

Response to



Spring Branch
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 your rubric.

1. Literacy Components
2. National Health Standards
3. Supports Social Emotional Learning
4. Teacher Support
5. Tech Support
6. Supports for Diverse Learners
7. Supports Families
8. Overall

1. Literacy Components

1.1 Matches SBISD Literacy Belief System

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

To ensure all our resources use age-appropriate language, we have literacy experts on staff who review the keywords and phrases in the lessons for each grade level. Our content writers consider the following questions, among many others: *Are these grade-appropriate concepts and keywords? What vocabulary should be added for differentiation?*

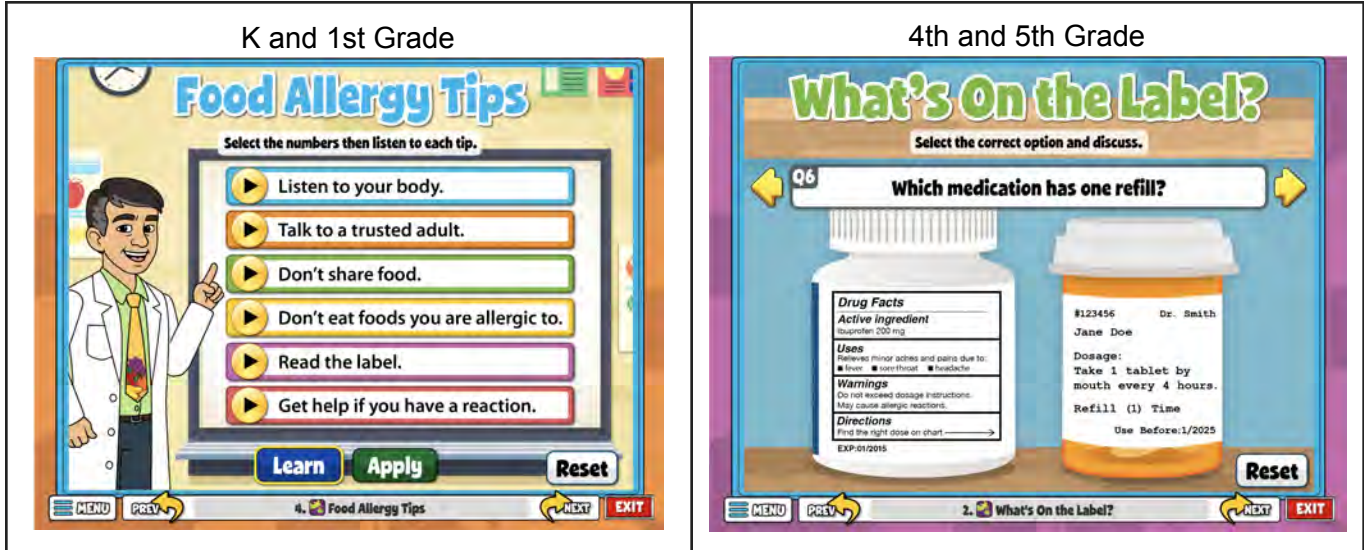
QuaverEd curriculum resources have been designed to help all students feel comfortable in the classroom and to help students improve their comprehension and use of language.

1.2 Supports Balanced Literacy Components

1.2a Shared Reading

Our interactive screens allow for teachers to engage in shared reading at the appropriate grade level. There are a variety of activities to support literacy instruction in each lesson.

Exhibit 1.2a: Examples of Activities



1.2b Read Aloud

QuaverHealth•PE allows for read aloud through the use of on screen play buttons to allow students to hear the content being addressed on screen. Students are also exposed to read alouds through the use of videos. Videos allow students to hear from their peers on multiple topic and to hear from adults with first-hand experience on certain challenging topics. For example, “Kid Talk” videos in the lesson *Managing Common Illnesses and Diseases* include students talking about their experiences with asthma and diabetes, as seen in *Exhibit 1.2b*. Other “Kid Talk” videos include topics such as peer influence, good friends, refusal skills, strengths, and when to ask for help.

Exhibit 1.2b: “Kid Talk” Videos

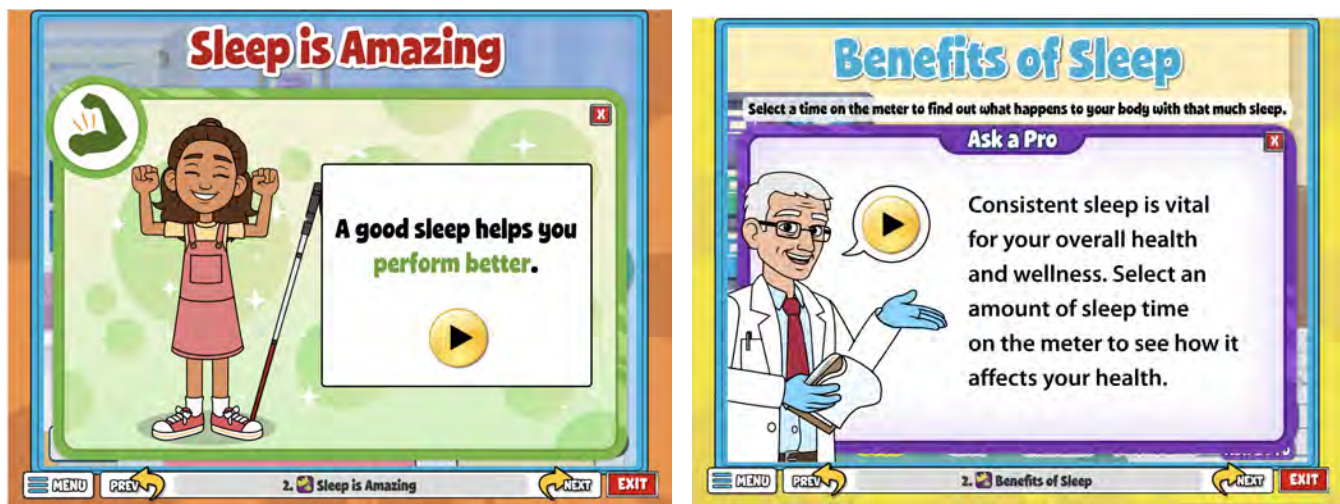


1.2c Independent Reading

While many of our interactive screens are designed to be used in a whole group setting, teachers can send activities and lessons to students' online accounts and differentiate according to their academic needs and abilities. This would allow for more independent reading of the on screen text and give students a chance to practice their independent reading skills.

For example, in *Exhibit 1.2c* we present two screens about the importance of sleep, the first at a basic reading level and the second at a higher level. Both include play buttons for readers to listen to and read along with if they choose.

Exhibit 1.2c: Independent Reading



1.2d Word Study

Our songs and lyrics pages allow many opportunities for teachers to engage in word study with their students. They can use the draw tool (example below) to circle rhyming words, or alliteration or other letter-to-sound relationships like blends, vowel teams, and digraphs. Additionally, words are highlighted as they are sung to support emerging readers.

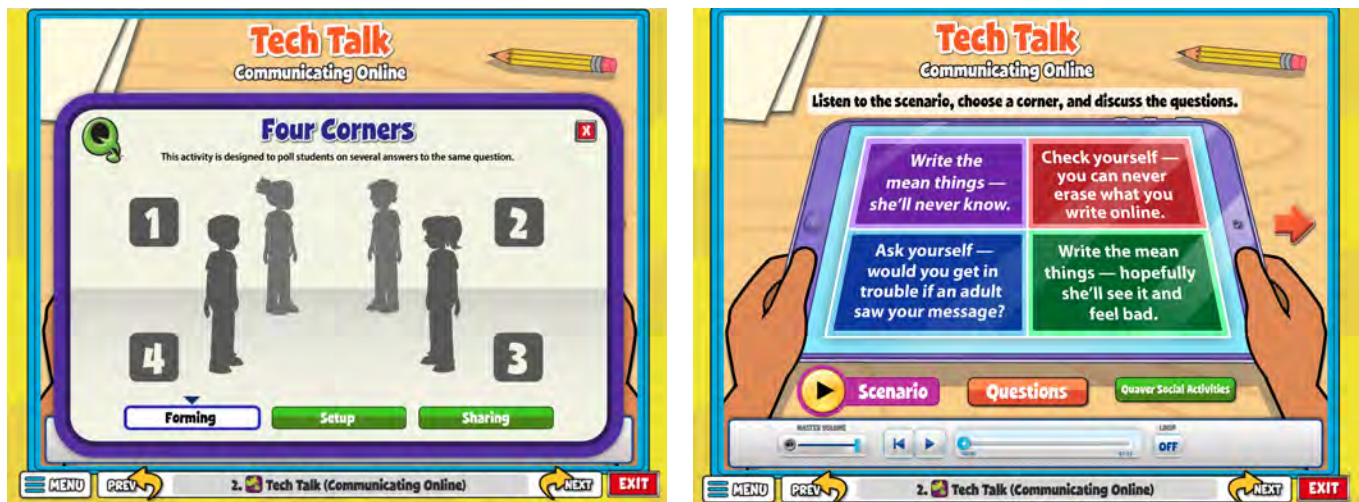
1.2e Oral language

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

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

In *Exhibit 1.2e* below, you'll see screens from the 2nd-grade lesson "Tech Talk." In this lesson, students are asked to talk in pairs about how they communicate with their friends online. They are then presented with scenarios about safe and unsafe ways to communicate online. They are given 4 responses to the scenario to consider and move into the corner that represents their choice.

Exhibit 1.2e: Tech Talk



1.2f Vocabulary

Keywords from lessons are often incorporated in the questions in the body and brain warm-up located in the first screen. Through questioning, students activate prior knowledge while discussing topics learned in the previous grades. These keywords and phrases are then incorporated into the lesson and often paired with visuals for additional support.

In *Exhibit 1.2f* below, gives students the opportunity to see the words, the role, and also a visual to aid in retention.

Exhibit 1.2f: Teaching Keywords



1.3 Integrated Literacy with Other Content

QuaverHealth•PE includes a variety of resources to engage students and allow them to make real-world connections. We have embedded excellent practices to help reinforce and bolster student literacy throughout the QuaverHealth•PE curriculum. In addition to this, to highlight opportunities for integrating health and PE with literacy and other subjects, we have created a crosswalk. The crosswalk shows the TEKS student expectation that is met for each subject and provides specific literacy opportunities in each module at each grade level in addition to the standard QuaverHealth•PE teacher notes. We provide teachers with a map showing connections to other content areas, including English/Language Arts. This document, *Cross Curricular + Arts Integration*, can be viewed [here](#).

2. National Health Standards

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

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 all year long how to think critically about healthy choices. They will receive the tools they need to make informed decisions regarding their health and wellness. Each module will present facts about healthy behavior across the 4 dimensions of health: physical, emotional, social, and intellectual. With a well-rounded Health and PE education, students will be able to make healthy choices and judgments now and in the future.

2.1 Health Promotion and Disease Prevention

QuaverHealth•PE includes lessons in each grade level to cover disease prevention.

Four lessons are included in each grade in Module 7, *Disease and Illness Prevention*, to promote health habits and disease prevention, starting in Kindergarten. The purpose statements for each lesson are below.

Module 7: Disease and Illness Prevention		
Lesson Number	Lesson Band	Purpose Statement
1	<i>Regular Health Physicals and Dental Exams</i>	This lesson band teaches preventative health behaviors and how to access and evaluate health care information to make informed decisions. It outlines the importance of regular dental, mental, and medical exams.
2	<i>Common Illnesses and Diseases</i>	This lesson band teaches about common illnesses and diseases. It outlines the signs and symptoms of common illnesses and diseases.
3	<i>Medications and Vaccines</i>	This lesson band teaches the proper use of medications and the importance of immunizations to prevent communicable diseases. It outlines vaccines and the use of over-the-counter and prescription drugs.
4	<i>Preventative Health Behaviors</i>	This lesson band teaches preventative health behaviors. It outlines healthy behaviors and the importance of immunizations and seeking help.

2.2 Analyze Influence of Factors on Health Behaviors

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 consider:

- How can advertising influence unhealthy behavior?
- How can your peers influence unhealthy behavior?
- How can social media positively influence healthy behaviors?
- What can you do in-person to positively affect healthy behavior?
- Give some examples of what you think are health myths.
- Why do you think health myths get started and how do you stop them?

Students will listen to various stories and evaluate what influences the characters. An example activity is shown below in *Exhibit 2.2*.

Exhibit 2.2: 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.

Lesson 2 in *Module 1: General Health*, discusses what influences personal behavior. This lesson outlines family, peer, cultural, media, and technology influences, and helps students learn

to make healthy decisions and seek help when needed. The purpose statements for each grade level are below.

Module 1, Lesson 2: What Influences Healthy Behavior?		
Grade Level	Lesson Title	Purpose Statement
K	<i>What is Healthy Behavior?</i>	The purpose of this lesson is for students to explore behaviors that contribute to healthy living.
1	<i>What Influences My Health Behaviors?</i>	The purpose of this lesson is for students to identify positive and negative influences on health choices.
2	<i>Influences at Home and School</i>	The purpose of this lesson is for students to identify positive and negative influences on health choices.
3	<i>Cultural Influences on Health</i>	The purpose of this lesson is for students to explore the difference between healthy and unhealthy influences or traditions.
4	<i>Technology Influences on Health</i>	The purpose of this lesson is for students to identify how technology influences health and learn valid sources of health information.
5	<i>Managing My Health Influences</i>	The purpose of this lesson is for students to learn to make informed health decisions.

2.3 Ability to Access Information, Products, and Services to Enhance Health








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 2.3a* focuses on students establishing routines to build healthy habits.

Exhibit 2.3a: My Healthy Habits




Each Module contains Community Engagement Resources that can be used as an enhancement to the interactive classroom lessons. These resources provide the teacher with approved online websites, community visitor suggestions as shown in *Exhibit 2.3b*, and fun school and community-wide project ideas that broaden and enrich the teaching of each module. When you invite community visitors to your school, students will see positive role models in action. From firefighters to pharmacists to therapists, students will help students draw connections and tie in real-world application to their learning. By meeting and hearing from health professionals, students will begin to see how healthy choices can lead to responsible citizenship as an adult.

Exhibit 2.3b: 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.				
 <p>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.</p> <p>Play QuaverHealth-PE's Safe or Unsafe game to compare safe and unsafe choices and discuss.</p>	 <p>Practice a school fire drill together and discuss why a fire safety plan helps to keep us safe.</p> <p>Take the QuaverHealth-PE Safety Pledge as a class!</p>	 <p>Look at the doctor or nurse's equipment and uniform. Ask the doctor or nurse to explain each item's purpose and function.</p> <p>Complete QuaverHealth-PE's What is a Healthy Behavior? activity and discuss the difference between healthy and unhealthy habits.</p>	 <p>Try QuaverHealth-PE's Emotion SoundBoard activity and discuss how we all feel emotions.</p> <p>Have students journal how they are feeling that day.</p> <p>Make a class list of things that cheer up students or help them to manage strong emotions.</p>	









Community Engagement Resource guides include text in both English and Spanish to paste into your home communication tool to keep families informed. Families will be invited to participate in challenges related to the learning modules. In Module 2: Social Behavior, the school community is invited to participate in the QuaverHealth•PE Kindness Is Cool Challenge, shown in *Exhibit 2.3c*, which advocates for students to practice kind and compassionate social behaviors in real life. Promote a month of kindness in your school and build community by encouraging all stakeholders (students, staff, and family members) to participate.

Exhibit 2.3c: Kindness Is Cool Challenge



Check-Off Challenge: Kindness is Cool

Directions:
Color in a heart for each kindness challenge that you complete. Have an accountability partner or trusted adult initial next to each heart to confirm that you completed the challenge. Turn it in to your teacher to receive your "Kindness Kicks."

 <p>Help a family member with a chore without being asked.</p> <input type="checkbox"/>	 <p>Do a random act of kindness for a friend.</p> <input type="checkbox"/>	 <p>Be kind to the Earth by picking up trash in your neighborhood.</p> <input type="checkbox"/>	 <p>Do something that makes YOU happy today.</p> <input type="checkbox"/>
 <p>Clean up your room to feel more peaceful and organized.</p> <input type="checkbox"/>	 <p>Talk to someone at recess who you think might be lonely.</p> <input type="checkbox"/>	 <p>Find a toy you don't play with that you could give to someone else.</p> <input type="checkbox"/>	 <p>Memorize three kind phrases, and use them during the day.</p> <input type="checkbox"/>

2.4 Use of Interpersonal Communication Skills

QuaverHealth•PE encourages group discussions and working together throughout all lessons and activities. Lesson 1 in Module 2 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. The purpose statements for these lessons are outlined below.

Module 2, 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.

2.5 Decision-Making Skills

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. The purpose statements for each lesson in the Responsible Decision-Making module are outlined below.

Module 3: Responsible Decision Making		
Lesson Number	Lesson Band	Purpose Statement
1	<i>Problem Solving</i>	This lesson band teaches students how to solve problems in order to maintain interpersonal relationships. It outlines the steps for identifying and solving problems using various communication

		techniques.
2	<i>Decision Making</i>	This lesson band teaches students the proper steps for making a thoughtful health-related decision. It outlines why decision-making is important for sustaining healthy behaviors and teaches students to analyze the consequences of their personal decisions.
3	<i>Goal Setting</i>	This lesson band 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.
4	<i>Online Safety</i>	This lesson band teaches students to understand how to be safe and responsible citizens in digital environments. It outlines the consequences of cyberbullying and inappropriate online communication and how to seek help.

2.6 Goal Setting Skills

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.

Module 3, Lesson 3: Goal Setting		
Grade Level	Lesson Title	Purpose Statement
K	<i>My Values and My Health Goals</i>	The purpose of this lesson is to promote the students' understanding of and ability to achieve basic personal goals.
1	<i>Short and Long-Term Goals</i>	The purpose of this lesson is to strengthen the students' ability to set both short-term and long-term goals.
2	<i>Importance of Goal Setting</i>	The purpose of this lesson is to help students set and work toward short-term goals, learning how to measure their progress along the way.
3	<i>Time Management and Goal Setting</i>	The purpose of this lesson is to promote the students' ability to understand the role of motivation in setting and achieving short- and long-term goals.
4	<i>Steps to Achieving</i>	The purpose of this lesson is to develop the students'

	<i>My Goal</i>	ability to set and work toward long-term goals and manage time constraints and obstacles that may arise along the way.
5	<i>Tracking My Progress and Perseverance</i>	The purpose of this lesson is to expand the students' ability to set and work toward short- and long-term goals and persevere in the journey along the way.

2.7 Health Enhancing Behaviors

When students have knowledge about healthy habits, they can begin to evaluate their own choices. With lessons ranging from Consequences of Poor Hygiene to Peer Influence to Safety with Spiders and Insects, students will be exposed to a wide range of information that will help them self-evaluate. When they can evaluate their own choices, they can choose to change their habits. They also learn the skills needed to speak up for themselves.

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 2.7: "Good Habits"

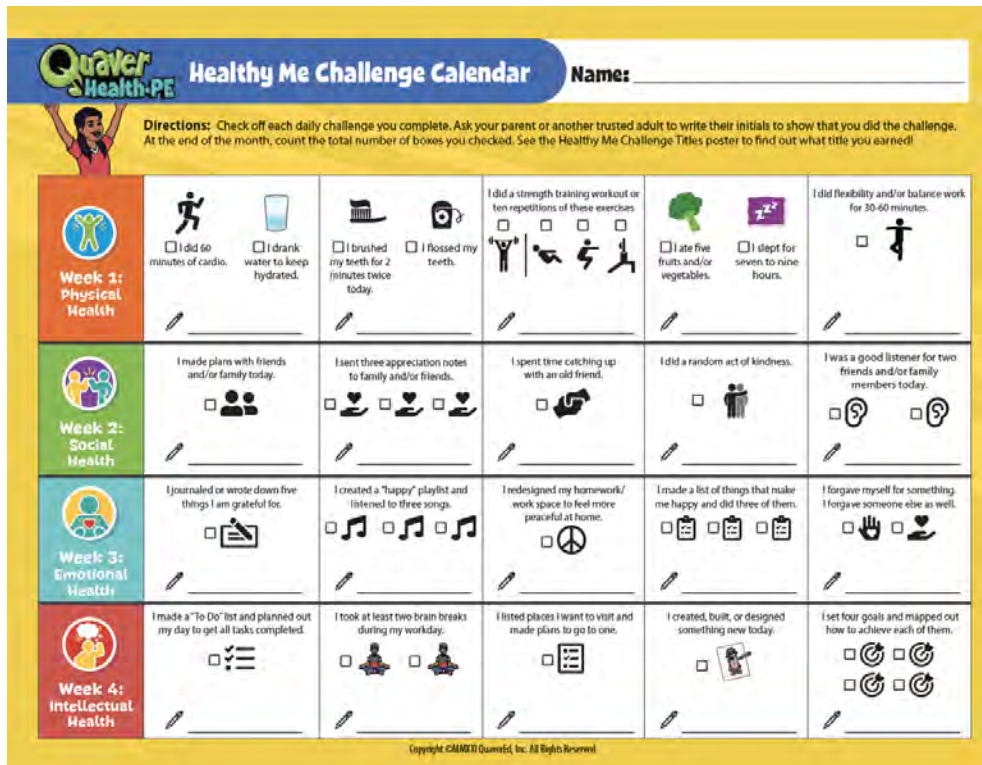


2.8 Advocate for Personal Family and Community Health

QuaverHealth•PE helps students identify home, school, and community resources to support personal health. They'll learn decision-making skills that promote individual, family, and community health and will be able to identify ways to locate school and community health helpers.

Community Resources will house school-wide challenges for each four-week module. The goal of these challenges is to help students begin thinking about their health outside of the gym and encourage healthy behaviors at home. *Exhibit 2.8: 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 2.8: Module 1, The Healthy Me Challenge



Quaver Health•PE 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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3. Supports Social Emotional Learning

3.1 Relevant to Children

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. Both the new Health TEKS and the new Physical Education TEKS include social and emotional skills so you will see those woven throughout our curriculum.

Social and emotional skills are incorporated in every QuaverHealth•PE lesson. These are incorporated through fun, engaging activities to relate to children and are outlined below:

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

Exhibit 3.1: Relevant Activities to Support the Development of Social and Emotional Skills



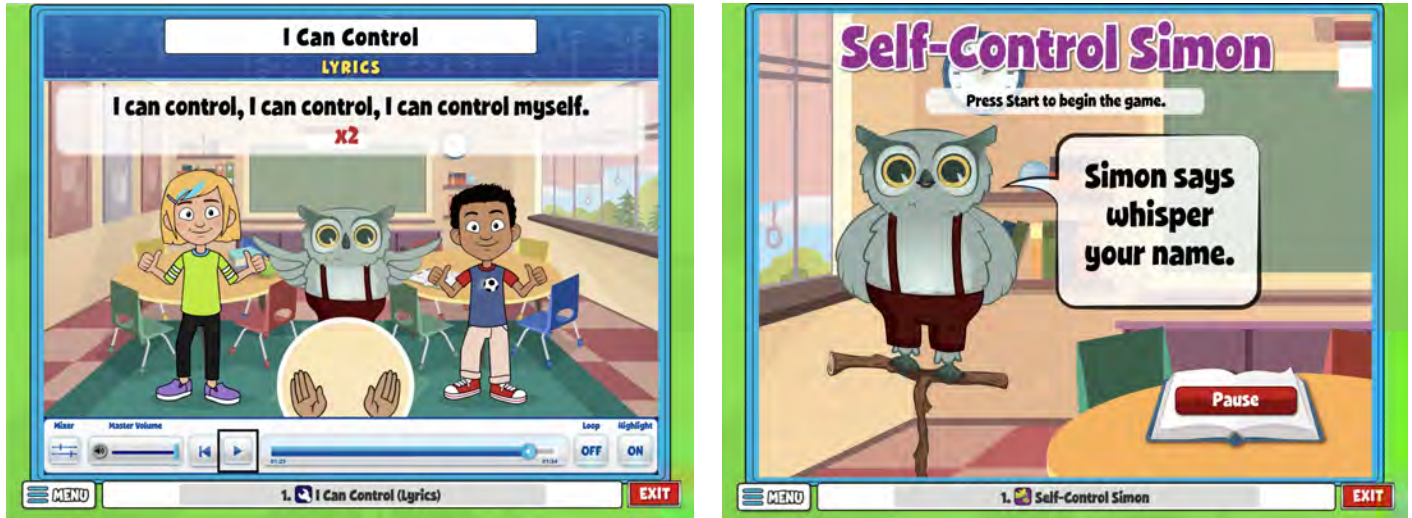
3.2 Supports Development of Self-Awareness, Self-Control, and Interpersonal Skills

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

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.

Exhibit 3.2: Self-Control Activities



Rubric Indicator 2.4 outlines in depth how QuaverHealth•PE supports the development of students' interpersonal skills.

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

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

4. Teacher Support

4.1 Detailed Expectations

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.

Exhibit 4.1: QuaverHealth•PE Lesson Plan

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

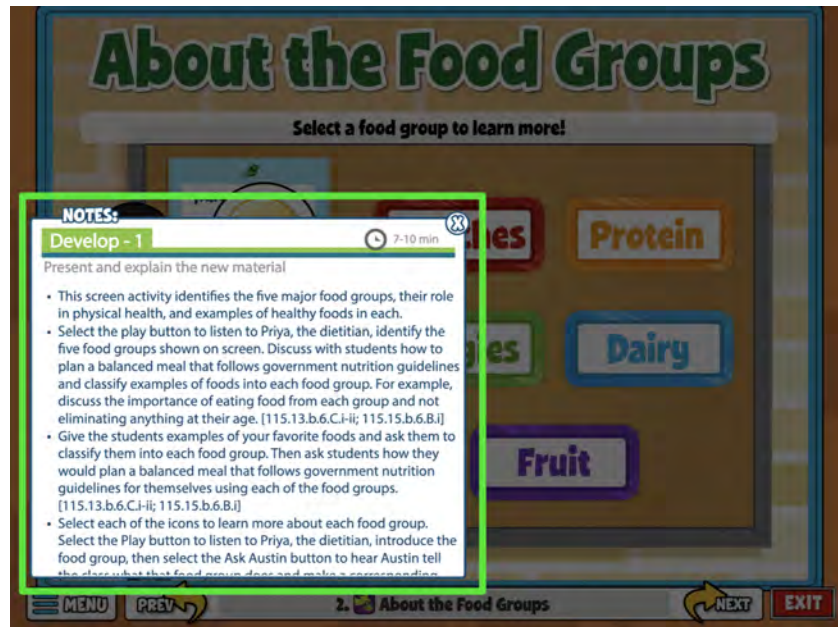
4.2 Specific Directions

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

All QuaverHealth•PE lessons include both teacher-directed and student-centered online resources. Our Instructional Guides include a variety of planning resources and best practice documents for teachers. Our printable lesson plans not only include the TEKS covered in the lesson, purpose, and objectives but also include teacher notes for each activity in the lesson. These notes are also found inside each activity and include suggestions for introducing a concept, implementing an activity, going deeper on lesson topics, and asking probing questions.

These notes are also found inside each lesson 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 4.2: Teacher Notes in a QuaverHealth•PE Lesson*.

Exhibit 4.2: Teacher Notes in a QuaverHealth•PE Lesson



4.3 Supports Classroom Teachers

QuaverHealth•PE is flexible to fit different needs. Each lesson can be viewed in three different modes: Lesson View, Daily Dose, or Health + PE, with digital and printable lesson guides and teaching notes for interactive and engaging instruction ready to launch on any classroom or gymnasium technology.

Note that on the activity below, the teacher can toggle between Gym and Classroom to find warm-up activities that are appropriate for each setting. This toggle is located on all QuaverHealth•PE screens that involve movements, including warm-ups and gym games.

Exhibit 4.3: Classroom Supports



5. Tech Support

5.1 Tech Supports Instruction

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

5.2 Electronic Version

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.

The QuaverHealth•PE platform is dynamic, interactive, and current. We are committed to updating our resources to meet the needs of today's teachers and students. As such, our digital platform allows for regular updates to functionality, changes in legislation, and teacher needs and feedback.

5.3 Supports Active Panel

Interactive displays require at least 4GB of RAM to optimally run the Quaver program. QuaverEd resources are in over 15,000 classrooms worldwide and are supported by teachers with varying levels of technology.

5.4 Supports Distance Learning

In today's world, distance teaching and learning is a must. QuaverEd is designed to equip teachers with easy-to-use tools to continue their instruction without interruption and to stay connected to students when learning from home. With unlimited free student accounts, students are empowered with tools to continue learning on their own or with the support of parents or caregivers.

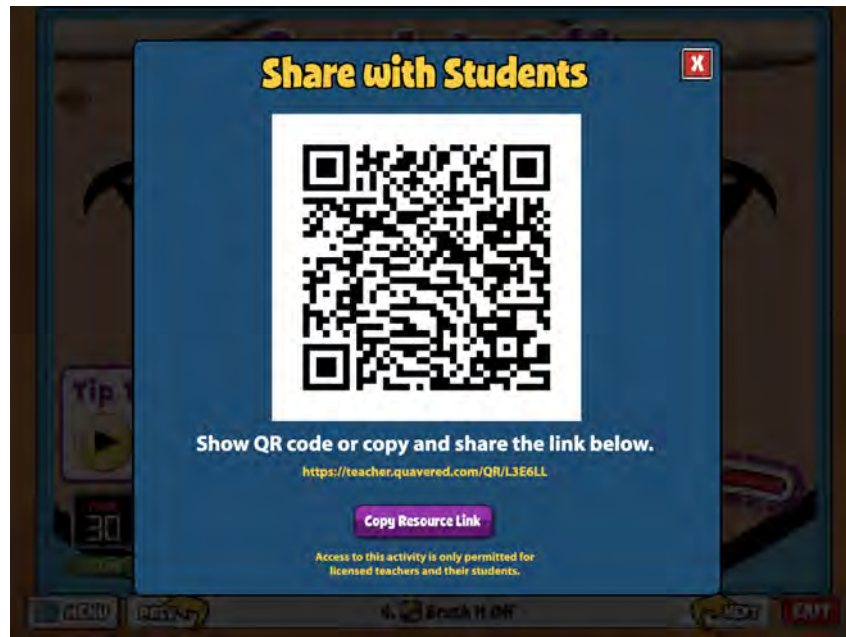
Teachers can assign assignments directly to a students' account and include video recording of lesson instructions. Messaging capabilities in assignments also open a direct line of student to teacher communication. Also, whenever a student logs into their account, it is automatically logged into the teacher's gradebook—making it easy to track attendance while distance learning.

Exhibit 5.4a: Quaver Student Dashboard



Every activity in the curriculum can be shared with students through a QR code or shareable link. These links can be emailed to students or embedded in the district's learning management system. *Exhibit 5.4b: Resource Sharing* shows the options given to teachers to share resources to students, parents, and other teachers in the building.

Exhibit 5.4b: Resource Sharing



6. Support for Diverse Learners

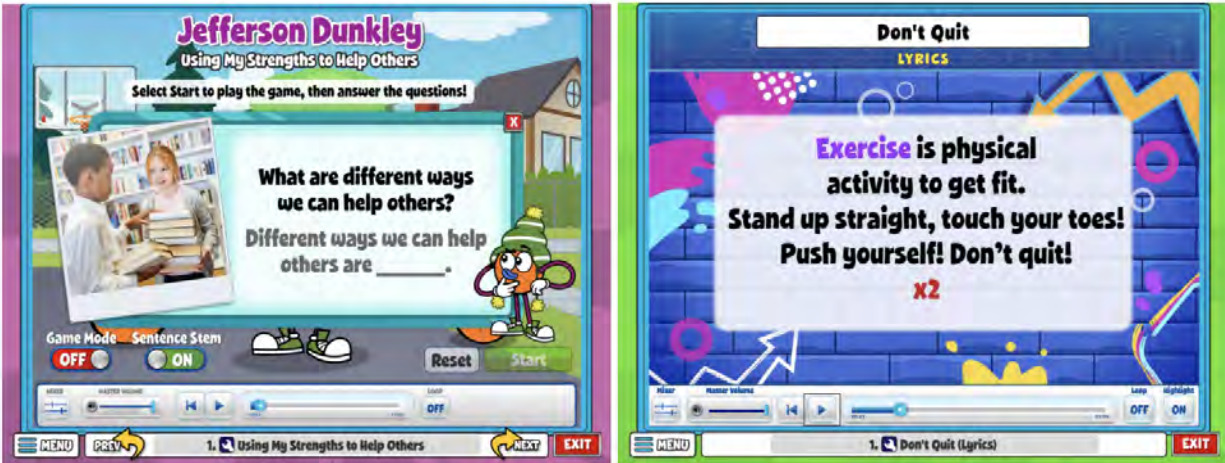
6.1 Supports English Learners

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

- **Use of Technology:** Mindful access to technology and computer-assisted, interactive learning can be effective in engaging students' participation, motivation, development in writing skills, and application of learning back into their real lives.
- **Closed Captioning on Videos:** Quaver provides closed captioning in English. This allows students to analyze text while providing code-mixing opportunities.
- **Sentence Stems:** Many warm-up screens with questions provide teachers with the option to turn sentence stems on and off to encourage students to answer with complete sentences and communicate effectively. *Exhibit 6.1: Language Supports* shows an example of sentence stems.
- **Lyrics Highlighting on Songs:** To really improve comprehension, we highlight the lyrics of songs as the lyric is sung. This feature enhances participation while targeting vocabulary development. *Exhibit 6.1: Language Supports* shows an example of lyrics highlighting.
- **Multimedia Approaches:** Quaver uses videos and animations to convey the meaning of English words to students, speeding up the learning of new words through a reinforcing multi-media approach.

- **Spanish Resources:** Most songs will be available in Spanish in Spring 2022. Warm-up screens are also in the process of being translated into Spanish.

Exhibit 6.1: Language Supports



6.2 Supports Special Needs

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

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

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

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

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

To further enable teachers to meet the needs of their students, Resource Manager also allows teachers to import content from outside the Quaver platform to create custom screens for teaching or distributing to student accounts. The Resource Creation menu, seen in *Exhibit 6.2a* below, allows teachers to create a variety of custom screens including Multimedia Slides, YouTube videos, Audio Playlists, Quizzes, Custom Rubrics, and more.

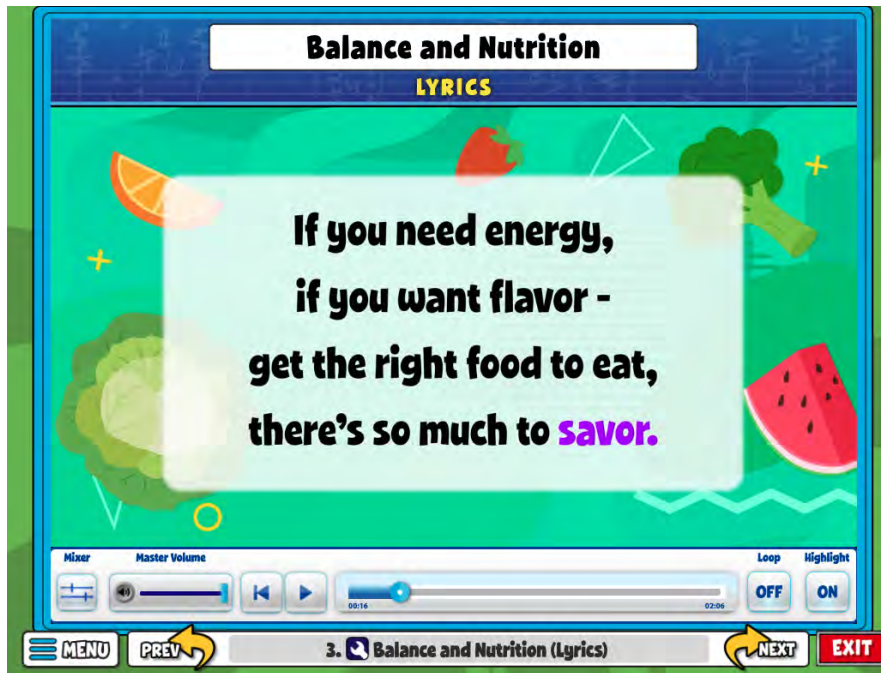
Exhibit 6.2a: Custom Screen Options



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.

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 6.2b*. To aid in comprehension, we highlight the lyrics of songs as the lyrics are sung. This feature enhances participation while targeting vocabulary development.

Exhibit 6.2b: Lyric Highlighting



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

7. Supports Families

7.1 Home/School Connections

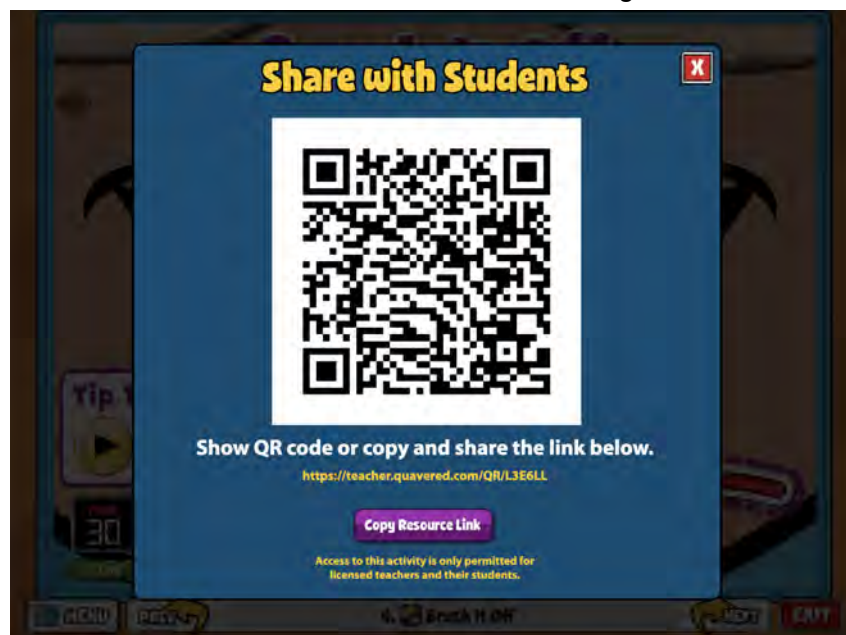
Free student accounts open a world of learning to students anywhere, anytime. Students can log in to their personal Student Dashboard anywhere they have an internet connection and can access teacher-created assignments or browse through resources covering the four dimensions of health: emotional, intellectual, physical and social. Student accounts also empower parents to be engaged in the student's education, as they can access the resources at home and communicate with the teacher if needed. *Exhibit 7.1a: Quaver Student Dashboard* shows a Student Dashboard for a sample student.

Exhibit 7.1a: Quaver Student Dashboard



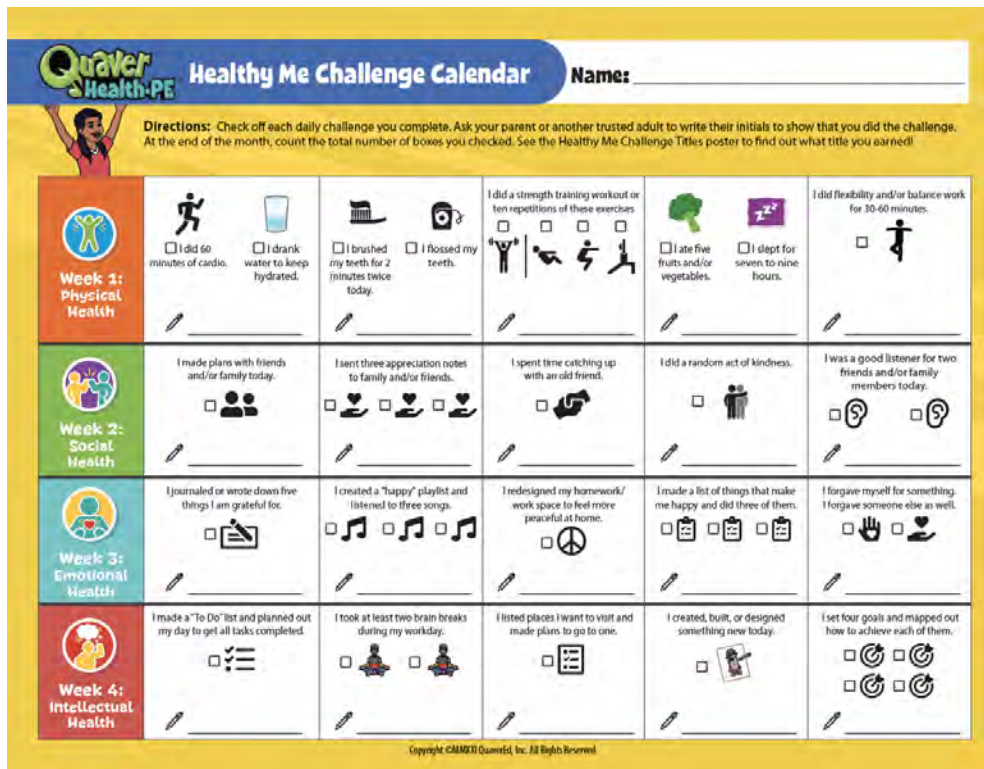
Every activity in the curriculum can be shared with parents through a QR code or shareable link. This option requires no account needed for the student or parent. Both the QR code and shareable links can be emailed to parents, added to a newsletter, printed, and more. *Exhibit 7.1b: Resource Sharing* shows the options given to teachers to share resources to parents and even students and other teachers in the building.

Exhibit 7.1b: Resource Sharing



Another resource for parents is Community Resources. Community Resources will house school-wide challenges for each four-week module. The goal of these challenges is to help students begin thinking about their health outside of the gym and encourage healthy behaviors at home. *Exhibit 7.1c: Module 1, The Healthy Me Challenge* encourages student participation by allowing students to track points to earn certificates at the end of month-long challenges. This calendar, and other student and parent facing materials in Community Resources, is available in Spanish.

Exhibit 7.1c: Module 1, The Healthy Me Challenge



Quaver Health-PE 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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The Parent Resources section of the Teacher Dashboard will contain a toolbox of resources for parents with a variety of activities sorted by grade level and module. Teachers will be able to share a link with parents to access this toolbox and no login is required. *Exhibit 7.1d: Parent Resources* shows the parent toolbox.

Exhibit 7.1d: Parent Resources



7.3 User Friendly Supports

The QuaverHealth•PE platform is dynamic, interactive, and current. The dashboards are easy to navigate and the colorful graphics make them appealing to both teachers and students.

Not only is the platform easy to navigate, we also provide user friendly supports.

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

Every multi-year district purchase includes a plan for Professional Development that spans the life of the license. Depending on the size of the district and the term of the license, these might be on-site in-person trainings, video calls, or a combination of video and online recorded video. No matter the format, these trainings are adaptable to your district. Our Quaver trainers consult with district leadership before and after the training to discern what your teachers need and ensure our customers fully understand and utilize their Quaver Curriculum resources in a way that meets their teaching style. *Exhibit 7.3: On-Site Training Event* below shows a group of teachers engaged in an on-site training day.

Exhibit 7.3: On-Site Training Event



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

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

8. Overall

8.1 Compliments District Curriculum

Spring Branch ISD's Health Fitness Department vision inspires students to develop social skills, make lifelong healthy decisions, and to pursue a physically active lifestyle. QuaverHealth•PE supports this vision, as well as the department goals. QuaverHealth•PE is aligned to both the TEKS and National Standards, while providing a vertical alignment across Kindergarten through 5th 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.

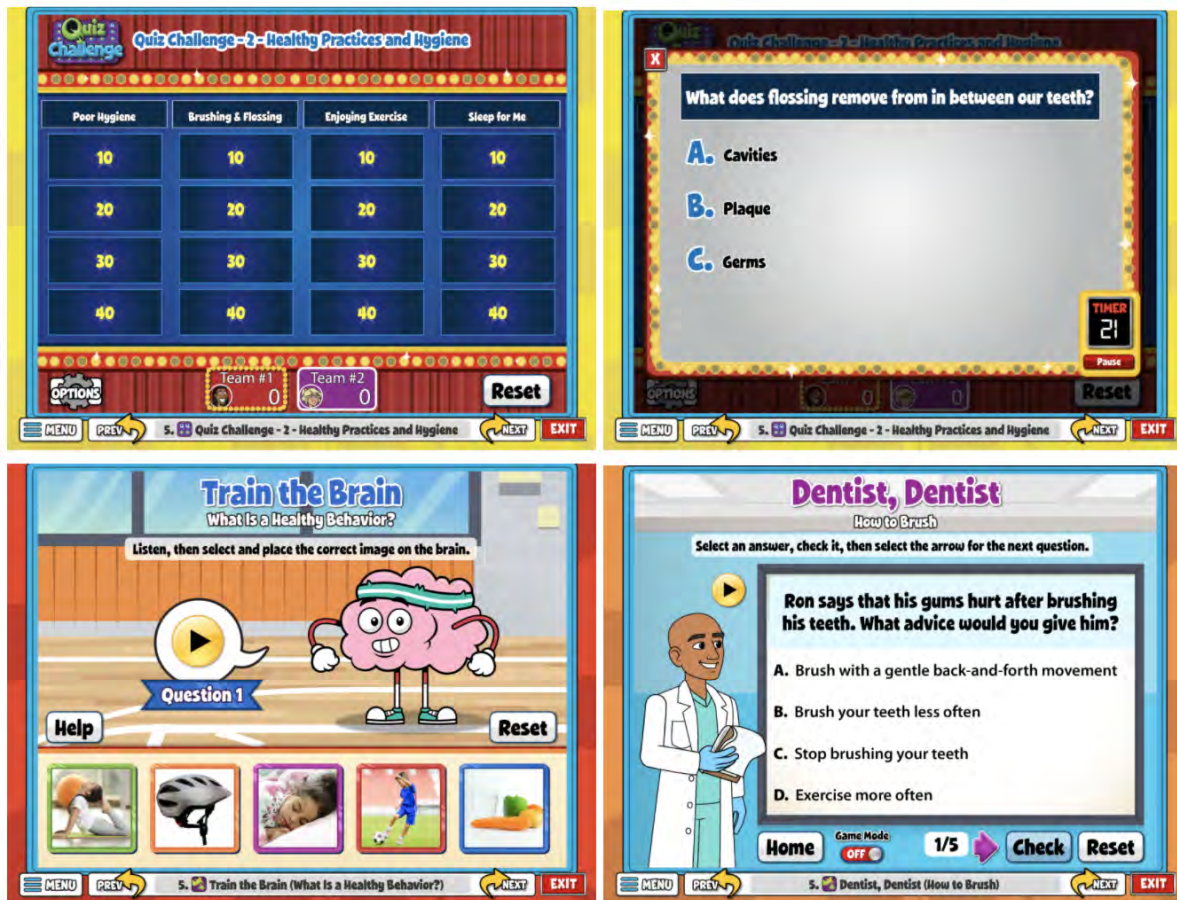
8.2 Opportunities for Assessment

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 8.2a: 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.

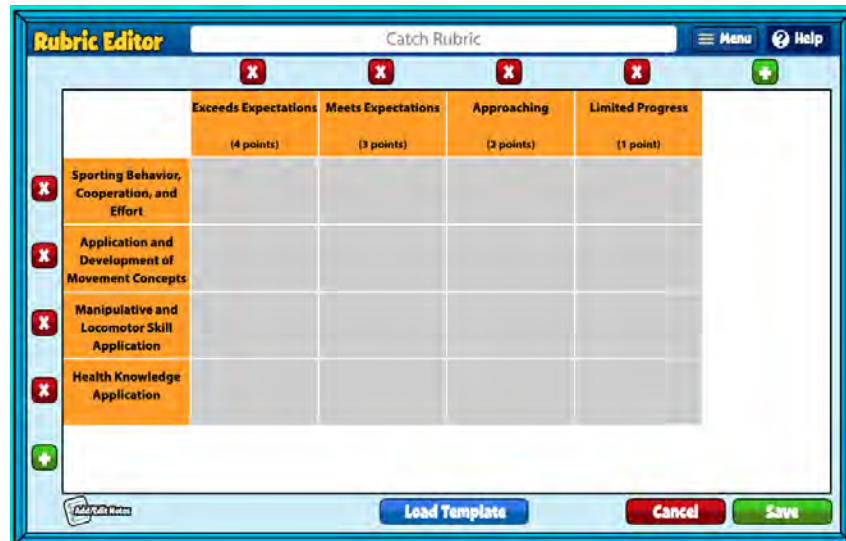
Exhibit 8.2a: Types of Assessments



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.

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

Exhibit 8.2b: 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 #-#* below for an example of a custom rubric.

Exhibit 8.2c: 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				

8.3 Culturally Diverse

QuaverEd has placed specific and deliberate emphasis on including culturally relevant materials and culturally responsive teaching. Our curriculum is inclusive of a variety of ethnicities which sets the stage for students to observe and learn self and mutual respect. The lessons are free from bias in the portrayal of ethnicity, gender, age, cultures, religion, and people with disabilities.

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

To support social awareness and mutual respect, we have lessons on cultural influences on health, respecting individual differences, and appreciating diversity. QuaverHealth•PE includes lessons focused specifically on culture and diversity. Examples include “Cultural Influences on Health,” “Health in My Community,” “Respecting Individual Differences,” and “Appreciating Diversity.”

In the lesson “Cultural Influences on Health,” seen in *Exhibit 8.3* below, students will discuss the traditions and holidays that their families celebrate. They will connect the influence of culture to health choices.

Exhibit 8.3: Lessons on Diversity and Culture



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

