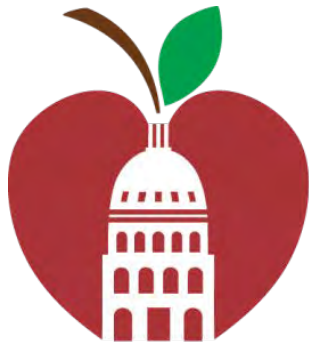


Response to



AUSTIN
Independent School District

Rubric Evaluation

December 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 the Austin ISD rubric.

1. Conceptual Development and Alignment to Standards
2. Instructional Focus
3. Inclusion
4. Assessment
5. Student Resources
6. Teacher Resources
7. Layout, Design and Organization of Materials

1. Conceptual Development and Alignment to Standards

1.1 Materials are aligned to depth and complexity of TEKS.

QuaverHealth•PE has been reviewed by the TEA and is the only K-5 curriculum determined to be 100% aligned to the Health and PE TEKS. 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			
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 			

1.2 Materials are organized around unifying concepts, key themes, and essential questions.

QuaverHealth•PE lessons are organized into 8 modules:

- General Health
- Social Behavior
- Responsible Decision Making
- Healthy Practices and Hygiene
- Mental Health and Wellness
- Healthy Eating and Nutrition
- Disease and Illness Prevention
- Safety and Accident Prevention

Throughout the school year, students are taught from these modules how to think critically about healthy choices. Students receive the instruction they need to make informed decisions regarding their health and wellness. Each module presents facts about healthy behavior across the four dimensions of health: physical, emotional, social, and intellectual. With a well-rounded Health and PE education, students are able to make healthy choices and judgments..

Not only do all QuaverHealth•PE lessons meet the TEKS, they also have a clear purpose and stated objectives. The objectives can easily be converted and interpreted as essential questions. The objectives are found 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**

Purpose

- The purpose of this lesson is to identify vitamins and minerals and why they are important.

Key Student Objectives

- 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 Beanbags (or similar tossing object - large ball for PE class) 	<ul style="list-style-type: none"> Feelings/Hot Potato Nutrients

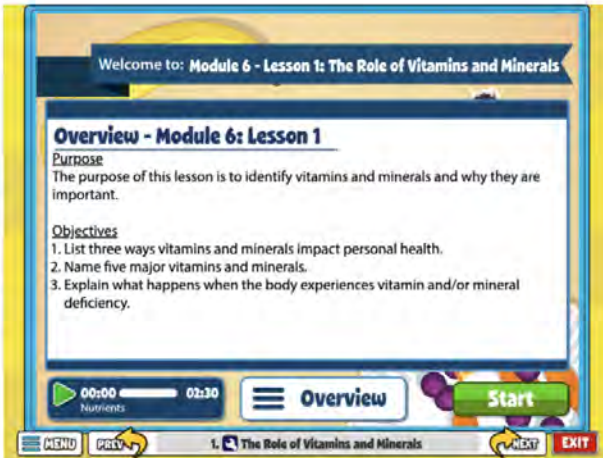
Standard

Focus Standards (in This Lesson):

- 115.14.b.6.A
- 115.14.b.6.D

National Health Standards:

- 7.2.1



1.3 Concepts are developed systematically in a logical sequence.

QuaverHealth•PE is aligned to both the TEKS and National Standards. At the same time, the curriculum has lesson bands across Kindergarten through 5th grade. 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.

Our scaffolded lessons support skill progression leading toward mastery and can be assessed throughout the progression with formative assessments or at mastery with summative assessments. Our PE Units provide support for the district's culminating activities by supporting these skills through purposeful skill demonstrations, fun student activities, and lead up games. This is all done systematically.

1.4 Health skills are embedded in relevant context.

Health skills across all four dimensions of health are embedded in relevant contexts. QuaverHealth•PE includes two modules devoted to social and emotional skills. Across these lessons, students will learn self-management, interpersonal communication, decision-making, and goal-setting skills.

How to access valid health information

In each lesson, students will receive a call to action with a real-life application. This call to action emphasizes personal advocacy and responsibility. As students learn about real-life applications, they will begin to understand how to access information, products, and services to enhance health.

Self-management

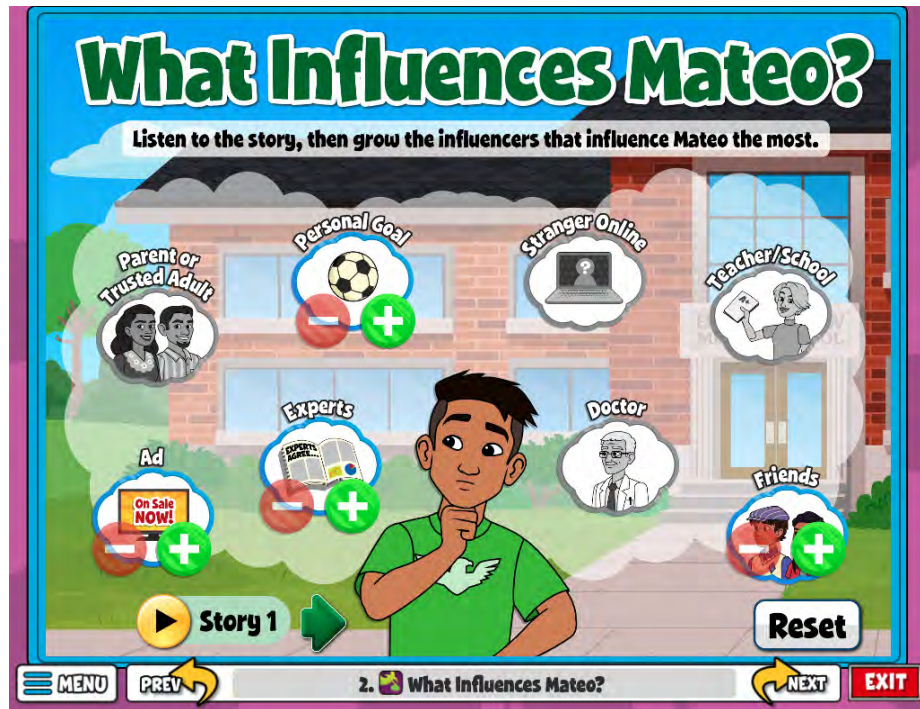
Self-awareness is taught throughout the curriculum. In one lesson students are taught how to recognize when they are stressed and identify personal stressors. Students are also taught to be aware of their surroundings and situations in which they might find themselves.

A lesson on personal growth teaches students how to grow as a person. The lesson outlines situations requiring self-control and assists students in building self-esteem. These lessons feature engaging songs and activities for students to practice self-control.

Analysis of Internal and External Influences

Every module addresses relevant factors influencing Health Behaviors. Examples include Peer Influence and Cultural Influence. In 5th grade, there is a lesson called "Managing My Health Influences," which is designed to help students make informed health decisions. Students will listen to various stories and evaluate what influences the characters. An example activity is shown below in *Exhibit 1.4*.

Exhibit 1.4: Healthy and Unhealthy Influences



On this screen, students will select all of the icons that represent sources of influence on Mateo in the story. Teachers will explain that Mateo can choose how much influence each source of information should have on his choices. Students will begin to understand that evaluating sources of influence is a skill that can promote healthy decision-making.

Interpersonal Communication

QuaverHealth•PE encourages group discussions and working together throughout all lessons and activities. Lesson 1 in Module 2 of each grade, for example, focuses on Communicating Effectively teaches the importance of effective communication. This lesson outlines respectfully listening to others and effectively expressing your feelings, needs, and wants appropriately.

Decision-Making

Decision-making is addressed in each grade level through the Responsible Decision-Making Module. Each of the four lessons in this module addresses decision-making through topics scaffolded across grade levels. The topics covered in this module are Problem Solving, Decision Making, Goal Setting, and Online Safety. Each of these lessons includes questioning, discussion, and a variety of interactive activities to teach and reinforce lesson content.

Goal-Setting

Within the Responsible Decision-Making Module, Lesson 3 teaches students the proper steps to set and achieve both short- and long-term health goals. It outlines the importance of goal-setting as a method for achieving optimal wellness and reaching future aspirations.

1.5 Materials are aligned to 4 levels of ELPS.

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 1.5a: 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 1.5a: 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.

Exhibit 1.5a: Language Supports



Our platform also provides support for students across a variety of proficiency levels and language domains.

Listening:

Specific ways Listening is 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

Speaking:

Specific ways Speaking is addressed and also shown below in *Exhibit 1.5b*:

- 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 1.5b: Steps to Talk Discussion

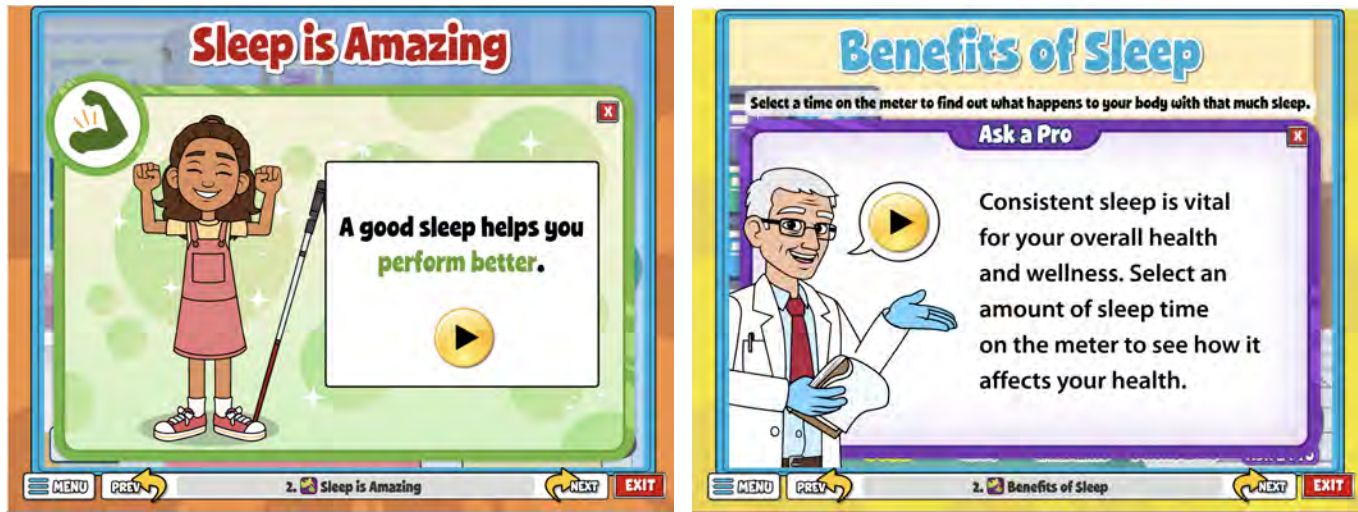


Reading:

Specific ways Reading is addressed and also shown below in *Exhibit 1.5c*:

- Interactive screens allow for teachers to engage in shared reading
- Independent or whole group reading according to academic needs and abilities
- 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 1.5c



Writing:

Specific ways Writing is addressed and also shown below in *Exhibit 1.5d*:

- Journal time allows students to write using the writing process
- Students are encouraged to think through what they write online
- Students are encouraged to plan and write out what they'd like to communicate before they say it
- Students are encouraged to write a plan to transform negative self talk to positive self talk

Exhibit 1.5d: Journaling



1.6 Materials are aligned to College and Career Readiness Standards.

While we do not directly address the Texas College and Career and Readiness Standards, we do provide numerous opportunities for students to learn about and consider alternate career paths. For example, in the discussions about trusted adults, students are exposed to a number of careers including health professionals such as doctors and nurses, emergency personnel such as police and firefighters, and other community workers such as social workers. Clearly, they also learn about what teachers do and other school staff.

Exhibit 1.6: Helpers in My Community



2. Instructional Focus

2.1 Content is accurate, current and research-based.

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 underwent a rigorous review by the *Quaver Medical Advisory Panel and Review Board*, listed below, to ensure we remain guided by health educators and experts.

- Jason Kaster, MD
- Michael Rolli, MD
- Komal Patel, DMD

- Officer Derek Keeler
- Sarah Henson, LMSW
- Julia Kucherick, RD, LDN, NBC-HWC
- Ananya Datta, CPNP-AC/PC, MPH, RN
- Lori Kuykendall, Medical Institute for Sexual Health
- The Texas Council on Family Violence
- Global Lyme Alliance
- Kadi Bliss, Ph.D, MCHES

Lessons deliver content backed by current gold-standard research and align with the most recent Health and PE TEKS. We completed market research to ensure we provided high quality and accurate content and also engaged highly regarded professionals as noted above to identify research and trends.

2.2 Content is relevant and engaging to students and includes real world problems and examples.

The QuaverHealth•PE curriculum is based on connecting the concepts being taught in the lessons to the real world. Through problem-solving and real-world scenarios, students are engaged in making connections to the world around them. 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 2.2a: “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 2.2b*. Other “Kid Talk” videos include topics such as peer influence, good friends, refusal skills, strengths, and when to ask for help.

Exhibit 2.2b: “Kid Talk” Videos



2.3 Learning objectives are clearly stated.

Every QuaverHealth•PE lesson includes a completed lesson plan with detailed expectations for the lesson. The purpose and objective, listed in each lesson plan and also in our Scope and Sequence, clearly outline detailed expectations through the stated purpose and objectives. Along with the lesson objectives, the TEKS that are covered are also clearly stated. The lesson plan can be viewed online or can be printed.

Exhibit 2.3: 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

2.4 Materials build on prior learning and skills.

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


Exhibit 2.4: Skill Progression Across Grade Levels

ENGAGE

Warm up the students and get their attention.

1. Kick (Kick) ⌚ 3-5min

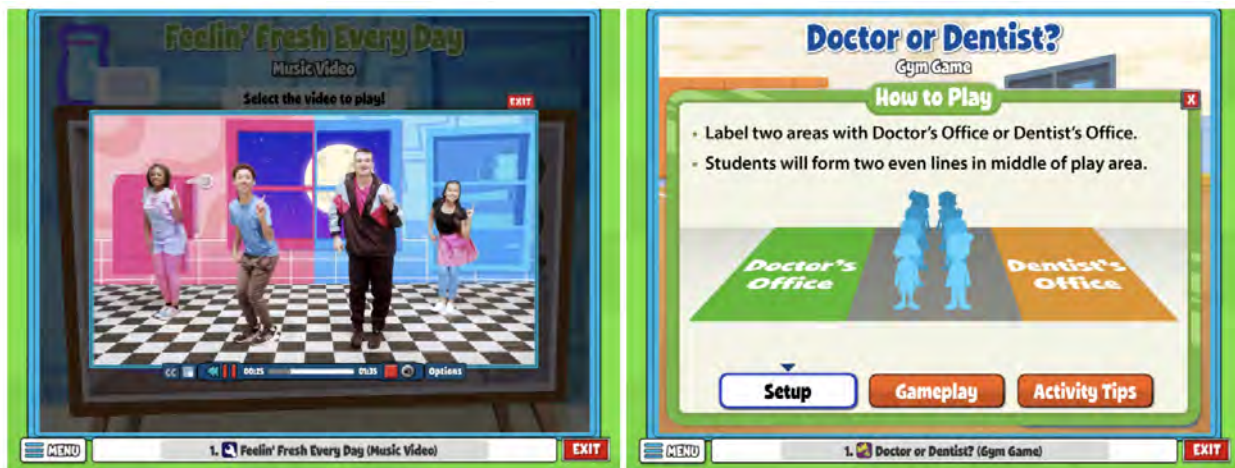
- The purpose of this lesson is to sequentially build mastery of foot dribbling and passing an object. Prior to class, review all the screens and use the ones that best suit students' level of mastery.
- A rough guide by grade/developmental level is provided below, though all activities can be used to 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)
- Intervenor 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.



2.5 Materials/activities are student-centered.

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 2.5: 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 2.5: Student Resources



Our curriculum allows teachers to customize lessons or assignments to meet the needs of individual students or groups of students. Teachers can provide students with choices so they can take an active role in their education.

2.6 Materials/activities require active construction and use of knowledge.

QuaverHealth•PE encourages students to engage in critical thinking and problem solving using the knowledge acquired in the lessons. Discussion and questioning are 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.

QuaverHealth•PE includes questions designed to activate prior knowledge and encourages students to discuss the concept of the lesson. These questions allow teachers to assess students' background knowledge and understanding of the lesson topic. *Exhibit 2.6: Warm-Up Challenge* gives an example of questioning used to assess and develop background knowledge.

Exhibit 2.6: Warm-Up Challenge



Students are given situations where they have to use the knowledge acquired to solve a problem or carry out an action. Our use of role play in the social and emotional lessons is particularly effective in this. The physical skills lessons also offer opportunities for students to show their knowledge and skill in what they have learned.

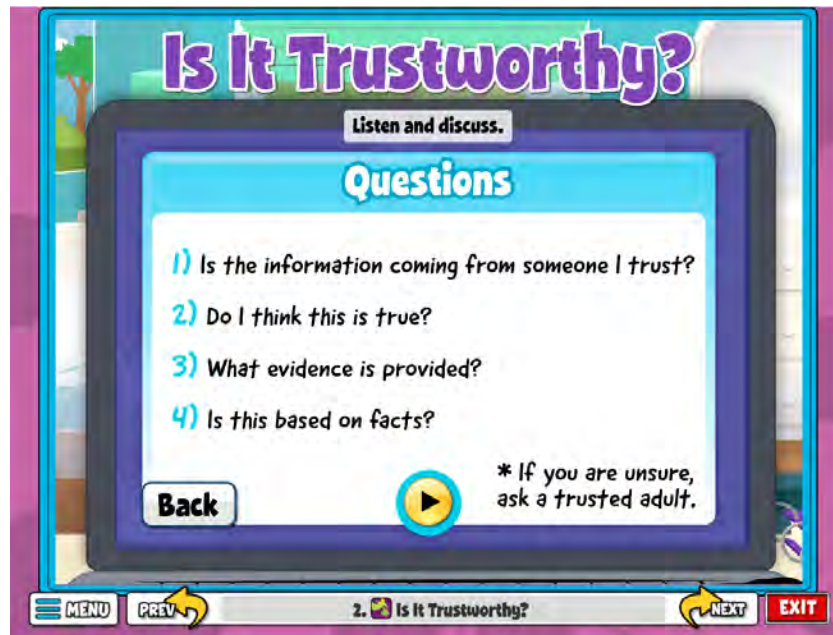
2.7 Materials provide opportunities for student discovery and inquiry.

QuaverHealth•PE supports student discovery and inquiry. Our lesson structure allows students to discover what they know about a subject by activating prior knowledge and then leads them into further discussion and extension of their knowledge.

Through instruction, discussion, and questioning, students will learn to think critically in order to make informed decisions regarding their health and wellness. With a well-rounded Health and PE education, students will be able to examine their choices, solve health-related problems, and discover healthy choices.

In the lesson Using Data to Inform My Decisions, students will learn how to evaluate sources to determine if information is trustworthy. They will learn to consider if a piece of information is based on evidence and facts.

Exhibit 2.7: Is It Trustworthy?



2.8 Materials help develop 21st Century Skills for learning, literacy, and life skills.

As an innovative online resource, QuaverHealth•PE is flexible and helps students develop 21st Century Skills. Our lessons help students learn problem-solving, thinking outside the box, communications with one another, and technology. The interactivity of our resources stimulates the students to think and react.

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

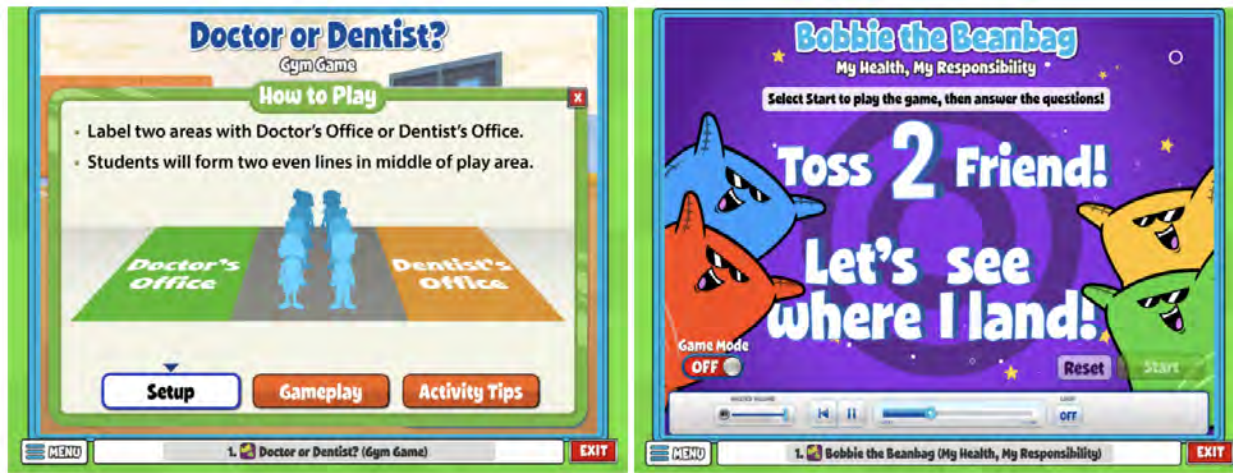
discussion activities. Lesson 1 in Module 2 in all grade levels teaches students how to communicate effectively. The lessons are age-appropriate, starting with “Learning to Listen” in Kindergarten through “Having Difficult Conversations” in 5th grade.

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 2.8: Games and Warm-Ups* shows two of the various games included.

Exhibit 2.8: Games and Warm-Ups



QuaverEd curriculum infuses creativity throughout lessons and QuaverHealth•PE is no different. The curriculum includes 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.

2.9 Materials promote safe, responsible, legal and ethical behavior.

QuaverHealth•PE includes lessons to promote safe, responsible, legal, and ethical behavior. Eight modules include traditional topics like nutrition, exercise, mental health, and safety, to include accident prevention, while broadening the conversation to include responsibility and decision making, bullying and cyberbullying, and online safety.

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.

Additionally, social and emotional components promote responsible decision-making and character development. Decision-making is addressed in each grade level through the Responsible Decision-Making Module. Each of the four lessons in this module addresses decision-making through topics scaffolded across grade levels. The topics covered in this module are Problem Solving, Decision Making, Goal Setting, and Online Safety. Each of these lessons includes questioning, discussion, and a variety of interactive activities to teach and reinforce lesson content. These lessons help students grow into responsible citizens who make safe, ethical, and legal choices.

3. Inclusion

3.1 Materials/activities are differentiated for diverse abilities, interests, and learning styles and provide access to standards for all students.

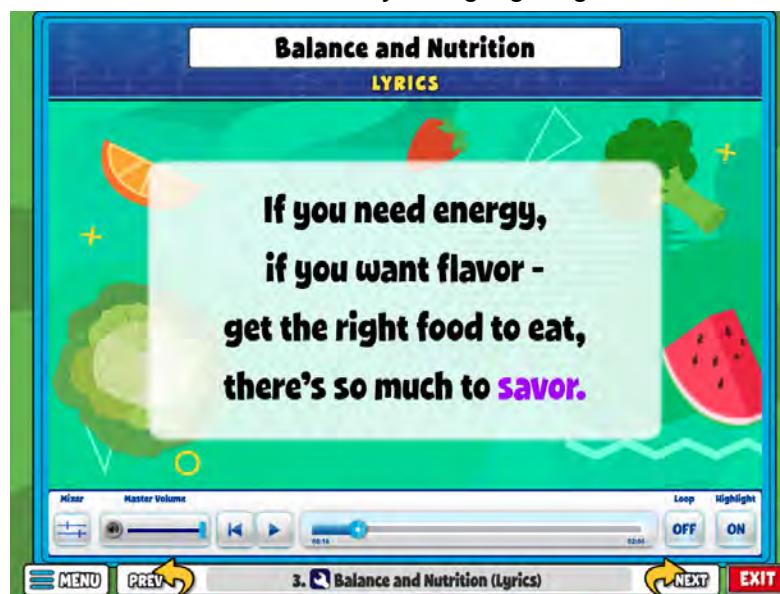
At QuaverEd, we have harnessed the power of technology to help educators individualize instruction for students who receive specialized services. As an education company, we are familiar with the need for differentiated resources while addressing multiple learning styles.

To differentiate for diverse abilities, teachers can use the Health Toolbox or PE Toolbox to pull resources from previous lessons to reteach or scaffold as needed. Educators can also pull from previous grades to further differentiate. QuaverHealth•PE'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.

Another tool for differentiation are the on-screen Play buttons. Play buttons allow students to hear the content being addressed on screen. Another way is lyric highlighting, as seen in *Exhibit 3.1*. To aid in comprehension, we highlight the lyrics of songs as the lyrics are sung. This feature enhances participation while targeting vocabulary development.

Exhibit 3.1: Lyric Highlighting



These customization tools allow for personalized modifications for each student based on their individualized education plans or 504 plans, as needed.

QuaverHealth•PE also 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.

Multiple Learning Styles

Our resources also accommodate multiple learning styles as follows.

Verbal

- 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

Visual

- 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

- 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

- 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

3.2 Materials reflect cultural proficiency and sensitivity with regard to gender, race/ethnicity, socioeconomic status, and intellectual and physical abilities.

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. We also include characters in our curriculum that represent all students, as shown in *Exhibit 3.2*. Sanjay, a character throughout our curriculum, has a cochlear implant.

Exhibit 3.2: Cultural Proficiency Examples



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.

3.3 Materials are provided in Spanish and/or other languages.

We are in the process of providing all our resources in Spanish. At the current time we have songs in Spanish, as well as interactives, shown below in *Exhibit 3.3*. Our goal is for all resources to be available in Spanish inside one curriculum. Once those are available, the menu on each screen will allow teachers to toggle back and forth between the English and Spanish version of the same activity.

Exhibit 3.3: Spanish Resources



3.4 Linguistic scaffolding and supports are of high quality.

QuaverHealth•PE provides opportunities to learn vocabulary and employs a range of best-practice literacy strategies. 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?*

All materials are checked for the reading levels of the grade. We also have a vocabulary listing for each grade that we check. When new words are introduced, they are carefully explained and often paired with an image. A proof reader also reviews all our resources.

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.

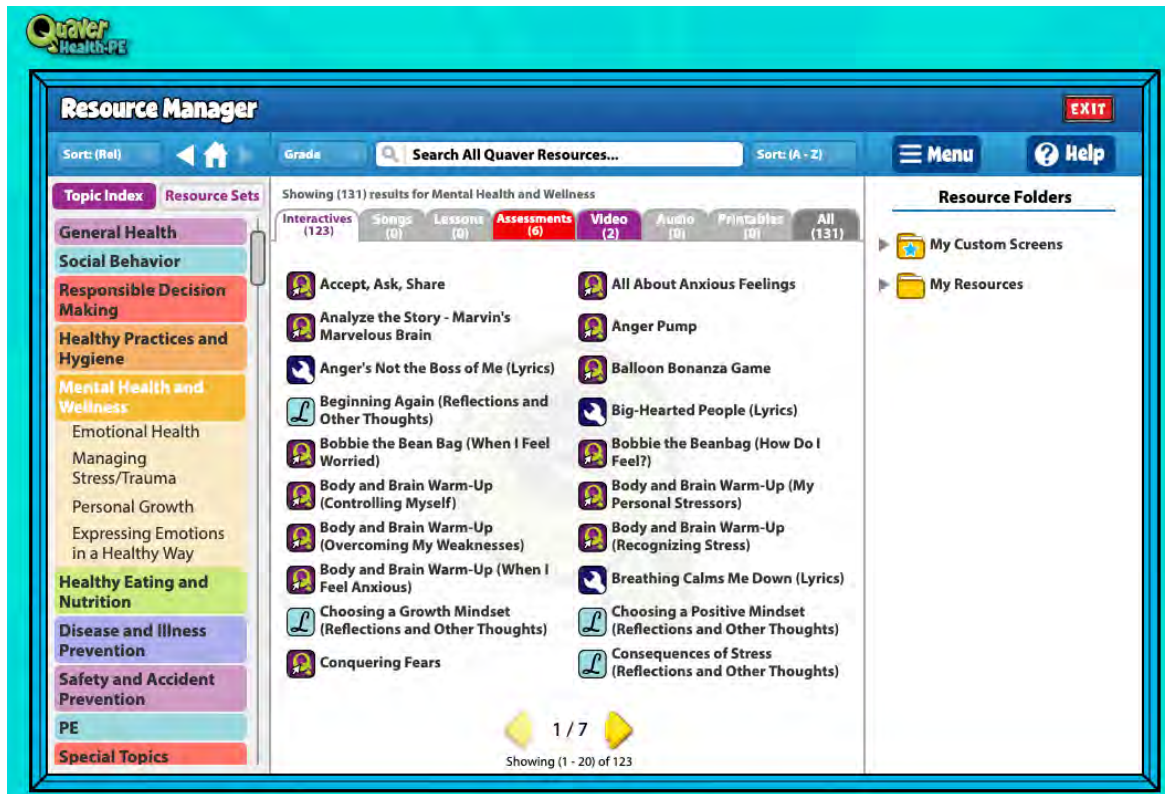
QuaverEd curriculum resources have been designed to help all students feel comfortable in the classroom and to help students improve their comprehension and use of language.

3.5 Cognitive scaffolding and supports are of high quality.

QuaverHealth•PE provides teachers with activities and tools to scaffold for all learners. We provide support for students to solve problems, carry out tasks, and achieve goals.

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.

Exhibit 3.5: Resource Manager



Resource Manager includes powerful customization functionality that allows educators to create online lessons from scratch or rearrange and adapt current QuaverHealth•PE lessons. Teachers can re-order, remove, or add activities.

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.

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' needs, including scaffolding an activity to help a student be successful. Teachers can highlight key words and phrases or help modify an activity for students' ability levels. Activities can be scaffolded through questioning to help students be successful.

3.6 Enrichment and extension activities are of high quality.

Teachers can use the Health Toolbox to pull resources from a student's current grade or from higher grades to extend activities for high quality 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.

To further enable teachers to meet the needs of their students, Resource Manager also allows teachers to import content from outside the Quaver platform to create custom screens for teaching or distributing to student accounts. The Resource Creation menu, seen in *Exhibit 3.6* below, allows teachers to create a variety of custom screens including Multimedia Slides, YouTube videos, Audio Playlists, Quizzes, Custom Rubrics, and more.

Exhibit 3.6: 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.

4. Assessment

4.1 A variety of well-aligned, challenging assessments are used to evaluate student mastery of content throughout instruction.

Each QuaverHealth•PE lesson ends with an informal, formative assessment to review the lesson content and check for student understanding. All assessments are directly aligned to the lesson and the TEKS. Each module contains a series of four consecutive lessons and ends with a module review and assessment. These assessments are grade-level appropriate and are differentiated for each grade level. *Exhibit 4.1: 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 4.1: Types of Assessments



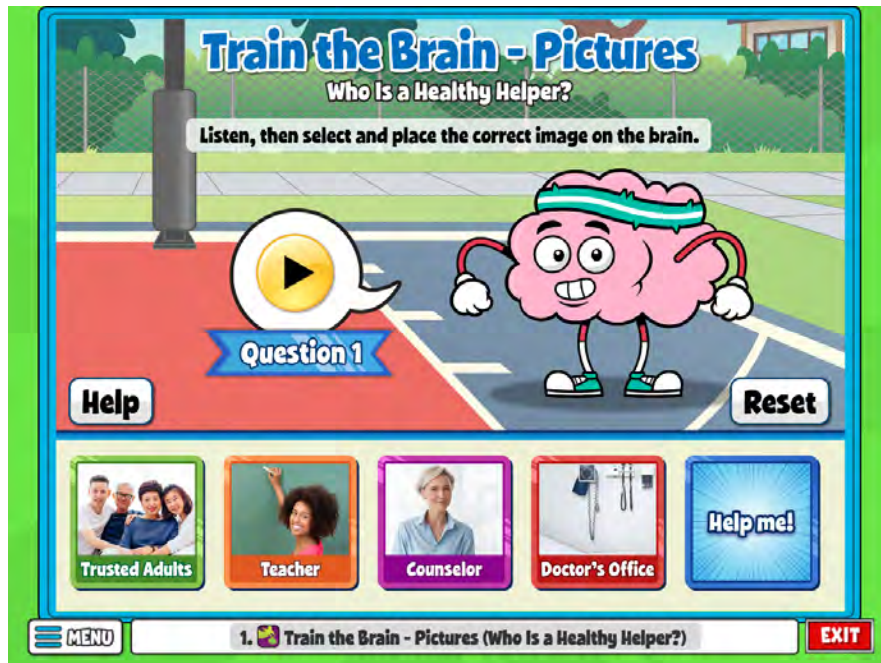
Pre and post-assessments are provided for each grade level in the Health Toolbox. These assessments can be printed and also assigned to students' online accounts. The current interactive module assessments on screen will be printable and also assignable to students' online accounts in the near future.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

4.2 Formative assessment strategies and materials are varied, of high quality and useful in informing instruction.

There are ample opportunities throughout QuaverHealth•PE lessons for formative assessments. Each QuaverHealth•PE 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 can also use the reviews and questions as exit tickets.

A variety of formative assessments are used and include multiple choice questions, reflection screens, matching, and more. Train the Brain, shown in *Exhibit 4.2*, allows students to place the correct answer after the question is read aloud by the character.

Exhibit 4.2: Train the Brain

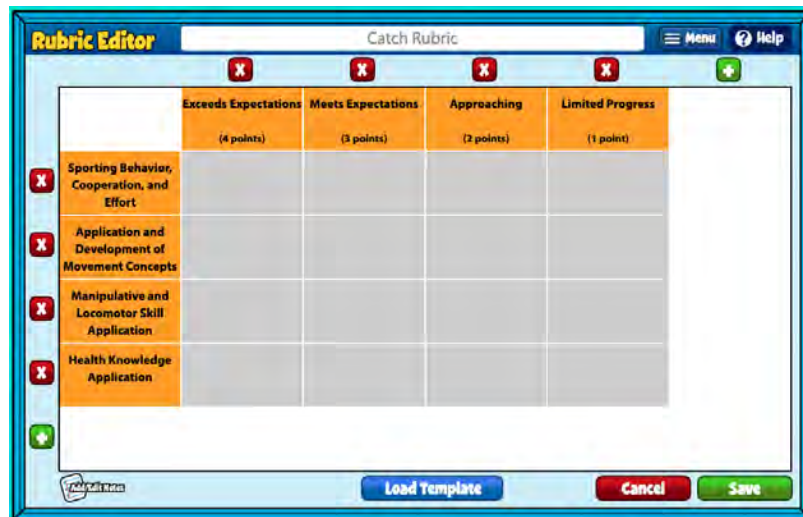


We also provide tools in the curriculum that let the teacher create their own rubrics for evaluating skill levels, which you will see below in Rubric Indicator 4.3.

4.3 Performance tasks and assessments are of high quality.

Resource Creation and our customization tools give teachers the flexibility to create custom rubrics through Rubric Builder to assess students or allow students to assess peers or self-assess on a variety of performance tasks and assessments. These rubrics can be sent to student accounts or printed for ease.

Exhibit 4.3a: Rubric Editor



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

Resource Creation and customization give teachers the flexibility to create custom rubrics through Rubric Builder to allow students to assess peers or self-assess. These rubrics can be sent to student accounts or printed for ease. See *Exhibit 4.3b* below for an example of a custom rubric.

Exhibit 4.3b: Custom Rubric Example



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

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

4.4 Summative assessments are of high quality.

As discussed in Rubric Indicator 4.1, 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.

One option of a summative assessment is shown below. Here teachers can review the entire 5th grade General Health module. Teachers can customize these assessments to best meet the needs of their students.

Exhibit 4.4a: 5th Grade Summative Assessment



My Healthy Future	Dimensions of Health	My Health Influences	Help Online	Emergency Plan
10	10	10	10	10
20	20		20	20
30		30	30	30
40	40	40	40	
50	50	50	50	50

Team #1: 60, Team #2: 30, Reset, MENU, 1. Quiz Challenge - 5 - General Health, EXIT

Alternatively, the teacher can build their summative assessments using the Quiz Builder, shown below. These assessments can be done whole group, printed, or shared to individual student accounts.

Exhibit 4.4b: Custom Quiz Builder



4.5 Standardized questions are of high quality, aligned with content objectives, and follows STAAR format where appropriate.

The questions in our assessments directly align to the purpose and content objectives of the lessons. A variety of questions are used throughout the curriculum. Students will be exposed to the following questions: multiple choice, true/false, fill in the blank, and select all that apply. Assessments are scaffolded across grade levels. In the younger grades, there are fewer questions and fewer answer choices. As the students progress, the upper grades include more questions and more answer choices. Teachers can also create custom assessments to directly mirror STAAR questions to prepare students, as they see fit.

5. Student Resources

5.1 Materials provide opportunities for practice, application of learning, and conceptual understanding.

All QuaverHealth•PE lessons include a variety of interactives to provide students with many opportunities for practice. Students are encouraged to apply their learning to better understand the concepts being taught. 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 our interactive activities were designed for the class to engage in discussion, while others focus on real-life application and review. Lessons also include choreographed songs and interactive games to get students up and moving, while also reviewing lesson content. *Exhibit 5.1a: Student Resources* highlights an interactive and demonstration video.

Exhibit 5.1a: 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 5.1b* 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 5.1b: 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.

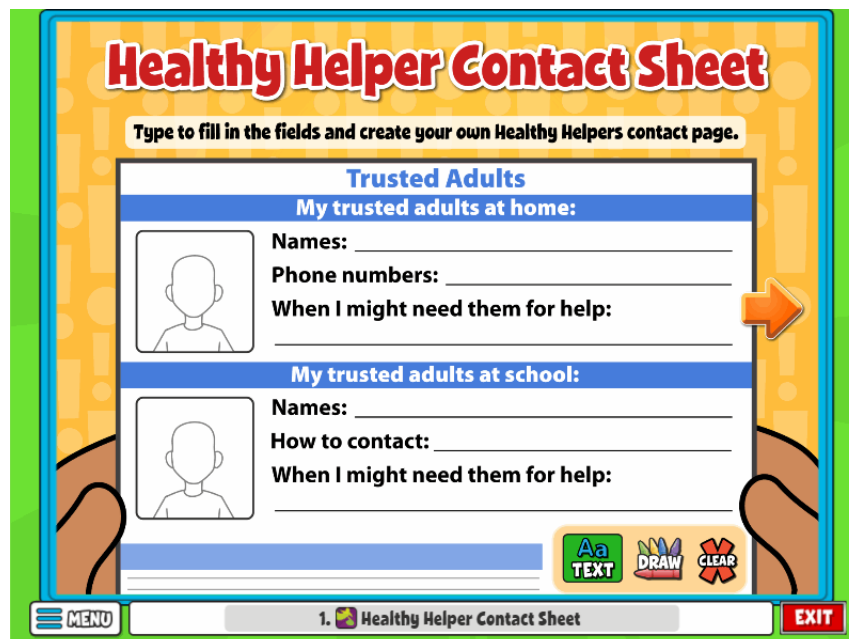


5.2 Materials provide opportunities for computational practice, application and understanding.

As mentioned in Rubric Indicator 5.1, our resources provide significant opportunities for reinforcing the lesson objectives.

Lessons emphasize personal advocacy and responsibility. Students will receive a call to action with a real-life application.

Exhibit: 5.2: Application in a Lesson



Healthy Helper Contact Sheet

Type to fill in the fields and create your own Healthy Helpers contact page.

Trusted Adults

My trusted adults at home:

Names: _____

Phone numbers: _____

When I might need them for help: _____

My trusted adults at school:

Names: _____

How to contact: _____

When I might need them for help: _____

At the bottom of the form, there are buttons for 'Aa TEXT', 'DRAW', 'CLEAR', 'MENU', '1. Healthy Helper Contact Sheet', and 'EXIT'.

In this specific lesson, teachers will explain the importance of seeking assistance in making decisions about health. On this screen, students will create a Healthy Helper Contact Sheet so that the next time they need to ask for help, they will have a plan.

At the end of each lesson, teachers will check for student understanding in the form of an assessment or reflection.

5.3 Students are asked to process content and develop and apply academic vocabulary and skills.

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.

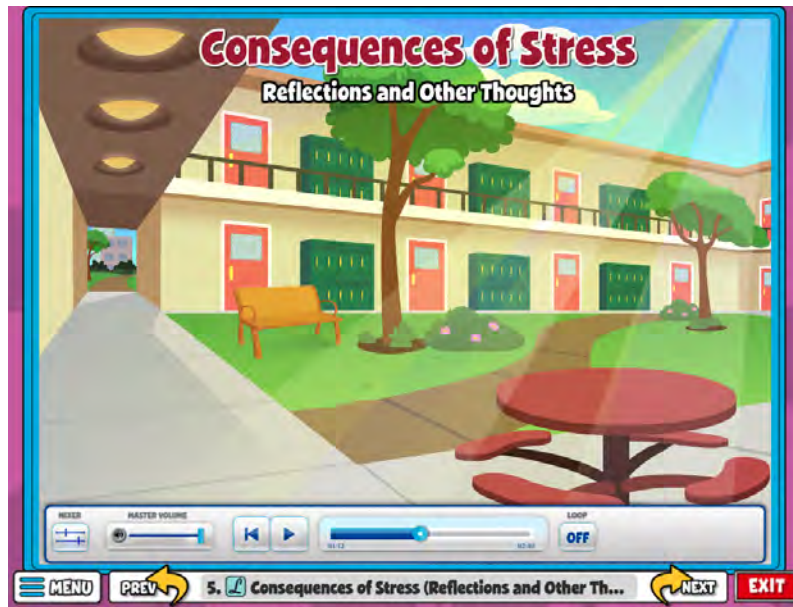
Our lessons always feature a key lesson concept. The key concept is often reinforced by the lyrics in a song or in a movement video which reinforces vocabulary retention. Lessons contain many new Health and PE related vocabulary words. Students are given opportunities to use these new words in explaining their understanding of the concepts being taught.

5.4 Students are asked to reflect and communicate their thinking.

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 5.4: 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.

6. Teacher Resources

6.1 High quality lesson plans are provided.

Every QuaverHealth•PE lesson includes a completed lesson plan with online multimedia resources. 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.

All lesson plans can be customized to meet the needs of the district. They can also be shared with teachers across the district.

Exhibit 6.1 below shows the Lesson Header and the notes for the first activity in the lesson. Lesson notes, questioning, higher order prompts, and movement suggestions are also provided throughout the lesson plan.

Exhibit 6.1: Lesson Plan

[PRINT](#)

4th Grade

Steps to Achieving My Goal

PURPOSE

- The purpose of this lesson is to set and work toward long-term goals and manage time constraints and obstacles that may arise along the way.

KEY STUDENT OBJECTIVES

- Set a long-term goal, identifying two obstacles that might need to be addressed on the way toward that goal.
- Explain how short-term goals can help track progress toward the long-term goal.
- Give two reasons why time management is important to achieving goals on time.


Time	Standard	Classroom Resources	Music in This Lesson
30-45 min	<ul style="list-style-type: none"> 115.16.b.4.B 115.16.b.4.C National Health Standards:	<ul style="list-style-type: none"> Materials <ul style="list-style-type: none"> Paper and pencil 	<ul style="list-style-type: none"> Working On My Dreams
	<ul style="list-style-type: none"> 6.5.1 		

ENGAGE

Warm up the students and get their attention

1. Steps to Achieving My Goal ⌚ 6-9 min

- The purpose of this lesson is to set and work toward long-term goals and manage time constraints and obstacles that may arise along the way.
- Prior to the beginning of the lesson, launch each screen activity, and select all active areas in order to understand the learning potential. This will help with lesson flow, student engagement, and load times.
- Select the Play button to activate music as students enter the room.
- Select the Overview button to display and read the purpose, objectives, and keywords for this lesson.
- Select the Start button to begin the lesson.
- Have students stand with space to move around.
- Decide which question to use by using the arrow on the right-hand side of the screen activity.
- After reading a question, select a student to choose the music, time allotted, and select the Spin button to choose the movement. The class will move to the music for the allotted time while thinking about the question.



6.2 Questioning resources and strategies are embedded in materials.

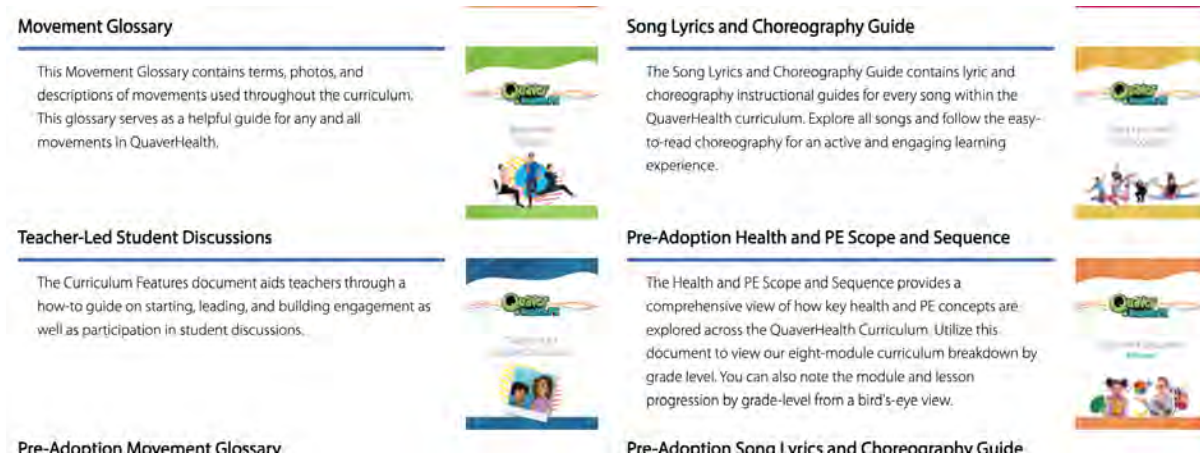
QuaverHealth•PE integrates higher-order thinking and questioning throughout each lesson. Lessons begin with a warm-up focused on assessing student background knowledge and skill readiness. Questioning in body and brain warm-ups allows teachers to see a variety of prior knowledge among students to scaffold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

6.3 Best practices in instruction are modeled and embedded in teacher materials.

In addition to detailed lesson plans, QuaverHealth•PE provides teachers with Instructional Guides. These Instructional Guides include a variety of planning resources and best practice documents for teachers.

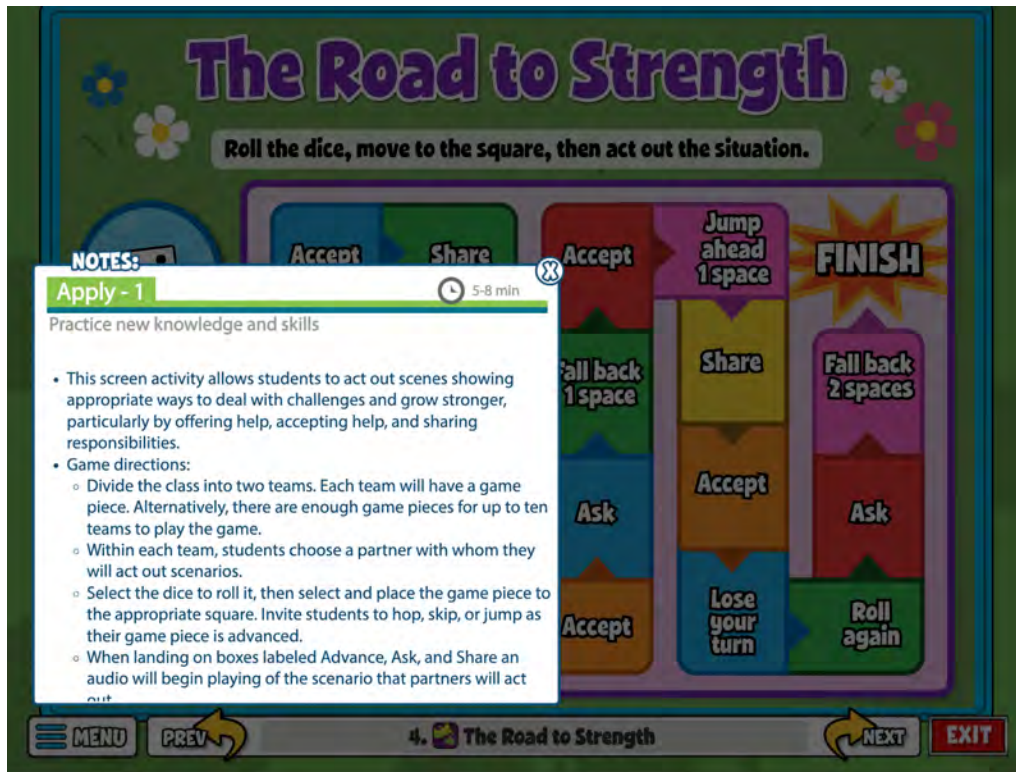
Exhibit 6.3: Instructional Guides



6.4 Content support for teachers is provided and student misconceptions are addressed.

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 6.4: Teacher Notes in a QuaverHealth•PE Lesson*.

Exhibit 6.4: Teacher Notes in a QuaverHealth•PE Lesson



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

With these reviews and standards alignment in place, teachers can use QuaverHealth•PE resources to address student misconceptions.

7. Layout, Design, and Organization of Materials

7.1 Print and digital materials meet high standards of quality in presentation and format.

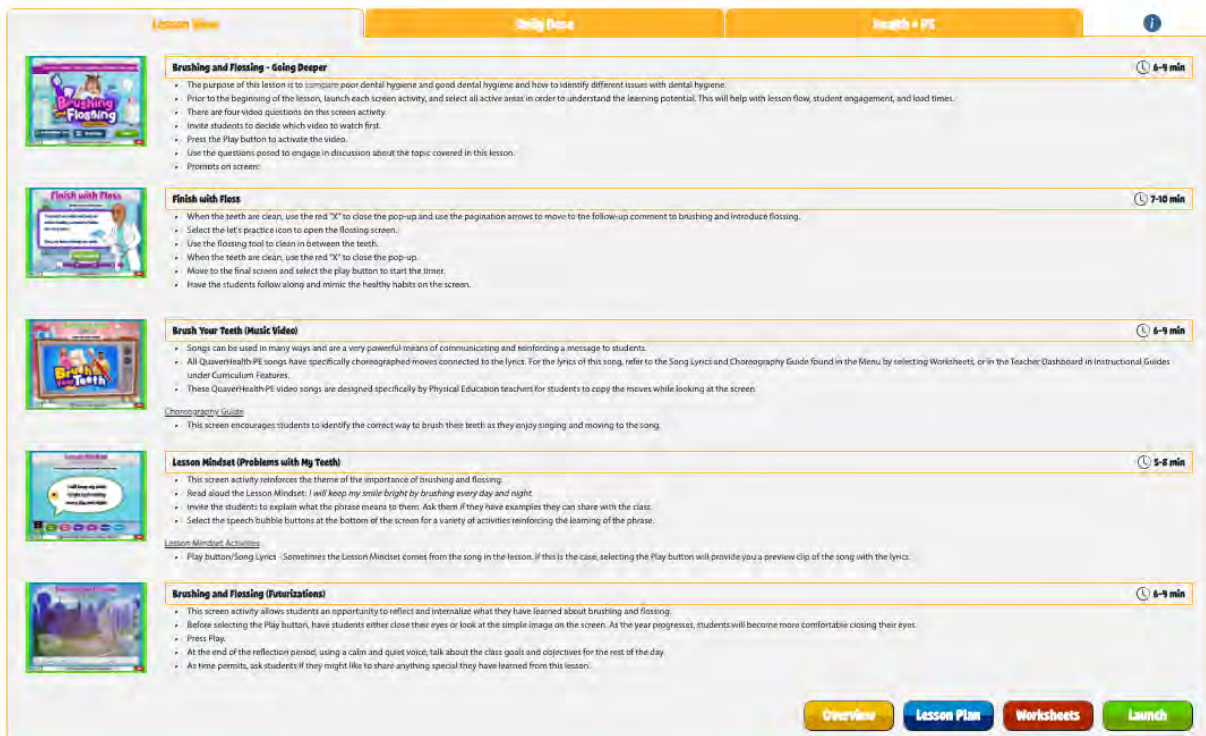
We believe an online resource is the most efficient way to deliver and customize teacher resources. All QuaverHealth•PE curriculum resources are cloud-based and fully online—no bulky curriculum binders, no glitch-laden downloads, no outdated textbooks. This online delivery of teacher resources has many advantages over a text-based or partially online curriculum.

All our resources, both printable and online, go through a rigorous review process. You can judge for yourself the high quality that comes from our curriculum writers, graphic artists and animators, audio and video technicians, game and web developers.

7.2 Design and formatting is consistent throughout materials and establishes a clear organization of content.

We have a highly structured approach to developing curricula. The design and formatting are consistent throughout the curriculum. The content is clearly organized by module by grade and the lessons themselves follow a proven instructional structure.

Exhibit 7.2: Lesson View



The screenshot displays the 'Lesson View' interface for a lesson titled 'Brushing and Flossing - Going Deeper'. The interface is organized into a sidebar on the left with lesson thumbnails and a main content area on the right with detailed instructions. At the top, there are tabs for 'Lesson View', 'Daily Dose', and 'Health + PE'. The lesson is divided into several sections, each with a duration indicator:

- Brushing and Flossing - Going Deeper** (6-9 min): Includes a purpose statement, a list of four video questions, and instructions for students to watch and discuss the videos.
- Finish with Floss** (7-10 min): Includes instructions for using the flossing tool, closing the pop-up, and moving to the final screen.
- Brush Your Teeth (Music Video)** (6-9 min): Includes a list of songs and instructions for students to copy the moves while looking at the screen.
- Lesson Mindset (Problems with My Teeth)** (5-8 min): Includes a list of activities and instructions for students to read aloud and discuss the phrase.
- Brushing and Flossing (Visualizations)** (6-9 min): Includes instructions for students to reflect and internalize what they have learned about brushing and flossing.

At the bottom of the interface, there are four buttons: 'Overview', 'Lesson Plan', 'Worksheets', and 'Launch'.

7.3 Format is visually appealing and interesting with good use of white space.

We are working to be fully compliant with WCAG 2.1 and Section 508. In addition to being accessible, the format is visually appealing. Our multimedia resources are graphically rich and well-designed. Students love these resources, as do teachers. They are highly appealing and engaging for the students.

7.4 Materials are well-organized and accessible to teachers and students (user friendly).

The Quaver digital platform houses lesson plans for easy planning and instruction. With unlimited student accounts, QuaverHealth•PE supports progress monitoring and skills attainment. Quaver offers Single Sign-On and Roster Integration. Even more, student accounts enable more consistent support for educators and families during periods of remote instruction.

7.5 Reading level is age appropriate.

All our resources are reviewed to be age-appropriate by our literacy experts. As mentioned, we utilize a reading scale - the Lexile score - to ensure our content is age appropriate in terms of reading level. In addition, we have vocabulary lists appropriate for each grade level that we reference. All content in the lessons is aligned directly to the TEKS, ensuring that it is age-appropriate.

7.6 Writing is coherent, clear and understandable.

Both the accuracy and relevancy of our content are of utmost importance to us at QuaverEd. In order to assure this, our content goes through a process of revision and review. We have a saying: “Seven drafts to excellence.”

QuaverHealth•PE’s content is developed by our staff of experts, graphic artists, and video and audio engineers. Copy editors review the content for spelling and grammatical errors. Once original content is developed, we review it not only for accuracy in terms of correctness, clarity, and relevance, but also for racial, religious, sexual, political, and cultural insensitivities.

7.7 Information graphics are clear, understandable and well integrated into other materials.

QuaverHealth•PE graphics are clear, understandable, and well integrated. We are working to be fully compliant with WCAG 2.1 and Section 508. We have a multi-step review process across several content and production departments on all resources before any content is released.

We pride ourselves on our graphics. Our Graphics department has twenty-two highly skilled illustrators, graphic artists, and animators. This team produces some of the highest quality curriculum resources to be found anywhere.

7.8 Photographs and illustrations are engaging and relevant to content.

The photographs and illustrations found in QuaverHealth•PE are engaging and relevant to the content. To ensure freedom from bias, we have placed specific and deliberate emphasis on addressing multicultural diversity in our curriculum. QuaverHealth•PE provides

culturally-appropriate resources representative of the diverse backgrounds and experiences of today's students. Our resources feature a diverse set of scenarios and characters from a variety of ethnic backgrounds.

We have one noted and very senior graphic artist that has been with our company for over ten years. She selects these resources with help from our other artists who are all skilled in their profession.

7.9 Print/font is clear and readable.

We are working to be fully compliant with WCAG 2.1 and Section 508. As such, our printable materials are clear and readable. We have minimum font size requirements and choose fonts appropriate for the age, especially in Kindergarten.

