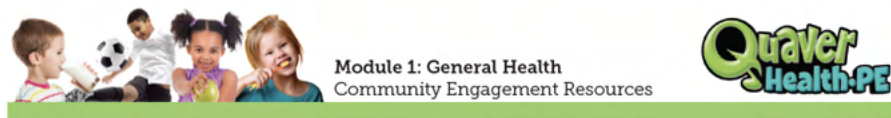
Exhibit 3-1d: Parent Resources



### 3.2 Materials include resources to support Coordinated School Health

While all QuaverHealth•PE resources can be used to support Coordinated School Health, the Community Resources icon on the dashboard houses materials designed to support Coordinated School Health. Each of the eight lesson modules is accompanied by a Community Resources digital packet. Community visitors are encouraged for each module and are outlined with suggested activities in each Community Resources digital packet. *Exhibit 3-2: Community Visitors* gives an example of suggested visitors and part of the planning guide. Also included in each Community Resources digital packet are suggested websites to support the module's topics. Each Community Resources digital packet also encourages schoolwide participation through monthly challenges. This is another way parents can engage with our resources to support their students. All student and parent facing resources in Community Resources are available in English and Spanish.

## Exhibit 3-2: Community Visitors

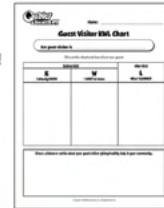










### 2. Community Guest Visitor Suggestions

General health and safety experts from your local community can help students to draw connections and tie in real-world application to their learning. Our suggestions below will help guide you through planning and hosting successful visits with local guests to make the most out of their visit!

#### Planning a Visit

- Invite guest visitors to discuss how they help people in your community and show their special equipment, vehicles, uniform, and so on.
- Ask students if any of their parents or other trusted adults serve the community in one of these roles and would be willing to visit your class!



<b>Request a visitor...</b>				
...from your local...	Police Station	Fire Station	Doctor's Office or Hospital	Counseling or Therapy Practice
<b>Before the Visit</b> • Complete the "Know" and "Want to Know" sections of KWL chart with students.				
	 <p>Review your school or classroom rules. Discuss how following these rules keep us safe and how a police officer</p>	 <p>Practice a school fire drill together and discuss why a fire safety plan helps to keep us safe.</p>	 <p>Look at the doctor or nurse's equipment and uniform. Ask the doctor or nurse to explain each item's purpose and</p>	 <p>Try QuaverHealth-PE's <b>Emotion SoundBoard</b> activity and discuss how we all feel emotions.</p>

### 3.3 Digital resources will be updated regularly

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.

### 3.4 Resource includes an option to negotiate a multi-year contract to cover the anticipated lifetime of the adoption.

In compliance with the TEA, we have submitted both one year and eight year pricing for Proclamation 2022.

### 3.5 Resource includes differentiated materials with SPED/LEP supports.

QuaverHealth•PE is accessible to students with special needs and limited language learners.



## Limited Language Learners

Our teacher/student materials are only available in English, but we do provide resources within our curriculum that support English Language Learners (ELL). These supports are available at no additional cost.

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 through music. Some of the techniques we use to help English Learners are as follows:

- **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 3-5: 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 3-5: 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 3-5: Language Supports*



## Differentiated Instruction and Accommodations Including Special Education

At QuaverEd, we have harnessed the power of technology to help educators individualize instruction for students who receive specialized services. Our customization tools allow music teachers to create custom assignments for students in keeping with their IEPs. This allows the teacher to focus on individual student needs either to accelerate or to bolster learning.

Teachers can put specific activities together with instructions for a student who may need more time on a given subject or is ready for a challenge. 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 groups, individuals, or whole classes. The students can use this enhancement at home or in school depending on what resources are available to them. If an assessment is needed, the assignment can even be graded and entered in the teacher's online gradebook.

## 3.6 Resource includes content that represents a wide variety of cultures and gender.

We value diversity and want students to see themselves and the world around them in our resources. You will see diversity in the races of the characters, socioeconomic status, physical abilities, and family structures.

There are also lessons focused specifically on culture and diversity. Examples include "Cultural Influences on Health," "Health in My Community," "Respecting Individual Differences," and "Appreciating Diversity." *Exhibit 3-6: Diversity Resources* shows examples of resources on culture and diversity.

*Exhibit 3-6: Diversity Resources*



### **3.7 The resource is easily adaptable for our online platforms (Google Classroom, SeeSaw).**

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 3-7: Rostering/Single Sign On Options* below.

*Exhibit 3-7: Rostering/Single Sign On Options*



### **3.8 Tech training and support is available for teachers.**

Access to an online curriculum is only the first step. At QuaverEd, we practice *Proactive Professional Development*. This means we reach out and engage in extensive training and support for teachers throughout the district license term, and we keep the conversation going with regular check-ins and additional communications.

Every multi-year district purchase includes a plan for Professional Development that spans the life of the license. Depending on the size of the district and the term of the license, these might



be on-site in-person trainings, video calls, or a combination of video and online recorded video. No matter the format, these trainings are adaptable to your district. Our Quaver trainers consult with district leadership before and after the training to discern what your teachers need and ensure our customers fully understand and utilize their Quaver Curriculum resources in a way that meets their teaching style. *Exhibit 3-8: On-Site Training Event* below shows a group of teachers engaged in an on-site training day.

*Exhibit 3-8: On-Site Training Event*



We also offer additional Professional Development opportunities throughout the year at no cost to licensed users. These offerings include weekly emails, monthly training videos, and a fully maintained professional development curriculum available 24 hours a day online.

Our online Professional Development options allow educators to tune into ongoing training 24 hours a day, 7 days a week. With training courses focused on how to integrate specific resources in the classroom, teachers can continue their own professional development as they choose. Additional training is delivered via weekly blogs and monthly webinars to keep teachers learning and growing all the time.

The Quaver Customer Service Team also provides world-class Customer Care and Technical Support of the digital curriculum to all Quaver Schools, Teachers, and Administration through professional, multi-layered customer service.

Our Live Person Hotline Support can be reached at (866) 917-3633, Monday through Friday between the hours of 7am and 6pm Central Time.

In addition to Live Person Hotline and Email Support, we encourage teachers to visit our automated Help Site at [Help.QuaverEd.com](http://Help.QuaverEd.com). There they can self-diagnose issues such as bandwidth or pop-up blockers and find suggested solutions.



