

Response to



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 Proclamation 2022 rubric.

1. Creates a deep understanding of content and skills.
2. Supports a student-centered approach to learning.
3. Incorporates aligned, authentic assessment.
4. Provides appropriate support for teachers
5. Employs technology to enhance teaching and learning.
6. Standard-specific comparison across texts in a common subject/course - Physical Education
7. Standard-specific comparison across texts in a common subject/course - Health Education

1. Creates a deep understanding of content and skills.

1.A Enables students to develop strong academic understanding of course content through a logical and practical progression of learning activities

All QuaverHealth•PE resources enable students to develop a strong academic understanding of course content through a logical and practical progression of learning activities. 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 allowing for a logical and practical progression of learning activities. 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.

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 1.A: Skill Progression Across Grade Levels* shows how skills are broken down by grade level.


Exhibit 1.A: 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)



- Interwoven 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.


1.B Enables students to explore and investigate important concepts, questions, and problems using a range of active, hands-on, and relevant learning opportunities at multiple levels of challenge

QuaverHealth•PE encourages students to explore and investigate important concepts, questions, and problems. The lessons support a rigorous academic foundation by providing resources that meet 100% of the K-5 Health and PE TEKS. Our academically sound resources allow for questioning through class discussion and higher-order thinking.

QuaverHealth•PE promotes critical thinking throughout our resources. Questioning is a big component of all lessons. All lessons begin with a warm-up where questioning is heavily incorporated. Many lessons also include true/false statements followed by prompts for students to explain their answers and discuss how they know if the statements are true or false. Higher-order thinking prompts are also included in the teacher notes for certain topics. End of lesson and module reviews promote critical thinking through questioning over concepts that have been taught.

QuaverHealth•Pe uses a range of active, hands-on, and relevant learning opportunities at multiple levels of challenge. Every PE 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.B: Skills Based Games and Activities* shows a variety of activities included in the manipulative skill Hand Dribble and Pass.

Exhibit 1.B Skills Based Games and Activities

<p>Instructional Activity 1: One Touch</p> <ul style="list-style-type: none"> 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. <p>Instructional Activity 2: Dribble and Spell</p> <ul style="list-style-type: none"> 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. 	<p>REVIEW</p> <p>Re-examine important concepts</p> <p>6. Hand Dribble and Pass (Hand Dribbling in Action)  3-5min</p> <ul style="list-style-type: none"> 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. <p>Lead-up Game 1: Dribbling Handball (4th and 5th grade)</p> <ul style="list-style-type: none"> 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. <p>[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]</p>
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1.C Integrates higher-order thinking and questioning throughout the lesson; students regularly engage in critical thinking, problem-solving, and reasoning

QuaverHealth•PE integrates higher-order thinking and questioning throughout each lesson. Lessons begin with a warm-up focused on assessing student background knowledge and skill readiness. Questioning in body and brain warm-ups allows teachers to see a variety of prior knowledge among students to scaffold and differentiate as needed.

Many lessons also include true/false statements and higher order thinking prompts. End of lesson and module reviews promote critical thinking through questioning over concepts that have been taught.

1.D Makes meaningful connections within the content area and course to other content areas and to real-life situations

QuaverHealth•PE includes a variety of resources to engage students and allow them to make real-world connections. 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.D-1: “What Happens at the Doctor”



“Kid Talk” videos give students a chance to hear from their peers on multiple topics. For example, “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.D-2. Other “Kid Talk” videos include topics such as peer influence, good friends, refusal skills, strengths, and when to ask for help.

Exhibit 1.D-2: “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 can 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.

We also provide teachers with a map showing connections to other content areas. This document, *Cross Curricular + Arts Integration*, can be viewed [here](#).

1.E Makes vertical connections to instructional standards in previous and subsequent grades and courses

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.

1.F Allows students to create, represent, and reflect on ideas and situations in a variety of relevant and meaningful ways

QuaverHealth•PE allows students to create, represent, and reflect on ideas and situations in a variety of relevant and meaningful ways. All learning styles are met throughout the lessons while also providing opportunities for whole-class discussion, group work, and independent study. Reflection screens are incorporated throughout QuaverHealth•PE lessons. These reflections encourage students to reflect internally on lesson content. In the 5th grade reflection “Consequence of Stress,” students will hear the following reflection to consider:

“When we don’t have a strategy to relieve or manage our stress, it can result in a consequence. A consequence is a result of something that happens. When we become overwhelmed or worry too much about a situation, one consequence of stress could be that our behavior changes and we may act the opposite of our regular behavior. Another consequence of stress can be an illness where we have to be treated by a doctor. Understanding the consequences of stress helps us become more aware of it. The more we recognize stress, the better we can manage it.”

Exhibit 1.F: Consequence of Stress



Once the on-screen reflection is complete, teachers can ask students to consider additional consequences of stress not mentioned. As time permits, the teacher can ask students if they might like to share anything special they have learned from this lesson.

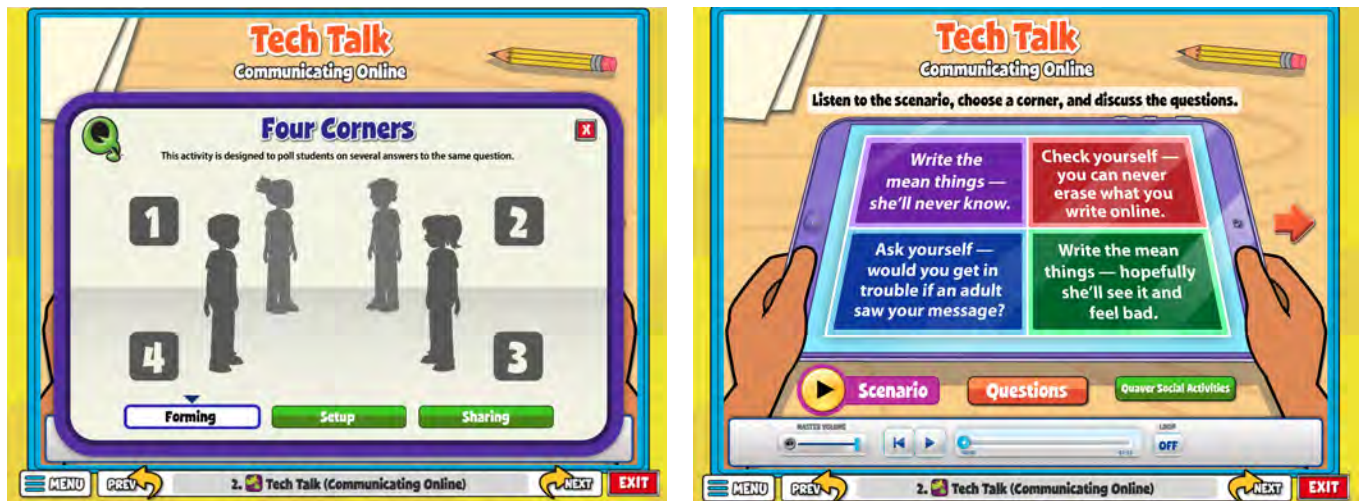
1.G Creates opportunities for students to experiment, observe, explain, predict, validate, communicate, and defend their thinking in a variety of ways using the language of the discipline

QuaverHealth•PE creates opportunities for students to experiment, observe, explain, predict, validate, communicate and defend their thinking. 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.

QuaverHealth•PE includes organized activities, such as role-play scenarios, team games, and group discussions, for students to collaborate.

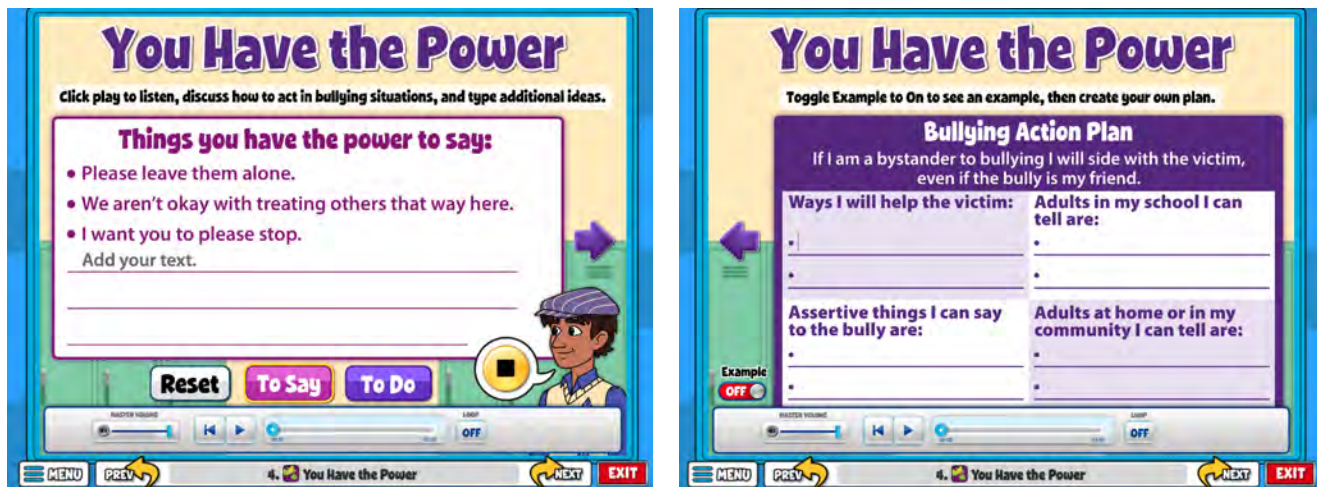
In *Exhibit 1.G-1* below, you'll see screens from the 2nd-grade lesson "Tech Talk." In this lesson, students are asked to talk in pairs about how they communicate with their friends online. They are then presented with scenarios about safe and unsafe ways to communicate online. They are given 4 responses to the scenario to consider and move into the corner that represents their choice.

Exhibit 1.G-1: Tech Talk



Once the selections are made, students discuss why they chose their answers and engage in a group discussion. Group discussion and the activities that result from those discussions are very important when talking about sensitive topics. In a lesson about bullying, seen below in *Exhibit 1.G-2*, students will discuss and provide examples of what bystanders can do or say to help a victim. They will then collaborate to create a Bullying Action Plan to help them stand up for victims in bullying situations.

Exhibit 1.G-2: Lesson About Bullying



In other lessons, role play may be used to help students collaborate and learn. In these instances, students will demonstrate what they have learned by role-playing a scenario.

1.H Provides opportunities to learn vocabulary in context; employs a range of best-practice literacy strategies

QuaverHealth•Pe provides opportunities to learn vocabulary and employs a range of best-practice literacy strategies. All QuaverHealth•PE screens have tools that allow teachers to draw, write, or add text to any activity. Teachers can highlight or type key vocabulary words (in any language) on the screen to support students' language needs. We provide recorded readings of phrases for early grade students, English language learners, and adaptive learners who benefit from audio recordings and pronunciations.

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?*

QuaverEd curriculum resources have been designed to help all students feel comfortable in the classroom and to help students improve their comprehension and use of language. Read more about the techniques we use to support English Language Learners in Rubric Indicator 2.I.

1.I Applies an instructional design and calls for evidence of student learning that matches the rigor, depth, and complexity of the standard

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.

Lessons deliver content backed by current gold standard research and align with the most recent Health and PE TEKS. All QuaverHealth•PE lessons have a clear purpose and stated objectives. You will find the objectives in the printable lesson plan and on the student Welcome screen for each lesson.

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 suggestions for introducing a concept, implementing an activity, going deeper on lesson topics, and asking probing questions. These on-screen notes include the TEKS addressed in the particular activity.

QuaverHealth•PE calls for evidence of student learning and includes closure activities and resources. 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.

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. *Exhibit 1.1: Types of Assessments* shows the variety of assessments included in QuaverHealth•PE.

Exhibit 1.1: Types of Assessments



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.

Pre and post-assessments are also provided for each grade level. These assessments can be printed and also assigned to students' online accounts. Through Quiz Builder, teachers can also create their own multiple-choice quizzes! Any customized assessment can be printed or assigned to students' online accounts.

1.J Provide age and developmentally appropriate content.

All QuaverHealth•PE resources are age and developmentally appropriate, taking into account children's physical, emotional, social, and intellectual growth over time. All content in the lessons is aligned directly to the Health and Physical Education 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.

1.K Provide functional and medically accurate information.

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.

2. Supports a student-centered approach to learning.

2.A Engages students in the development of academic understanding from the concrete to the abstract

QuaverHealth•PE lessons follow a format that allows for students to understand the concept at the end of the lesson. Lessons start with whole group questioning by activating prior knowledge. The teacher is facilitating the discussion. Lessons provide opportunities for students to work in groups to discuss lesson content and learn from one another. Through the end-of-lesson and end-of-module assessments, students have the opportunity to work independently. This allows the teacher to gauge the students' academic understanding.

In addition, 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 and student understanding. 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 2.A: 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 2.A: 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]



2.B Supports various methods of instruction and learning opportunities to accommodate multiple learning styles and preferences

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.

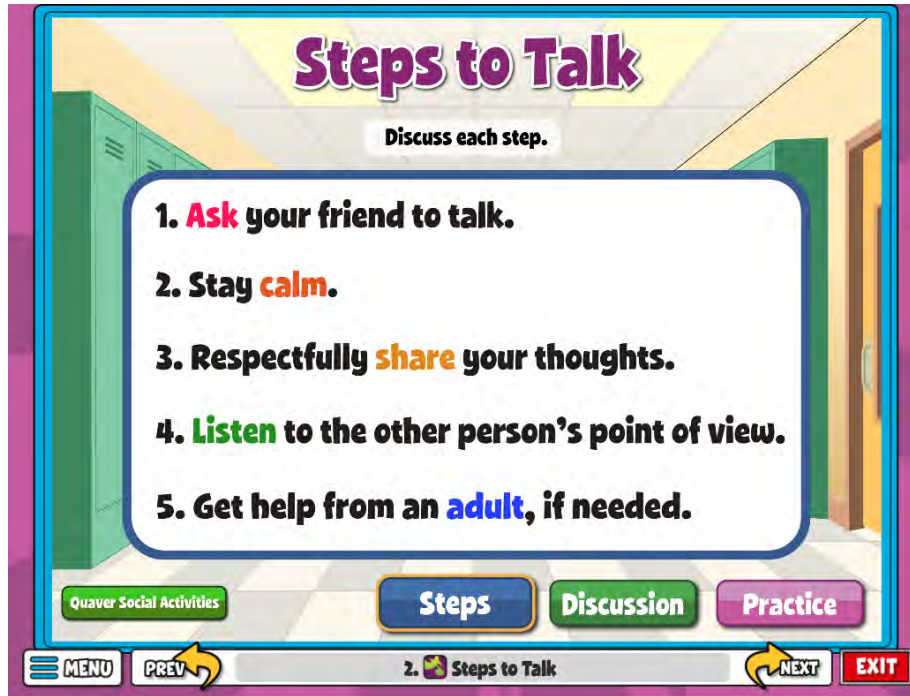
Methods of Learning

Verbal

Specific ways Verbal Learners are addressed and also shown below in *Exhibit 2.B*:

- Discussion is emphasized throughout including review screens at the end of each lesson
- Keywords are emphasized in multiple ways throughout the curriculum
- Lyric highlighting is available as an option anytime lyrics are displayed
- Closed Captioning is available as an option on video content

Exhibit 2.B: Steps to Talk Discussion



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, including foods they might not be exposed to at home and also portion size

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.C Uses technology and instructional strategies to allow students to explore, discover, and investigate ideas of their own choosing

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.

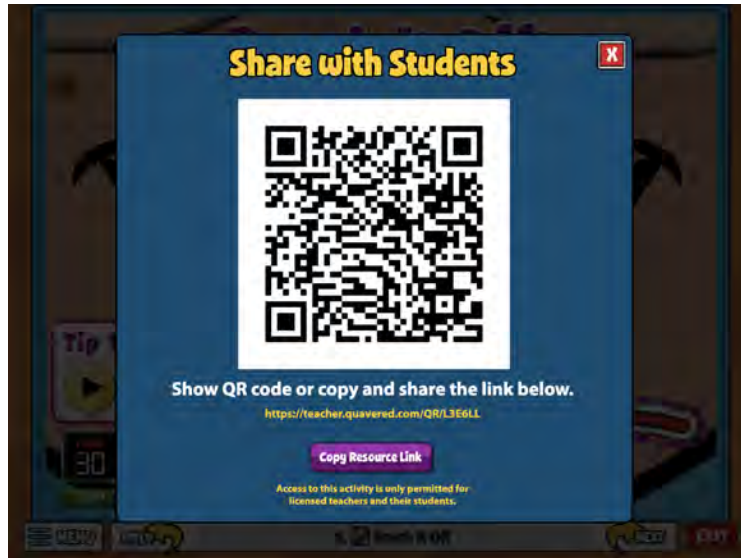
We can also integrate with other vendors and Learning Management Systems that support any of these technologies. If your district requires a roster integration using a proprietary rostering solution, an additional charge can be negotiated. Our dedicated technology integrations team can interface with your district to consult on and facilitate these integrations. A collection of some integration partners are represented by *Exhibit 2.C-1: Rostering/Single Sign-On Options* below.

Exhibit 2.C-1: 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 2.C-2: Resource Sharing* shows the options given to teachers to share resources with parents and even students and other teachers in the building.

Exhibit 2.C-2: Resource Sharing



2.D Uses technology and instructional strategies to provide adaptive learning paths and opportunities

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

Teachers can use the 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 instruction for all students. 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.

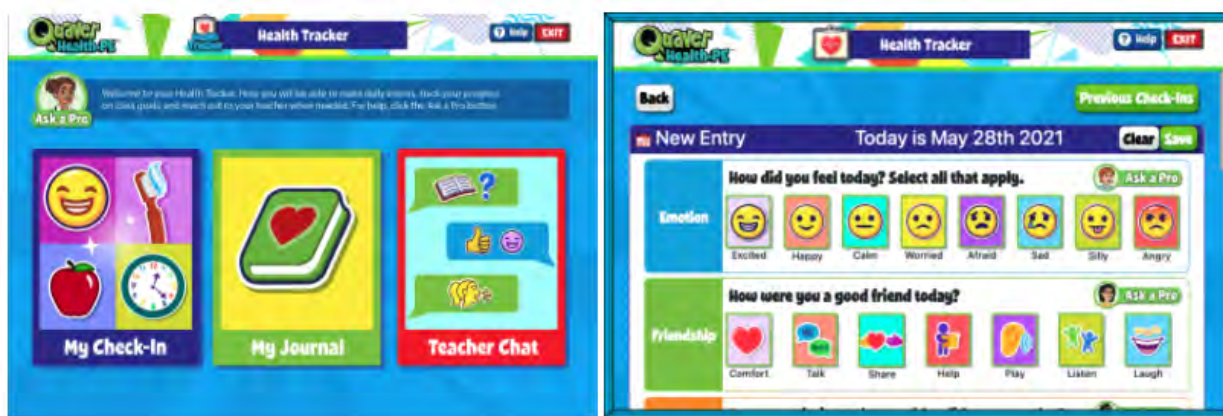
2.E Uses technology and instructional strategies to allow students to track their progress and identify appropriate resources and activities to address areas of need, and to practice, apply, and extend their learning

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 and track health behaviors such as hydration, sleep, physical activity, and/or emotional state, as seen in *Exhibit 2.E*. They can then reflect on their progress and ways to address any areas of need.

Exhibit 2.E: Student Health Tracker



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. Students have access to interactives across the four dimensions of health to practice, apply, and extend their learning.

Furthermore, the Community Resources will help students extend 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.

2.F Employs principles of Universal Design for Learning (UDL) to maximize accessibility to instructional materials and activities

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 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.

2.G Integrates appropriate support for struggling students (note whether the publisher has a separate intervention program that supports the core program)

As answered in Rubric Indicator 2.D, teachers can use the 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 2.G* below, allows teachers to create a variety of custom screens including Multimedia Slides, YouTube videos, Audio Playlists, Quizzes, Custom Rubrics, and more.

Exhibit 2.G: 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.

2.H Differentiates instruction for students with disabilities

In addition to the customization and differentiation tools detailed in Rubric Indicator 2.G, the Quaver platform includes even more supports for 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 2.H*. 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 2.H: Custom Teacher Recording Video



Adding custom screens opens a world of new resources for teachers. In addition to the Teacher Recordings 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.

2.1 Differentiates instruction for English language learners

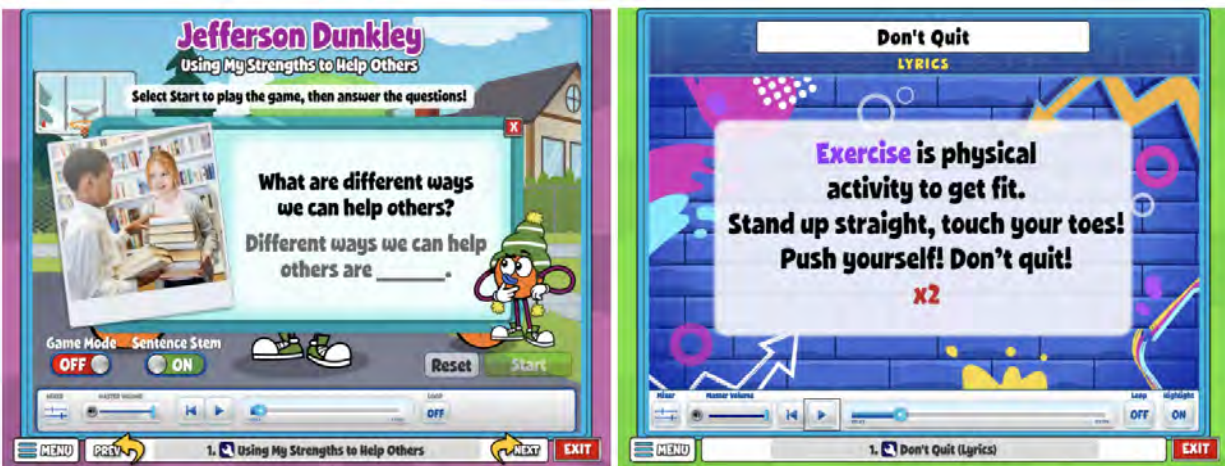
QuaverHealth•PE is accessible to students who are English language learners.

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:

- **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 2.1: 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 2.1: 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 2.1: Language Supports



2.J Differentiates instruction for students (including gifted students) ready to extend their learning

Teachers can use the 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.

2.K Acknowledges and respects diversity, models cultural awareness, and encourages principles of self- and mutual respect; welcomes learners from all backgrounds

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 which sets the stage for students to observe and learn self and mutual respect. The lessons are 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 and mutual respect, we have lessons on cultural influences on health, respecting individual differences, and appreciating diversity. QuaverHealth•PE includes lessons focused specifically on culture and diversity. Examples include "Cultural Influences on Health," "Health in My Community," "Respecting Individual Differences," and "Appreciating Diversity."

In the lesson "Cultural Influences on Health," seen in *Exhibit 2.K* below, students will discuss the traditions and holidays that their families celebrate. They will connect the influence of culture to health choices.

Exhibit 2.K: Lessons on Diversity and Culture



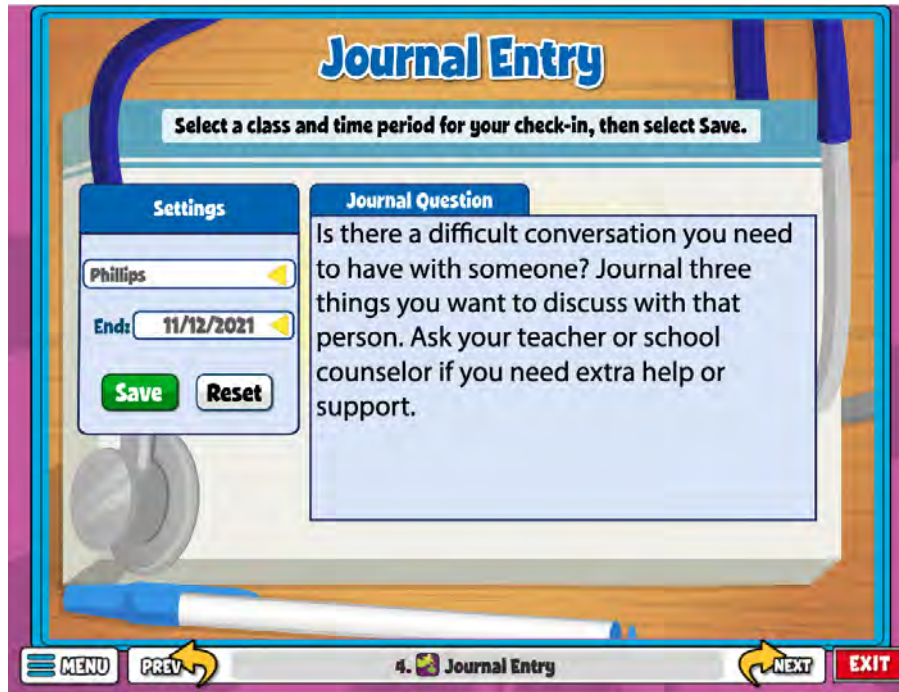
We value multi-cultural diversity and want students to see themselves represented in our resources. You will see diversity in the races of the characters, socioeconomic status, physical abilities, and family structures.

2.L Engages students regularly and meaningfully in the 4-C's of 21st century learning – critical thinking, communication, collaboration, and creativity

QuaverHealth•PE promotes critical thinking throughout our resources. Questioning is a big component of all lessons. All lessons begin with a warm-up where questioning is heavily incorporated. Many lessons also include true/false and prompt students to explain their answers and discuss how they know if the statements are true or false. Higher order thinking prompts are also included in the teacher notes for certain topics. End of lesson and module reviews promote critical thinking through questioning over concepts that have been taught.

Teachers communicate with their students as they lead and facilitate discussion. Students also communicate with their peers throughout the lessons during small group activities and discussion activities. Lesson 1 in Module 2 in all grade levels teaches students how to communicate effectively. The lessons are age-appropriate, starting with “Learning to Listen” in Kindergarten through “Having Difficult Conversations” in 5th grade. You can see a Journal Entry from the 5th-grade lesson in Exhibit 2.L-1 below.

Exhibit 2.L-1: Journal Entry



Direct instruction regarding effective communication gives students the tools they need to practice and refine their skills throughout the year as all lessons involve discussions. The PE TEKS also states students are expected to give feedback. This is another opportunity for students to further practice communication skills.

Module 2: Social Behavior, Lesson 1: Communicating Effectively		
Grade Level	Lesson Title	Purpose Statement
K	<i>Learning to Listen</i>	The purpose of this lesson is to promote the students' ability to listen actively and respond appropriately based on their needs and the needs and concerns of others.
1	<i>Expressing Your Feelings</i>	The purpose of this lesson is to strengthen the students' ability to respectfully communicate their needs, wants, and feelings.
2	<i>Asking for Help</i>	The purpose of this lesson is to develop the students' ability to respectfully and appropriately communicate their need for help.
3	<i>Resolving Conflicts</i>	The purpose of this lesson is to reinforce the students' ability to manage or resolve conflict in an appropriate and peaceful manner.
4	<i>Reading Body Language</i>	The purpose of this lesson is to promote students' ability to read and respond to nonverbal forms of communication such as

		facial expressions and body language, especially in the context of defusing or resolving potential conflicts.
5	<i>Having Difficult Conversations</i>	The purpose of this lesson is to strengthen students' ability to have conversations with others when conflict or disagreement exists or when feelings might have been hurt.

Collaboration interactives like gym games and interactive warm-ups are incorporated in all lessons. These small and/or large group activities are fun ways to practice and reinforce various TEKS. They also encourage collaboration. *Exhibit 2.L-2: Games and Warm-Ups* shows two of the various games included.

Exhibit 2.L-2: Games and Warm-Ups



QuaverEd curriculum infuses creativity throughout lessons and QuaverHealth•PE is no different. The curriculum includes music videos with full choreography and even encourages students to make up their own routines. Students can record and submit videos as part of an assignment, meaning teachers can assign any number of creative projects for students to complete.

2.M Integrate opportunities for students to apply Social Emotional Learning (SEL) concepts

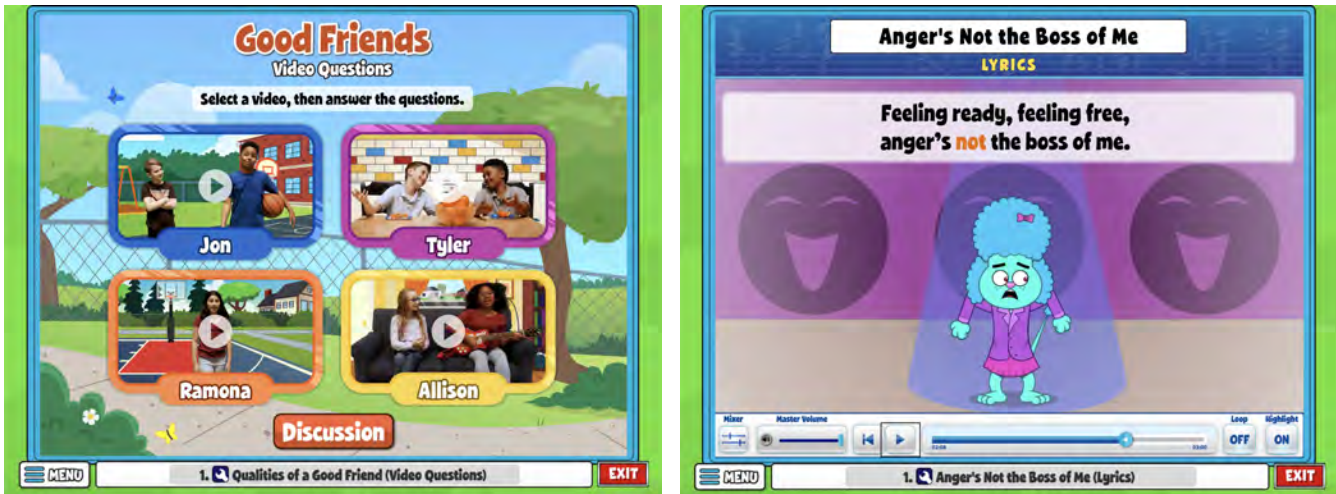
QuaverHealth•PE supports growing both stronger bodies and minds in all students through the four dimensions of health: emotional, intellectual, physical and social. Both the new Health TEKS and the new Physical Education TEKS include social and emotional skills so you will see those woven throughout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

Social and emotional skills are incorporated in every QuaverHealth•PE lesson, see *Exhibit 2.M: 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 2.M: 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](#).

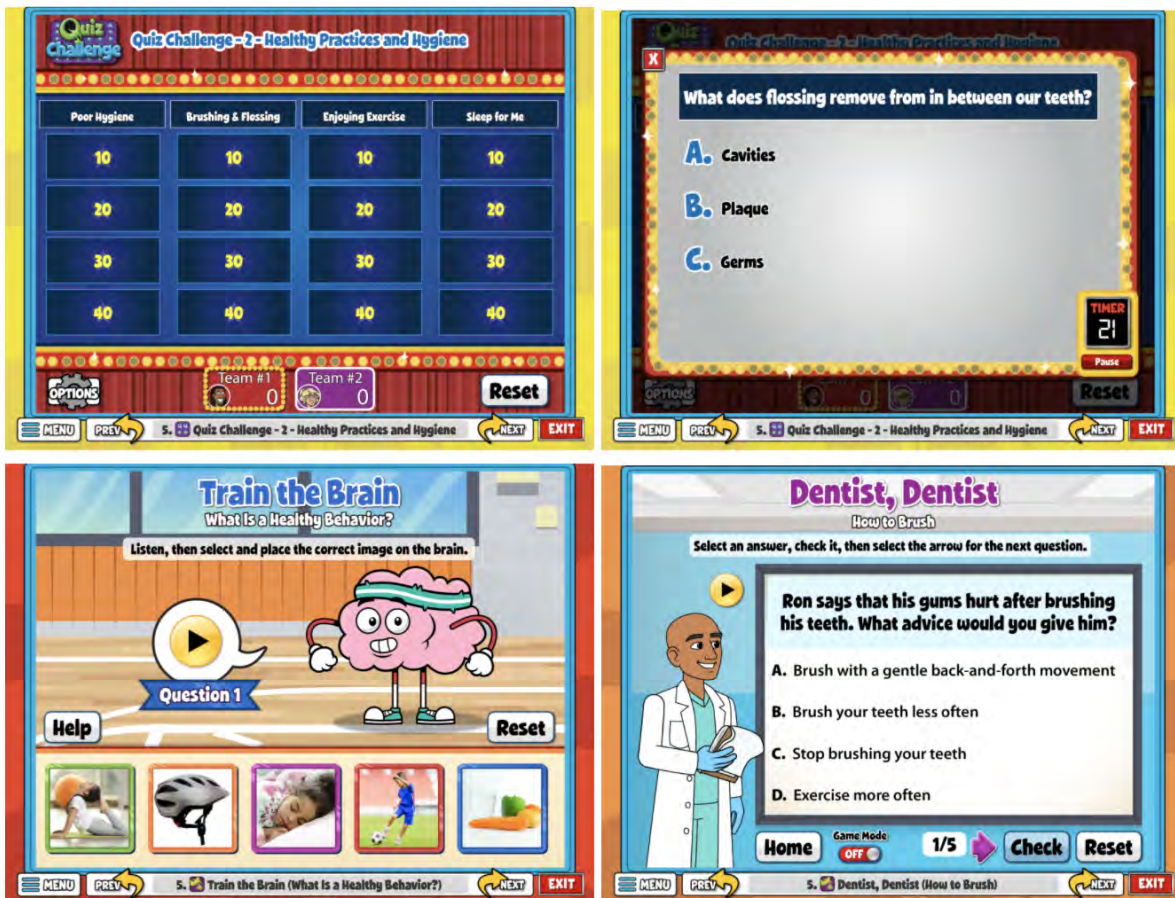
3. Incorporates aligned, authentic assessment.

3.A Incorporates a broad range of formative and summative assessments to regularly check student understanding and measure student learning

QuaverHealth•PE includes closure activities and resources to check for understanding and measure student learning. Every module contains a series of 4 consecutive lessons and ends with a module review and assessment. 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. *Exhibit 3.A: Types of Assessments* shows the variety of assessments included in QuaverHealth•PE.

Exhibit 3.A: Types of Assessments



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.

Pre and post-assessments are also provided for each grade level. These assessments can be printed and also assigned to students' online accounts. Through Quiz Builder, teachers can also create their own multiple-choice quizzes! Any customized assessment can be printed or

assigned to students' online accounts.

3.B Supports multiple types of real-world project-based or skill-based learning opportunities

All QuaverHealth•PE are housed online and include student-centered resources in the form of interactive activities, songs, and games. 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.

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 3.B-1: Student Resources* highlights an interactive and demonstration video.

Exhibit 3.B-1: Student Resources



QuaverHealth•PE supports skill-based learning opportunities and even 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 3.B-2* 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 3.B-2: 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.



3.C Requires students to model, represent, and reflect on course concepts in a variety of ways (including in written, oral, and visual form)

Students are given a variety of opportunities to show understanding of course concepts. The Health Tracker, discussed in detail in Rubric Indicator 2.E, encourages written responses from students in the form of journal entries.

Formative assessments located at the end of lesson reviews are interactive and allow for whole-class discussion around the questions. This discussion is oral as students and teachers are discussing the questions and students are defending their answers. Quiz Challenge, similar to *Jeopardy!*, is a game-like interactive assessment that allows for whole-class discussion. All end-of-lesson reviews are visually engaging and allow for students to see progress on the screen.

Student Recording Screens can be added to assignments and sent to student accounts. This allows students to submit videos demonstrating a certain PE manipulative skill, talking about a topic, or answering questions on the screen. This is in line with both visual and oral forms.

3.D Includes a variety of questions and questioning techniques in all assessment activities; questions are accurate and relevant

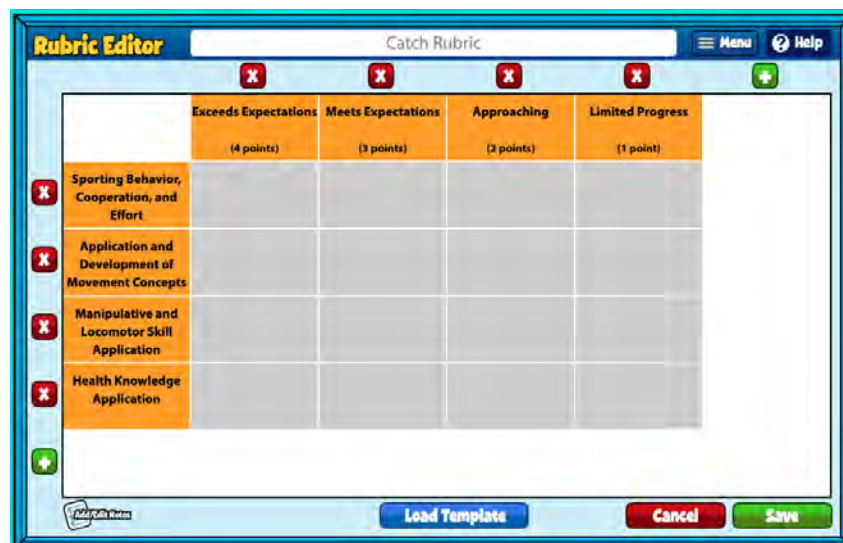
QuaverHealth•PE is research-based and was developed with input from experts in medicine, physical education, personal hygiene, nutrition, child safety, and early childhood development. All lessons undergo a rigorous review by our Medical Advisory Panel and Review Board to ensure we remain guided by health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

Various questioning techniques are used throughout the lessons. Open-ended questions, multiple-choice, and true-false questions are all used throughout the curriculum. 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.

3.E Provides rubrics to use in evaluating student work, including responses to open-ended questions, projects, performances, skill-building and products

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 3.E-1: Rubric Editor



The screenshot shows the 'Rubric Editor' window. At the top, there's a title bar with 'Rubric Editor' and a search bar labeled 'Catch Rubric'. Below the title bar, there are four tabs labeled 'Exceeds Expectations', 'Meets Expectations', 'Approaching', and 'Limited Progress'. Each tab has a point value below it: (4 points), (3 points), (2 points), and (1 point) respectively. The main area is a table with four rows of criteria: 'Sporting Behavior, Cooperation, and Effort', 'Application and Development of Movement Concepts', 'Manipulative and Locomotor Skill Application', and 'Health Knowledge Application'. Each row has a red 'X' icon to its left. The table cells are currently empty. At the bottom, there are buttons for 'Load Template', 'Cancel', and 'Save'.

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

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 3.E-2* below for an example of a custom rubric.

Exhibit 3.E-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.

3.F Identifies assessment items according to their level of rigor, using tools such as Webb’s Depth of Knowledge (DOK) or Bloom’s Taxonomy

All formative assessments, such as the questioning included in Warm-Ups and Topic Discussions, are scaffolded with Bloom’s Taxonomy.

Effective questioning is a foundational strategy behind instruction and a culture of collaboration. Good questions continue thinking and importantly, don’t stop thinking. Quaver builds our resources with Bloom’s Taxonomy Questions, giving us a precise way of determining exactly what level of learning is to be achieved. In this, questions serve the students through all levels of thinking.

Bloom’s Taxonomy questions achieve three domains: knowledge (cognitive), emotion (affective), and action (psychomotor). It’s important to note that lower-level questions also hold value as they establish a students’ foundational knowledge while illuminating how much prior knowledge exists for the teacher to recognize.

3.G Accommodates student choice in assessment and evaluative exercises

With QuaverHealth•PE, teachers can customize assessments based on their students’ preferences and needs. In Rubric indicator 3.E, we discuss custom rubrics. Custom rubrics and multiple-choice quizzes can allow student choice.

Student Recording screens allow for students to record themselves within their student account. Teachers can send multiple questions or prompts for the students to choose from so they can respond via a student recording. These recordings are then sent back to the teacher for grading. This allows for student choice in assessment.

4. Provides appropriate support for teachers

4.A Provides content background information, including common student misconceptions, as appropriate

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 to address prerequisite skills and allow for review. If students are progressing faster than expected on a skill, teachers can level up and move on to more advanced skills. *Exhibit 4.A: 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.A: 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)

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



4.B Offers guidance for research-based lesson planning

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.

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. 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.

Exhibit 4.B: QuaverHealth•PE Lesson Plan

4th Grade		Exploring Lifetime Benefits of Healthy Teeth	
PURPOSE		KEY STUDENT OBJECTIVES	
<ul style="list-style-type: none"> The purpose of this lesson is to understand the consequences of poor oral hygiene and the importance of creating a daily dental health routine. 		<ol style="list-style-type: none"> 1. Identify the long-term consequences of poor oral hygiene. 2. Review some of the serious conditions that can result from poor oral hygiene. 3. Explain the role that self-discipline plays in maintaining oral hygiene. 	
Time	Standard	Classroom Resources	Music in This Lesson
30-45 min	<ul style="list-style-type: none"> 115.16.b.2.C National Health Standards: <ul style="list-style-type: none"> 5.5.4 5.5.6 		<ul style="list-style-type: none"> Practicing Self-Discipline

4.C Offers guidance and resources for performance (skills) assessments such as projects, portfolios, and other products, and guidance on how to best use and evaluate them

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.C*.

Exhibit 4.C: Teacher Reporting Tools



4.D Integrates well with the HISD curriculum; is a useful TEKS-based instructional resource

QuaverHealth•PE is 100% aligned to the Kindergarten through 5th-grade Health TEKS and PE TEKS and is recommended for adoption by the TEA under Proclamation 2022. QuaverHealth•PE also provides a crosswalk to the National Health Standards for your review.

The TEKS are also listed in every printable lesson plan, as shown in *Exhibit 4.D: TEKS within a Quaver Lesson Plan*.

Exhibit 4.D: TEKS within a Quaver Lesson Plan

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

4.E Provides support for research-based formative assessment strategies, techniques, and analysis

QuaverHealth•PE includes research-based formative assessments that represent a variety of tasks. You can read more about assessments in Rubric Indicator 3.A.

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, shown in *Exhibit 4.E*, 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.

Exhibit 4.E: Reflection Screens



4.F Provides guidance and resources for teachers regarding the effective use of differentiated instructional resources and strategies

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. 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 4.F: Teacher Notes in a QuaverHealth•PE Lesson*.

Exhibit 4.F: Teacher Notes in a QuaverHealth•PE Lesson



4.G Provides ongoing, job-embedded, and aligned professional learning – using multiple delivery formats – to support the use of the resource to implement the district curriculum and district programs/initiatives

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 4.G: On-Site Training Event* below shows a group of teachers engaged in an on-site training day.

Exhibit 4.G: 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.

4.H Provides comprehensive customer service support (e.g., online, toll-free phone, face-to-face, etc.)

As a district that uses QuaverEd, you will have access to a dedicated Texas sales representative available to work with you and your team in person.

Beyond your face-to-face interactions, the QuaverEd Customer Service Team 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. There they can self-diagnose issues such as bandwidth or pop-up blockers and find suggested solutions.

5. Employs technology to enhance teaching and learning.

5.A The publisher's online/e-text platform is dynamic, interactive, current, appealing, and easy to navigate

The QuaverHealth•PE platform is dynamic, interactive, and current. 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.

The dashboards are easy to navigate and the colorful graphics make them appealing to both teachers and students.

5.B Resources on the online/e-text platform load quickly and are stable, links are correct, and interactive components (including simulations, games, labs, and demonstrations) work as expected

We use Amazon Web Services for hosting our servers. We also use a CDN to minimize latency and speed up response times. We also have Network Redux as a consulting contractor who works with our Backend Team of eight programmers. We also use MicroAssist as consultants for all accessibility issues.

Our solution is turnkey and maintained by us. Our solution does not require any onsite hardware in the district. The entire solution is hosted on the cloud. We offer unlimited cloud storage at this time. All costs are included in our license fees.

We support all major operating systems and browsers that the developing companies continue to support. Our teaching content pairs easily with modern interactive whiteboard technologies and is also compatible with a simple computer and projector. None of our resources are in Adobe Flash.

5.C Digital resources on the online/e-text platform are logically organized, appropriate, and add significantly to a student's learning experience

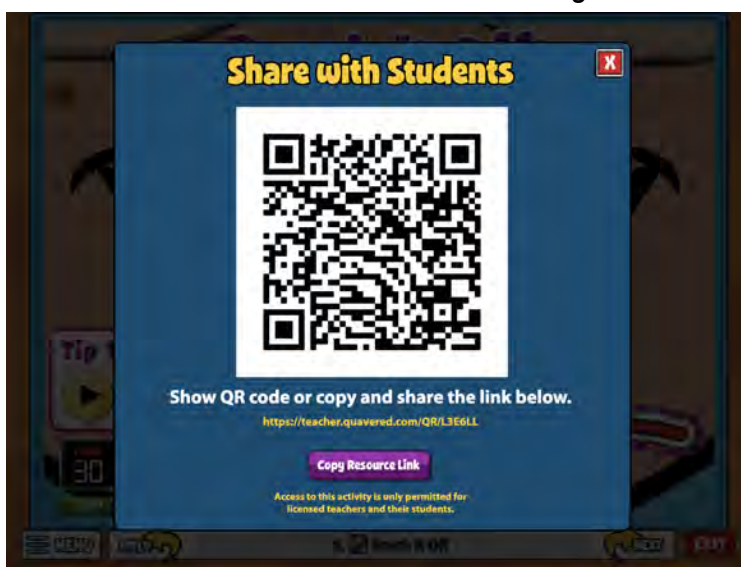
Free student accounts open a world of learning to students anywhere, anytime. Students can log in to their personal Student Dashboard anywhere they have an internet connection and can access teacher-created assignments, the Health Tracker, or browse through resources covering the four dimensions of health: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

Exhibit 5.C-1: 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.C-2: Resource Sharing* shows the options given to teachers to share resources to parents and even students and other teachers in the building.

Exhibit 5.C-2: Resource Sharing



5.D The online/e-text platform provides intuitive and responsive searches by keyword, standard (including TEKS/SE's), topic, and resource type

QuaverHealth•PE is designed to be flexible to teachers' needs. The Resource Manager is home to a searchable library of every resource in QuaverHealth•PE. Teachers can search for activities based on the topic or skill they want to address.

Resource Manager also includes powerful customization functionality that allows teachers to customize lessons however they see fit, then share them with other teachers in their school or throughout the district.

Exhibit 5.D: Resource Manager



Resource Manager allows teachers to sort by Topic Index or Resource Sets. The Topic Index is organized by the 8 lesson modules, special topics, and PE Units. Resource Sets includes the buttons on the Teacher Dashboard. Teachers can also search by keyword to find activities to support their teaching.

5.E The online/e-text platform accommodates personalized learning in which students can explore and/or engage in activities of their own choosing

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. The Interactives section of the Student Dashboard, shown in *Exhibit 5.E*, gives students access to resources covering the four dimensions of health: emotional, intellectual,

physical, and social. Students can access these activities at any time, in addition to the Health Tracker.

Exhibit 5.E: Student Interactives



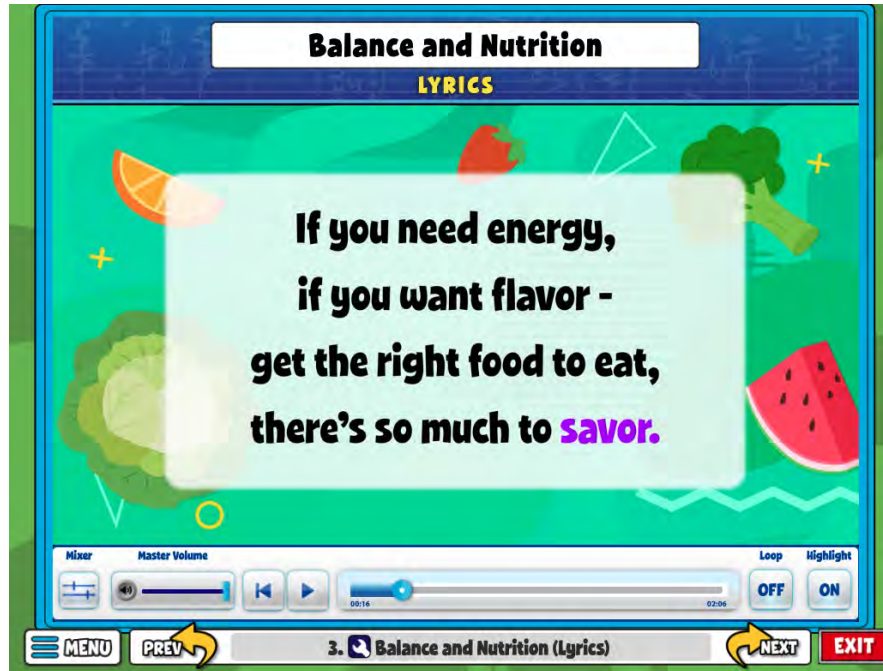
QuaverHealth•PE's customization tools allow teachers to create custom lessons or activities to allow for personalized learning to differentiate and meet students where they are. Teachers can add custom screens including Powerpoint-like screens to include additional images or modified text to meet the 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.F The online/e-text platform provides/facilitates differentiated instruction to meet the specific needs of individuals and groups of students

QuaverHealth•PE provides differentiated tasks, as evidenced in Rubric Indicators 2.I and 2.J.

Another tool for differentiation is on-screen Play buttons. Play buttons allow students to hear the content being addressed on screen. We also provide lyric highlighting, as seen in *Exhibit 5.F*. To aid in comprehension, we highlight the lyrics of songs as the lyrics are sung. This feature enhances participation while targeting vocabulary development.

Exhibit 5.F: Lyric Highlighting



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.

5.G The online/e-text platform adapts to a student's performance and/or choices to deliver materials best suited to the student's needs or preferences

Flexible lessons help students follow a learning plan dictated by their classroom needs and not by the textbook. The teacher is a facilitator to help the students discover the goals of the lessons themselves. Teachers can customize and choose which materials are best suited to the student's needs or preferences.

6. Standard-specific comparison across texts in a common subject/course - Physical Education

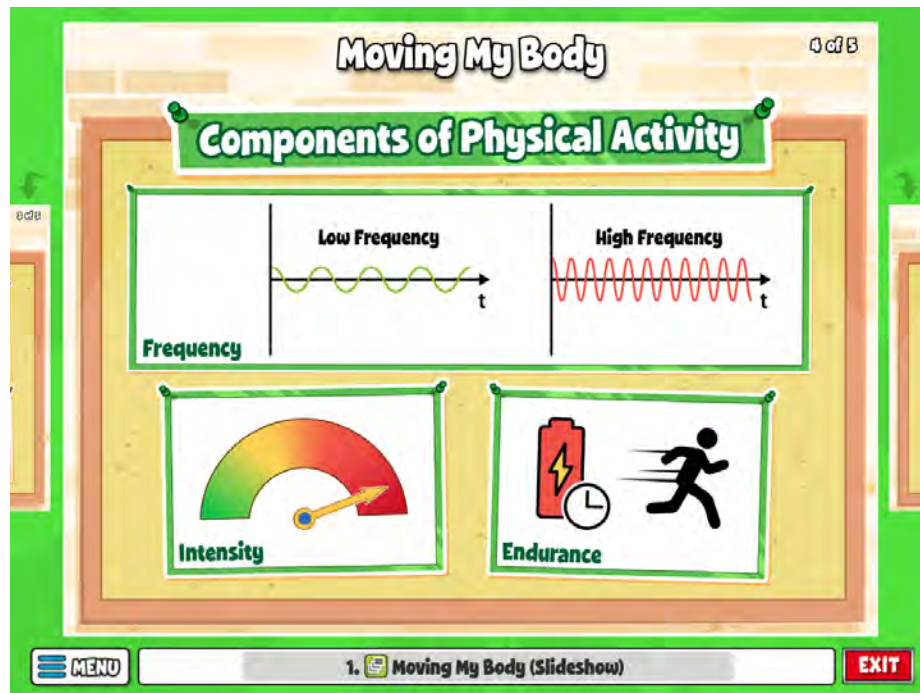
6.1 Elementary: Elementary: PE.3.8B - identify the importance of frequency and intensity during endurance activities.

The rigor, content, and context of QuaverHealth•PE instructional strategies, activities, and assessments are 100% aligned to the TEKS. The curriculum embeds standards throughout

each activity. The specific standards addressed in each activity can be found in extensive Teacher Notes associated with each lesson.

The Moving My Body slideshow is a basic introduction to frequency, intensity, and endurance. Teachers will guide their students through an explanation of the terms as defined in relation to physical activity. Students will learn examples such as walking, jogging, or running and how each of these activities relates to frequency, intensity, and endurance.

Exhibit 6.1: Moving My Body



If following the QuaverHealth•PE Curriculum Map, this will be covered in the first weeks of the school year. The Teacher Notes provide a wealth of options for expanding upon the slideshow allowing for review, more related activities, and discussion throughout the year.

6.2 Elementary: PE.3.8C - explain and demonstrate the correct techniques of health-related fitness components.

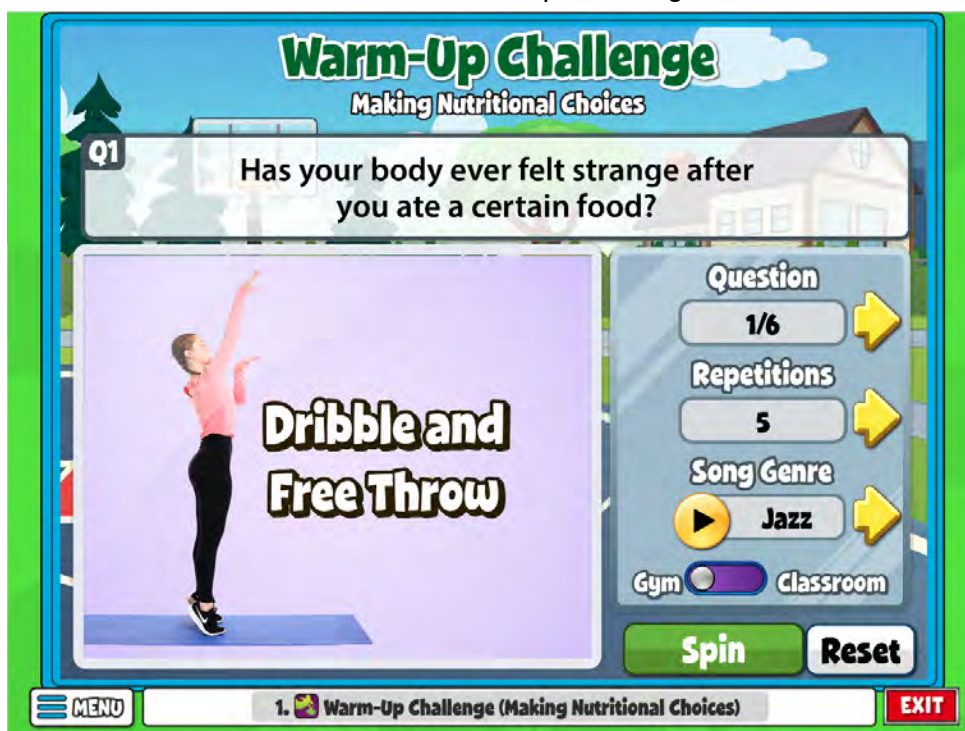
The rigor, content, and context of QuaverHealth•PE instructional strategies, activities, and assessments are 100% aligned to the TEKS. The curriculum embeds standards throughout each activity. The specific standards addressed in each activity can be found in extensive Teacher Notes associated with each lesson.

A license to QuaverHealth•PE includes helpful Instructional Guides, including a Movement Glossary. This 28 page PDF contains terms, photos, and descriptions of movements used throughout the curriculum. The glossary serves as a helpful guide for teachers to explain and

demonstrate all movements in QuaverHealth•PE. After familiarizing themselves with the correct techniques, teachers can circulate and provide feedback to students.

Additionally, the curriculum provides visual anchors for correct techniques in each Body Warm-Up, as shown in *Exhibit 6.2: Warm-Up Challenge*.

Exhibit 6.2: Warm-Up Challenge



6.3 Elementary: PE.3.16A - differentiate among types of and participate in moderate to vigorous physical activity for a sustained period of time on a regular basis using technology when available.

The rigor, content, and context of QuaverHealth•PE instructional strategies, activities, and assessments are 100% aligned to the TEKS. The curriculum embeds standards throughout each activity. The specific standards addressed in each activity can be found in extensive Teacher Notes associated with each lesson.

The slideshow *Moving My Body* and its accompanying Teacher Notes detailed in rubric indicator 6.1 helps students understand the difference between moderate to vigorous physical activity. Songs and gym games used in lessons throughout the year help participate in moderate to vigorous physical activity. This constant review allows for continued conversations, questions, and ongoing discussion.

There is a music video or a gym game in every lesson. The songs in the music videos have a variety of tempos. When a song has a more moderate tempo, teachers can talk to students

about how they might move or how their hearts might beat if the tempo were more upbeat. Students will compare how they might feel based on different speeds of songs.

7. Standard-specific comparison across texts in a common subject/course - Health Education

7.1 Elementary: Health.3.3G - discuss how others may experience situations differently than oneself.

The rigor, content, and context of QuaverHealth•PE instructional strategies, activities, and assessments are 100% aligned to the TEKS. The curriculum embeds standards throughout each activity. The specific standards addressed in each activity can be found in extensive Teacher Notes associated with each lesson.

QuaverHealth•PE includes resources on situational awareness that help students learn how to identify risks and safety in situations.

Exhibit 7.1: Steps to Situational Awareness



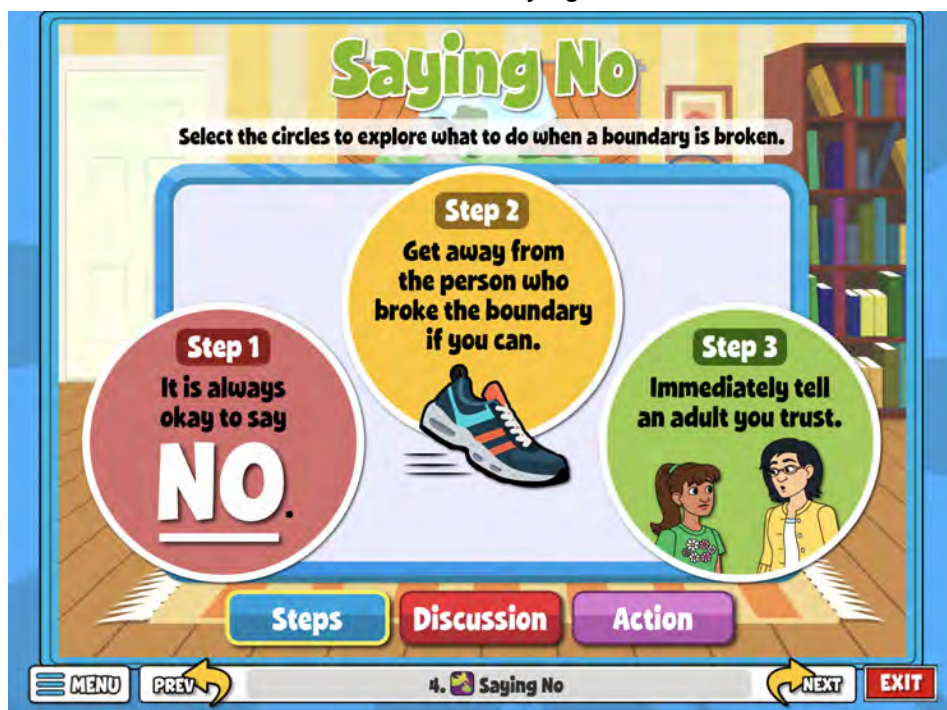
This lesson encourages students to always consider what happened in a situation, what are the facts, and then decide if it is a major or minor situation. The resources include multiple opportunities for students to evaluate situations and provide for conversation around each situation. A formative assessment in the form of a review is included. This review allows students to analyze and break down four scenarios.

7.2 Elementary: HE.3.10A - identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

The rigor, content, and context of QuaverHealth•PE instructional strategies, activities, and assessments are 100% aligned to the TEKS. The curriculum embeds standards throughout each activity. The specific standards addressed in each activity can be found in extensive Teacher Notes associated with each lesson.

QuaverHealth•PE includes lessons to help students develop refusal skills when privacy, personal boundaries, or personal space are not respected. For example, in the 3rd grade lesson "Saying No In Risky Situations," students will practice refusal skills in unsafe situations, when a student's personal boundaries are being violated.

Exhibit 7.2: Saying No



In addition, students will learn how to identify trusted adults who can help them in these situations. In this lesson, students will demonstrate what they have learned through a fill-in-the-blank interactive assessment game.

7.3 Elementary: 3HE.12B - identify appropriate ways to communicate in digital and online environments.

The rigor, content, and context of QuaverHealth•PE instructional strategies, activities, and assessments are 100% aligned to the TEKS. The curriculum embeds standards throughout

each activity. The specific standards addressed in each activity can be found in extensive Teacher Notes associated with each lesson.

Multiple lessons throughout QuaverHealth•PE help students identify appropriate ways to communicate in digital and online environments. The lessons will help students distinguish between appropriate and inappropriate information and people (including online predators) and to practice ways to communicate safely online.

Through Tech Talk screens, “Kid Talk” videos, Quiz Challenge assessments, and the QuaverEd original “Be Careful How You Use the Internet,” students will learn how to manage their personal information and to identify safe and unsafe requests made in an online or digital environment.

Exhibit 7.3: Sharing Information Online



7.4 Elementary: HE.3.13C - define abuse and neglect.

The rigor, content, and context of QuaverHealth•PE instructional strategies, activities, and assessments are 100% aligned to the TEKS. The curriculum embeds standards throughout each activity. The specific standards addressed in each activity can be found in extensive Teacher Notes associated with each lesson.

QuaverHealth•PE covers the topic of child abuse in a lesson designed for grades 3-5 that is housed in Special Topics. The purpose of this lesson, titled *Abuse and Neglect*, is to help students identify and report abuse and neglect. Students will contrast healthy familial behavior examples with examples of abuse and neglect and will learn about the short- and long-term impact of abuse and neglect.

QuaverHealth•PE provides letters home to parents and guardians in both English and Spanish for the *Abuse and Neglect* lesson. Teachers can use these letters as is or use the language and create their own.

Exhibit 7.4 shows two examples of resources included in the *Abuse and Neglect* lesson.

Exhibit 7.4: Example Resources from Abuse and Neglect Lesson

