

Response to



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 your rubric.

- Policy EF (*Local*) Selection Criteria Alignment
- Organization and Ease of Use
- Student Centered Learning
- Organization of Text
- Student Work
- Online Resources
- Assessment Resources

Policy EF (*Local*) Selection Criteria Alignment

1. The resource supports and is consistent with the general educational goals of the state and District (including the vision, mission, core beliefs and LISD guiding documents), as well as individual schools and specific courses with the District and campus improvement plans.

QuaverHealth•PE provides a rigorous academic foundation that meets 100% of the Health and PE TEKS. Our curriculum is also in line with the general educational goals of Leander ISD. Academically sound resources allow for questioning, class discussion, and higher-order thinking. QuaverHealth•PE is proud to promote critical and creative thinkers.

A variety of learning styles are met throughout while also providing opportunities for whole-class discussion, group work, and independent study. This variety helps create collaborative team members and skilled communicators. Our curriculum also provides opportunities for students to reflect on their learning and understanding of concepts. Built around the four dimensions of health, QuaverHealth•PE helps develop the whole child and instill practices for students to lead healthy lifestyles.

2. The resource meets high standards for artistic quality and/or literary style, authenticity, educational significance, factual content, physical format, presentation, readability, and technical quality.

QuaverHealth•PE lessons are organized into 8 modules:

1. General Health
2. Social Behavior
3. Responsible Decision Making
4. Healthy Practices and Hygiene
5. Mental Health and Wellness
6. Healthy Eating and Nutrition

7. Disease and Illness Prevention
8. Safety and Accident Prevention

Through these modules, students will learn to think critically about healthy choices. Each module will present facts about healthy behavior across the 4 dimensions of health: physical, emotional, social, and intellectual. Students will receive the tools they need to make informed decisions regarding their health and wellness for today and the future.

QuaverHealth•PE modules also meet the requirements listed.

3. The resources are appropriate for the subject area, age, ability level, learning styles, and social and emotional development of the students for whom they are selected.

All QuaverHealth•PE resources are age and developmentally appropriate. They take into account children's physical, emotional, social, and intellectual growth over time. All assessments are grade-level appropriate and are differentiated for each grade level. Our lessons are vertically aligned through grade levels to develop an increased awareness of the four dimensions of health.

4. Resources containing sensitive content or addressing sensitive issues, including but not limited to sexuality, violence, or profanity have been provided careful scrutiny and review.

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

You can read more about how we comply with the laws in Rubric Indicator 7. We also give districts local control to turn certain lesson topics off in the curriculum, as determined by the district and the SHAC.

5. The resources are designed to help students gain an awareness of our pluralistic society.

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 5* below, students will discuss the traditions and holidays that their families celebrate. They will connect the influence of culture to health choices.

Exhibit 5: Lessons on Diversity and Culture



We value multicultural 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.

6. The resources are designed to provide information that will motivate students and staff to examine their own attitudes and behavior; to understand their duties, responsibilities, rights, and privileges as citizens participating in our society; and to make informed choices in their daily lives.

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. When they can evaluate their own

choices, they can choose to change their habits. They also learn the skills needed to speak up for themselves.

Module 4: Healthy Practices and Hygiene focuses on students' being knowledgeable about health enhancing behaviors. The song "Good Habits" is featured throughout this module and encourages students to build good habits and gives examples of good habits students can begin practicing.

Exhibit 6: "Good Habits"



7. The resources conform with requirements of state law and regulations.

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 new TEKS include topics included in Senate Bill 9. We handle these topics with care. In compliance with House Bill 1525, QuaverHealth•PE provides letters home to parents and guardians in both English and Spanish for these lessons, in addition to a few other lessons that might be considered as sensitive topics. Teachers can use these letters as is or customize as needed.

Organization and Ease of Use

8. Focus is on concepts and applications, rather than topics and memorization of procedures.



As mentioned above, QuaverHealth•PE includes questions designed to activate prior knowledge and discuss the key concepts of the lesson.

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.

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 what they have learned.

9. Sequencing of material is logical, consistent, understandable by the student

Along with alignment to 100% of Health and PE TEKS, QuaverHealth•PE is aligned national health standards. The curriculum has lesson bands across Kindergarten through 5th grade, allowing for vertical alignment across the school and district. Lesson topics build on the lesson from the previous grade.

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.

10. Primary emphasis throughout is on integration of critical thinking and problem solving requiring higher level thinking skills

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.

11. Uses a variety of approaches to develop concepts

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 11*):

- 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 11: 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
- Graphic 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

12. Shows greater depth of instruction on the TEKS than on supplemental topics

QuaverHealth•PE includes developmentally appropriate resources to support growing both stronger bodies and minds in all students through the four dimensions of health: emotional, intellectual, physical, and social. There is greater depth of instruction on the TEKS than on supplemental topics. Both the new Health TEKS and the new PE TEKS include social and emotional skills. Those are woven throughout our curriculum.

13. Availability of parent resources

The Parent Resources section of the Teacher Dashboard contains a toolbox of resources for parents, with a variety of activities sorted by grade level and module. Teachers will be able to share a link with parents to access this toolbox, and no login is required. *Exhibit 13d: Parent Resources* shows the parent toolbox.

Exhibit 13d: Parent Resources



Free student accounts open a world of learning to students anywhere, anytime. Students can log into their personal Student Dashboard anywhere they have an Internet connection and can access teacher-created assignments or browse through resources. Student accounts also empower parents to be engaged in the student's education, as they can access the resources at

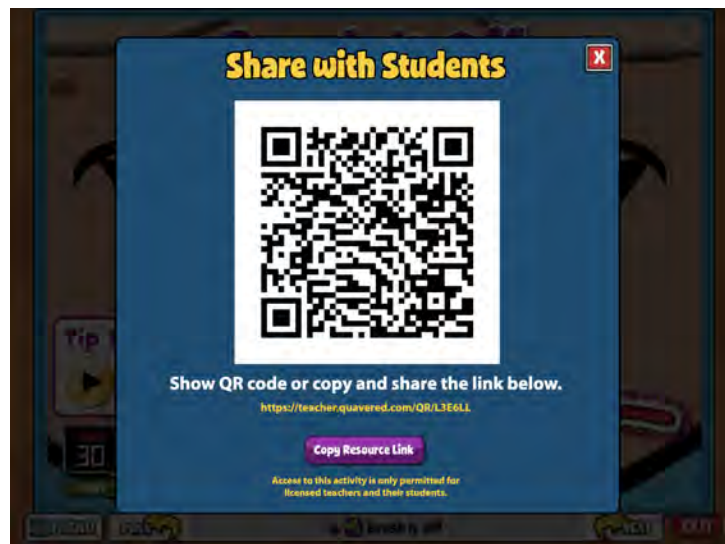
home and communicate with the teacher if needed. *Exhibit 13a: Quaver Student Dashboard* shows a Student Dashboard for a sample student.

Exhibit 13a: QuaverHealth•PE Student Dashboard



Every activity in the curriculum can be shared with parents through a QR code or a shareable link. This option requires no 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 13b: Resource Sharing* shows the options given to teachers to share resources to parents and even students and other teachers in the building.

Exhibit 13b: Resource Sharing



Another resource for parents is Community Resources. Community Resources houses school-wide challenges for each four-week module. The goal of these challenges is to help students begin thinking about their health outside of the gym and to encourage healthy behaviors at home. *Exhibit 13c: Module 1, The Healthy Me Challenge* encourages student participation by allowing students to track points to earn certificates at the end of month-long challenges. This calendar, and other student- and parent-facing materials in Community Resources, is available in Spanish.

Exhibit 13c: Module 1, The Healthy Me Challenge

Healthy Me Challenge Calendar Name: _____

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

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

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Student Centered Learning

14. Student tasks and assignments are of quality, sufficient quantity and at appropriate levels in relationship to content standards.

QuaverHealth•PE has been reviewed by the TEA and is the only K-5 curriculum 100% aligned to the Health and PE TEKS. All 196 QuaverHealth•PE lessons are grade and age-level appropriate.

15. Clear purpose and focus of assignments.

Every QuaverHealth•PE lesson includes a completed lesson plan with detailed expectations to successfully teach the skill or objective. Our thorough Scope and Sequence is listed in each

lesson plan. Along with objectives, each plan clearly states the TEKS which will be covered. The lesson plan can be viewed online or can be printed.

Exhibit 15: QuaverHealth•PE Lesson Plan

4th Grade
Exploring Lifetime Benefits of Healthy Teeth

PURPOSE

- The purpose of this lesson is to understand the consequences of poor oral hygiene and the importance of creating a daily dental health routine.

KEY STUDENT OBJECTIVES

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

16. Hands-on activities throughout are clearly aligned to learning objectives

QuaverHealth•PE encourages students to explore and investigate important concepts, questions, and problems.

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

Exhibit 16: 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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17. Contains activities for cooperative group work

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.

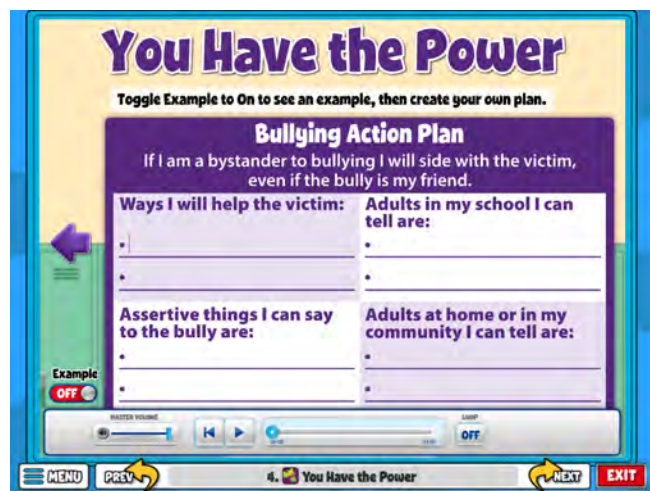
In *Exhibit 17a* below, you'll see a screen from the activity "Practice Speaking." In this activity, students are asked to read a question together then take turns answering the question. The Listener is asked to listen actively while the Speaker answers the question. The theme of balancing listening and talking is reinforced through this activity.

Exhibit 17a: "Practice Speaking"



In a lesson about bullying, seen below in *Exhibit 17b*, 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 17b: Lesson About Bullying



18. Students are asked to express ideas about the material and content

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

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.

19. Helps students transfer conceptual understanding to new circumstances or data

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.

Many of our interactive activities were designed for the class to engage in discussion, while others focus on real-life application and review. Lessons include choreographed songs and interactive games to get students up and moving, while also reviewing lesson content. *Exhibit 19: Student Resources* highlights an interactive and demonstration video.

Exhibit 19: Student Resources



20. Suggests ways for students to check own progress, diagnose errors and take remedial steps on their own

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 of use. See *Exhibit 20* below for an example of a custom rubric.

Exhibit 20: Custom Rubric Example

The screenshot shows a digital rubric interface titled "Catch Rubric". At the top, it says "Select a white box to learn more or highlight specific boxes." Below this is a grid with four columns representing performance levels: "Exceeds Expectations (4 points)", "Meets Expectations (3 points)", "Approaching (2 points)", and "Limited Progress (1 point)". The rows represent different skill categories: "Sporting Behavior, Cooperation, and Effort", "Application and Development of Movement Concepts", "Manipulative and Locomotor Skill Application", and "Health Knowledge Application". At the bottom of the grid are four colored buttons (yellow, blue, pink, green) and a "Clear" button. The interface also includes a "Menu" button in the top right and "MENU" and "EXIT" buttons at the bottom.

	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.

21. Presentation of narratives and visuals are of student interest, help interpret standards, are not gratuitous or distracting

Our multimedia resources are graphically rich, well-designed, and aesthetically pleasing for both teachers and students. All resources are highly appealing and engaging for students.

22. Welcomes all students (avoids stereotypes, offensive language, overemphasis on social criteria)

QuaverHealth•PE has placed specific and deliberate emphasis on including culturally relevant materials and culturally responsive teaching. As mentioned above, QuaverHealth•PE is designed for students to see themselves reflected in their curriculum. Lessons are free from bias in the portrayal of ethnicity, gender, age, culture, religion, and people with disabilities.

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.

You can learn more about specific lessons in Rubric Indicator 5.

Organization of Text

23. Focus is on concepts and applications, rather than topics and memorization of procedures

QuaverHealth•PE encourages students to engage in critical thinking and problem solving using the knowledge acquired in the lessons. As covered in multiple sections above, discussion and questioning are a 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.

24. Sequencing of material is logical, consistent, understandable by the student

See Rubric Indicator 9 for more information.

25. Primary emphasis throughout is on integration of problem solving requiring higher level thinking skills

See Rubric Indicator 10 for more information.

26. Uses a variety of approaches to develop concepts

See Rubric Indicator 11 for more information.

27. Shows greater depth of instruction on the TEKS than on supplemental topics

See Rubric Indicator 12 for more information.

28. Presentation of narratives and visuals are of student interest, help interpret standards, are not gratuitous or distracting

See Rubric Indicator 21 for more information.

29. Welcomes all students (avoids stereotypes, offensive language, overemphasis on social criteria)

See Rubric Indicator 22 for more information.

Student Work

30. Student tasks and assignments are of quality, sufficient quantity and at appropriate levels in relationship to content standards.

See Rubric Indicator 14 for more information.

31. Clear purpose and focus of assignments.

See Rubric Indicator 15 for more information.

32. Hands-on activities throughout are clearly aligned to learning objectives

See Rubric Indicator 16 for more information.

33. Contains activities for cooperative group work

See Rubric Indicator 17 for more information.

Online Resources

34. Allows the teacher and student to move past the substitution level of SAMR

QuaverHealth•PE is designed to be teacher-led. It is not a direct tool substitute.

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. With QuaverHealth•PE, students will use technology to collaborate.

35. Contains authentic online resources with links that are regularly updated

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.

36. Online resources for teachers (Ex. instructional support videos, lesson ideas)

Access to an online curriculum is only the first step. At QuaverHealth•PE, 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 to ensure our customers fully understand and utilize their Quaver Curriculum resources in a way that meets their teaching style. *Exhibit 36: On-Site Training Event* below shows a group of teachers engaged in an on-site training day.

Exhibit 36: On-Site Training Event



See more supports for teachers in Rubric Indicator 46.

37. Interactive online resources for students (ex. informational videos/demos, virtual manipulatives, etc.)

QuaverHealth•PE includes a variety of video-based lesson resources to engage students. Kid Talk videos give students a chance to hear from their peers on multiple topics. Kid Talk videos in the lesson *Managing Common Illnesses and Diseases* include students talking about their experiences with asthma and diabetes, as seen in *Exhibit 37*.

Exhibit 37: Kid Talk Videos



Other Kid Talk videos include topics such as peer influence, good friends, refusal skills, strengths, and when to ask for help. Other types of videos include music videos with on-screen choreography and how-to videos for topics like brushing your teeth.

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

Teachers may also add their own videos to the lesson. The customization features in the QuaverHealth•PE platform allow teachers to record themselves talking about a topic. They can also record or add videos demonstrating a skill or simply add videos from other websites.

38. Creativity and Innovation (Technology Application TEKS) are supported with this instructional materials resource

The QuaverHealth•PE curriculum infuses creativity throughout lessons. 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.

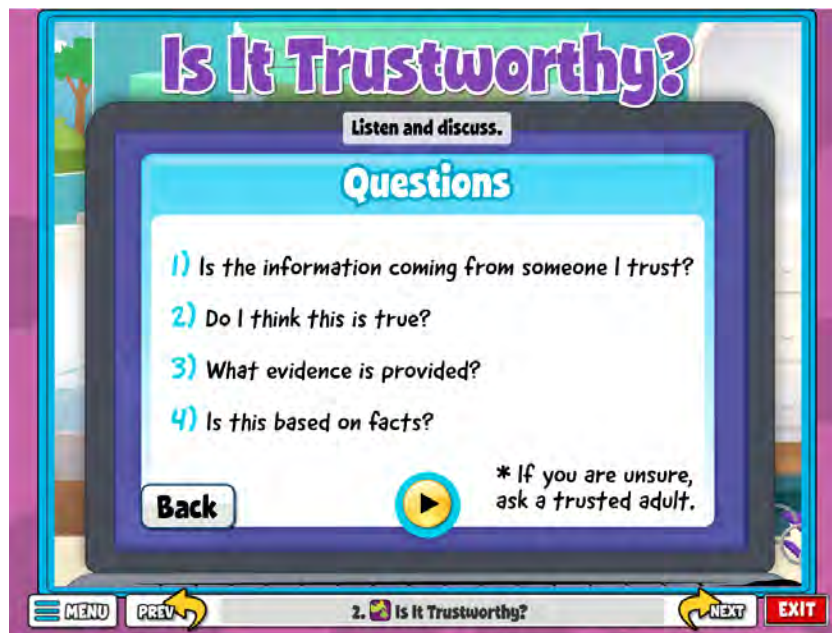
39. Communication and Collaboration (Technology Application TEKS) are supported with this instructional materials resource

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.

40. Research and Information Fluency (Technology Application TEKS) are supported with this instructional materials resource

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 40: Is It Trustworthy?



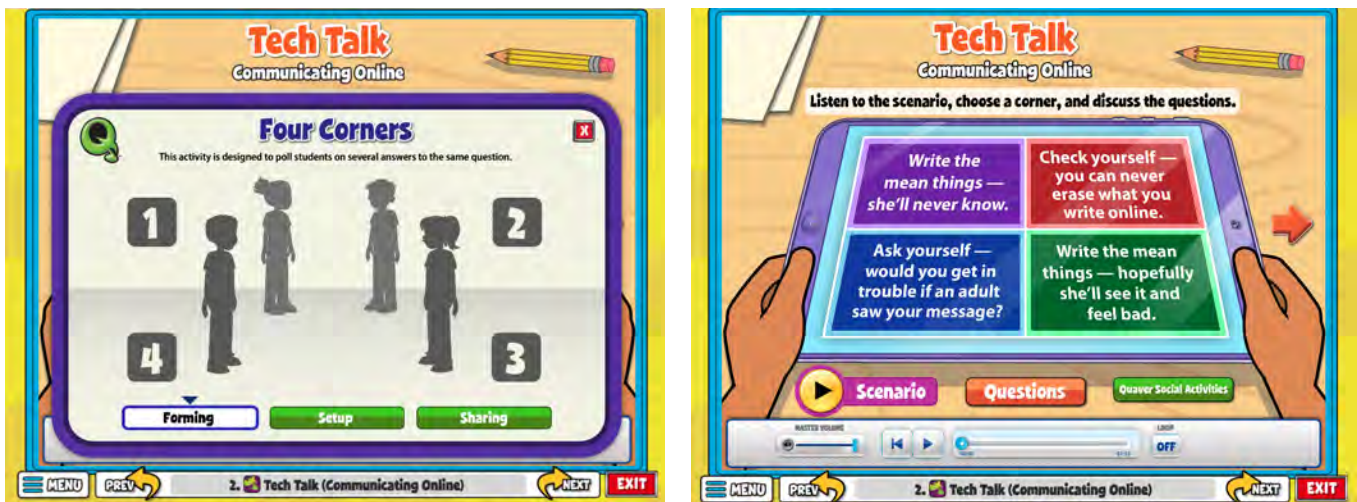
41. Critical Thinking, Problem Solving, and Decision Making (Technology Application TEKS) are supported with this instructional materials resource

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.

42. Digital Citizenship (Technology Application TEKS) are supported with this instructional materials resource

In *Exhibit 42* 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 four responses to the scenario to consider and move into the corner that represents their choice.

Exhibit 42: 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.

43. Technology Operations and Concepts (Technology Application TEKS) are supported with this instructional materials resource

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.

44. Specifies and reviews prerequisite knowledge and skills in relevant, meaningful contexts

As mentioned above, all QuaverHealth•PE resources enable students to develop a strong academic understanding of course content through a logical and practical progression of learning activities.

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

Exhibit 44: 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)

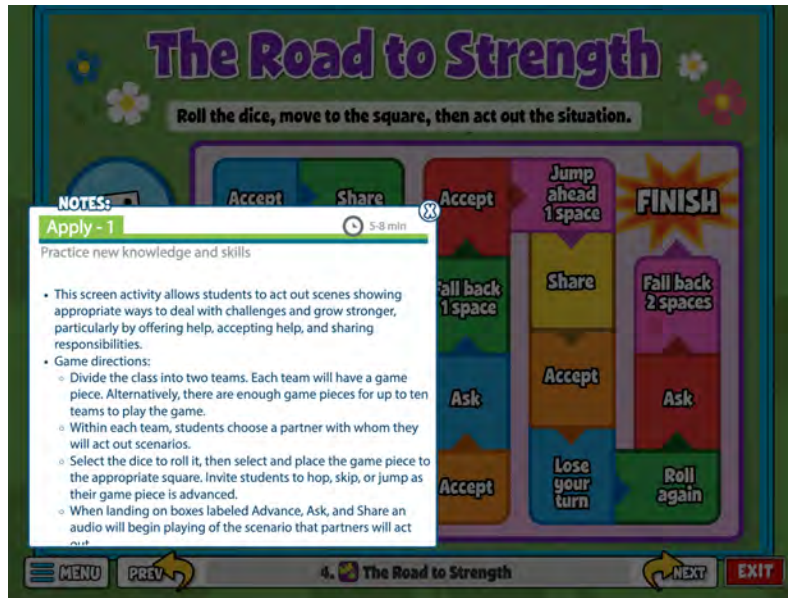
- Intwoven throughout these activities and games are opportunities for students to learn and demonstrate appropriate sporting behavior and apply self-management skills in competitive situations.
- Select the Play button to activate music as students enter the learning area. This track is available on all screens to play as students practice skills.



45. Alerts teacher to common student misconceptions

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 below in *Exhibit 45: Teacher Notes in a QuaverHealth•PE Lesson*.

Exhibit 45: 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.

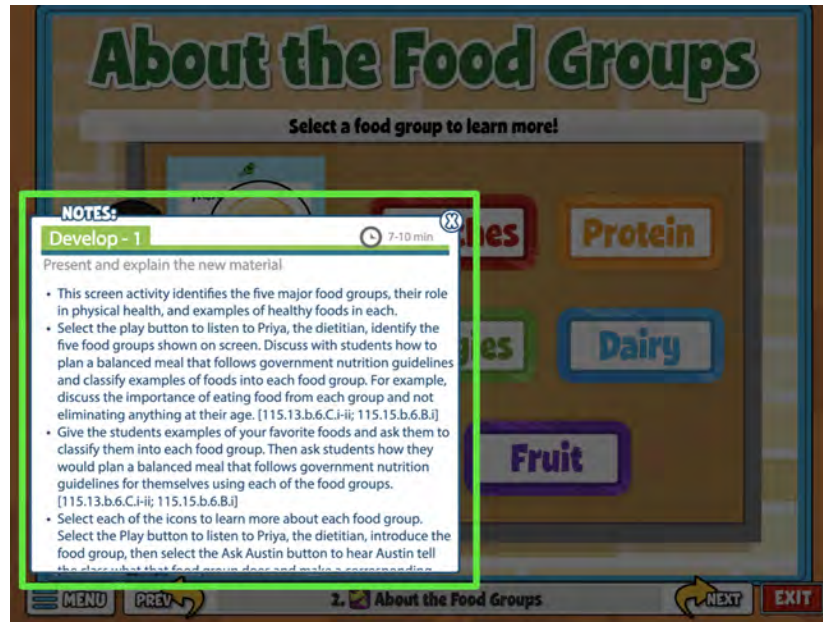
With these reviews and standards alignment in place, teachers can use QuaverHealth•PE resources to address student misconceptions.

46. Provides content support and resources for teacher to succeed and learn more

Our Instructional Guides include a variety of planning resources and best practice documents for teachers. Our printable lesson plans not only include the TEKS being covered in the lesson, purpose, and objectives but also include teacher notes for each activity in the lesson.

These notes are also found inside each activity and include suggestions for introducing a concept, implementing an activity, going deeper on lesson topics, and asking probing questions. This is seen in *Exhibit 4: Teacher Notes in a QuaverHealth•PE Lesson*.

Exhibit 46: Teacher Notes in a QuaverHealth•PE Lesson



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

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

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

47. Includes strategies for inquiry or problem- based learning









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. The example in *Exhibit 47a* focuses on students establishing routines to build healthy habits.

Exhibit 47a: My Healthy Habits



We have covered Community Engagement Resources above. Each module contains these resources. They are also a great tool to support inquiry or problem-based learning. An example of a Community Engagement Resource guest visitor suggestion is seen in the exhibit below.

Exhibit 47b: Community Guest Visitor Suggestions

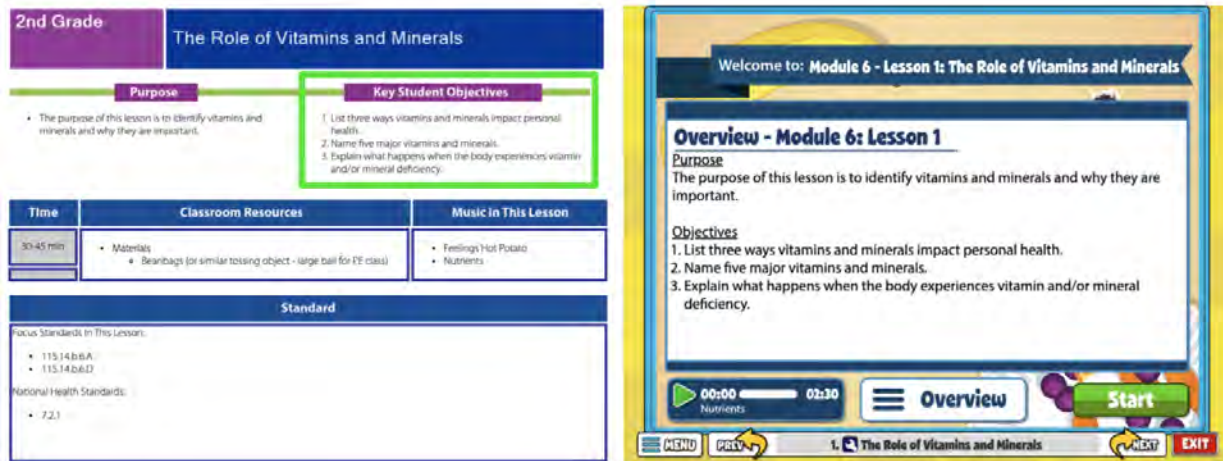
Request a visitor...	 Police Officer	 Firefighter	 Doctor or Nurse	 Counselor or Therapist
...from your local...	Police Station	Fire Station	Doctor's Office or Hospital	Counseling or Therapy Practice
Before the Visit • Complete the "Know" and "Want to Know" sections of KWL chart with students.				
				
Review your school or classroom rules. Discuss how following these rules keep us safe and how a police officer helps enforce laws to keep us safe. Play QuaverHealth•PE's Safe or Unsafe game to compare safe and unsafe choices and discuss.	Practice a school fire drill together and discuss why a fire safety plan helps to keep us safe. Take the QuaverHealth•PE Safety Pledge as a class!	Look at the doctor or nurse's equipment and uniform. Ask the doctor or nurse to explain each item's purpose and function. Complete QuaverHealth•PE's What is a Healthy Behavior? activity and discuss the difference between healthy and unhealthy habits.	Try QuaverHealth•PE's Emotion SoundBoard activity and discuss how we all feel emotions. Have students journal how they are feeling that day. Make a class list of things that cheer up students or help them to manage strong emotions.	

48. Clearly defines instructional objectives

All QuaverHealth•PE lessons have a clear purpose and stated objectives. The objectives can be turned into "I Can" statements. You will find the objectives in the printable lesson plan and on

the student Welcome screen for each lesson, as seen in *Exhibit 48: Objectives in a QuaverHealth•PE Lesson*.

Exhibit 48: Objectives in a QuaverHealth•PE Lesson



49. Suggests ways to differentiate instruction with specific strategies to adapt or modify for special education, ELL, GT, AP students

QuaverHealth•PE is accessible to students with special needs and limited language learners. Our curriculum also provides resources and a platform to support enrichment.

Limited Language Learners

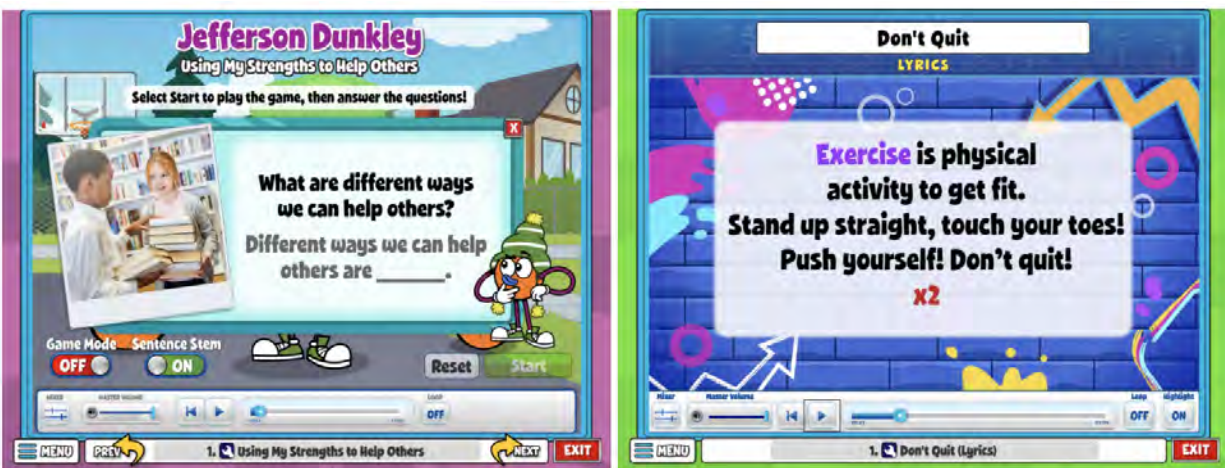
Our teacher/student materials are available only in English, but we do provide resources within our curriculum that support English Language Learners (ELL). These supports are available at no additional cost.

QuaverHealth•PE curriculum resources have been designed to help ELL students feel comfortable in the classroom and to help students improve their comprehension and use of the English language through music. Some of the techniques we use to help English Language 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 49: 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 49: 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 multimedia approach.
- **Spanish Resources:** We are in the process of providing all our resources in Spanish. At the current time, we have songs as well as interactives in Spanish.

Exhibit 49: Language Supports



Differentiated Instruction and Accommodations Including Special Education

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

Teachers can put specific activities together with instructions for a student who may need more time on a given subject or is ready for a challenge. When logged into his or her student account, the student will find instructions from the teacher and can dig into each activity presented in a sequenced lesson format.

This individualization can be done for groups, individuals, or whole classes. The students can use this enhancement at home or in school, depending on what resources are available to them. If an assessment is needed, the assignment can even be graded and entered in the teacher's online gradebook.

Differentiated Instruction for Enrichment

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, mentioned above, are also tools for differentiated instruction.

Assessment Resources

50. Includes formative and summative assessments which incorporate a variety of formats: performance or objective based, open ended writing based assessments, and research projects

Each QuaverHealth•PE lesson ends with an informal, formative assessment to review the lesson content and check for student understanding. Each module contains a series of 4 consecutive lessons and ends with a module review and assessment. These assessments are grade-level appropriate and are differentiated for each grade level. *Exhibit 50: Types of Assessments* below shows the variety of assessments included in QuaverHealth•PE.

One type of end-of-module assessment is Quiz Challenge, shown below. 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 50: 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 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.

51. Aligned to content standards with an emphasis on critical thinking and problem solving

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.

52. Grading guides include rubrics/ scoring guides and model answers

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, as shown in the exhibit below, can be sent to student accounts or printed for ease.

Exhibit 52a: 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 of use.

53. Provides suggestions to teachers on how to interpret student performance to further instruction, and modify activities

See information on customization and differentiation in Rubric Indicator 49. See information about custom assessments in Rubric Indicators 20, 50, and 52.

54. Application of concepts avoids trivial solution processes (formulas, memorization) that can be used without understanding

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.

55. Ways to differentiate for special education, ELL, Gifted and Talented, AP

QuaverHealth•PE assessments can be customized to meet the needs of all students. Teachers can customize Quaver created assessments. Teachers can also build custom summative assessments using the Quiz Builder, shown below. These customized assessments can be done whole group, printed, or shared to individual student accounts.

Exhibit 55: Custom Quiz Builder





**Growing Stronger
Bodies & Minds**