

Indiana Wesleyan University Unit Plan Physical Education—2008 NASPE Standards

General rationale: The candidate will write a series of lessons that adhere to a common topic or theme. These lessons will be organized and documented as a “unit plan.” The unit plan will include an overview (topic, duration, grade level, goals/standards, activities, materials, assessments, adaptations), block plan, lesson plans and unit assessment tools. The candidate should learn to integrate his/her knowledge of developmental learning theory and curriculum/instruction design to produce an effective Unit Plan. It is important the candidate begins to explore his/her ability to organize, sequence and structure information into a cohesive learning experience for students. The candidate will utilize the basic guidelines of Direct Instruction to incorporate all the elements of lesson design. The candidate will practice his/her developing skills in curriculum, instruction, management and assessment. This is a first attempt at unit planning in the content-specific teacher-training program. These skills should be further developed in the elementary methods or secondary content methods courses (EDU382) and practicum/student teaching experiences.

Structure of the Assignment:

1. Use the unit plan format from the Student Teaching Handbook (attached below).
2. Reference the Lesson Plan and Unit Plan evaluation rubrics.
3. Utilize the Lesson Plan Checklist to develop various design elements.
4. Remember: simple to complex and concrete to abstract various types of instruction (discovery, group, cognitive)

Required unit plan elements:

<ul style="list-style-type: none">• Unit content: the ‘big idea’ students will learn over the course of the unit• Unit rationale• NASPE standards• Instructional design; learning activities• Materials and resources	<ul style="list-style-type: none">• Assessment strategies and instruments• Management Strategies• Adaptations for students with special needs• Unit Block Plan
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Physical Education Unit Plan Format

Co-op Teacher _____ Initial []

Topic _____ Title of Unit _____

Duration of Unit _____ Student Teacher _____

Grade _____

I. Unit content (physical education concepts and principles): what is the 'big idea'?

II. Rationale: why should students learn this material?

III. Standards: what NASPE standards are addressed in this unit?

NASPE Standard 3: Planning and Implementation. Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.

3.2 Develop and implement appropriate (e.g. measurable, developmentally appropriate, performance-based) goals and objectives aligned with local, state, and/or national standards.

IV. Instructional Design; learning activities

NASPE Standard 3.3 Design and implement content that is aligned with lesson objectives.

NASPE Standard 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.

V. Materials and resources: what materials, including appropriate technology, will be needed to teach this content?

VI. Assessment strategies: what assessments will you employ to determine if students have learned this content?

VII. Management strategies: what management issues need to be addressed as a result of the unique nature of this content

VIII. Adaptations for students with special needs:

NASPE Standard 3.5 Plan and adapt instruction to diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.

NASPE Standard 3.6 Plan and implement progressive sequential instruction that addresses the diverse needs of students.

NASPE Standard 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Unit Block Plan

Columns should reflect number of days per unit.

1. Unit Content: what 'big idea' will you address in this unit?
2. Unit goals: what should students know and be able to do at the conclusion of this unit?
3. Rationale: why should students learn this material?
4. Standards: what NASPE and/or Indiana P-12 Physical Education standards will be covered in this unit?
5. Develop a block outline of each day's instruction.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Learning Outcomes: What should students know and be able to do at the end of the lesson?</p> <p>Purpose: Aligned with learning outcomes. How does this lesson fit within the unit?</p> <p>Anticipatory Set: what is your 'hook'? How will you engage students' interest?</p> <p>Instructional design: body of lesson Model, guided practice, as necessary. How will you structure the lesson? What experiences will you design to involve students actively in the learning process?</p> <p>Materials and Resources: (include technology)</p> <p>Assessment strategies: Formative: checking for understanding Summative: what will students do to demonstrate learning?</p> <p>Management Strategies: given the content of this lesson, how will you manage time, students, and materials?</p> <p>Closure: Review of learning</p> <p>Adaptations: what lesson modifications are necessary to meet the needs of all students?</p>				
Day 6	Day 7	Day 8	Day 9	Day 10

Indiana Wesleyan University
Physical Education Unit Plan and Assessment Rubric

Unit Content

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit content is appropriate for the students being taught, but lacks the depth or breadth expected. Factual errors are present. <input type="checkbox"/>	The unit content is appropriate for the students being taught, but lacks the depth or breadth expected. Factual errors are present. <input type="checkbox"/>	The unit content is significant in the discipline, is appropriate for the age and developmental level of the students being taught, and is presented in sufficient depth and breadth. The content is factually correct. <input type="checkbox"/>	The unit content is significant in the discipline, is appropriate for the age and developmental level of the students being taught. The depth and breadth of the planned content coverage exceeds expectations. <input type="checkbox"/>

Unit Rationale

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit rationale is missing or is incomplete. <input type="checkbox"/>	The unit rationale does not indicate how the content fits within the course of study or makes an insufficient case for why students should learn the material. <input type="checkbox"/>	The unit rationale makes an effective case for how the content fits within the course of study and why students should learn it. <input type="checkbox"/>	The unit rationale makes a compelling case for how the content fits within the course of study, why students should learn it, and how it will engage their interest. <input type="checkbox"/>

Unit Standards

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Connection to NASPE Standards	The unit plan contains no connection or reference to a standard course of study or to state and/or national curriculum standards. <input type="checkbox"/>	The unit plan contains some connection or reference to a standard course of study or to state and/or national curriculum standards. <input type="checkbox"/>	The unit plan includes connections to core curriculum with clear references to a course of study or to state and/or national curriculum standards. <input type="checkbox"/>	The unit plan supports core curriculum content appropriate to the targeted student group and is well integrated with a course of study and aligned with appropriate state and/or national standards. <input type="checkbox"/>

Instructional design: Learning Activities

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Variety of strategies and inquiry approaches	The instructional strategies and/or inquiry approaches included in the candidate's unit plan are not adequate for the subject matter. They do not demonstrate how students learn in the content discipline. <input type="checkbox"/>	The candidate's unit plan includes strategies and inquiry approaches that demonstrate his or her knowledge but lacks understanding of how students learn in the content discipline. <input type="checkbox"/>	The candidate's unit plan includes a variety of strategies and inquiry approaches that demonstrate his or her knowledge and understanding of how students learn in the content discipline. <input type="checkbox"/>	The candidate's unit plan includes multiple strategies and inquiry approaches carefully aligned with unit subject matter that demonstrate his or her thorough knowledge and understanding of how students learn in the content discipline. <input type="checkbox"/>

Materials and Resources

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
The candidate designs and selects learning resources-- including technology, to achieve unit learning goals.	Few resources are cited for teachers and students. Some materials appear to be inappropriate for the developmental or other needs of students. There appears to be a haphazard connection to lesson standards and a random collection of unrelated materials. Borrowed materials and resources are not adapted or identified. <input type="checkbox"/>	An attempt has been made to list adequate and appropriate resources for teachers and students, but additional resources may be necessary to adequately meet unit standards and goals. Resources and materials borrowed from outside sources are poorly adapted and/or identified. <input type="checkbox"/>	A variety of identifiable resources, including technology, is used to support student learning relative to unit standards. Resources are well organized by type or function, by whom, and for what purposes. Resources and materials are created specifically and intentionally for the unit; resources and materials borrowed from outside sources are identified as such and are adapted specifically for the purposes of the unit. <input type="checkbox"/>	A rich variety of resources facilitate meeting standards through, for example, the creative use of technology, developmentally-appropriate literature, primary sources, guest speakers, etc. Each resource serves an identifiable purpose in the unit and increases all students' learning. Resources and materials are created specifically and intentionally for the unit; resources and materials borrowed from outside sources are identified as such and are adapted specifically for the purposes of the unit. <input type="checkbox"/>

Assessment				
	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Assessment Plan	Little or no connection exists between the assessment plan and unit standards and goals. <input type="checkbox"/>	The links between the assessment plan and unit standards and goals could be clearer. Students are provided few alternatives to demonstrate their learning. <input type="checkbox"/>	The assessment plan is clearly linked to and addresses all unit standards and goals <input type="checkbox"/>	The assessment plan is clearly aligned with and addresses all unit standards and goals. Identified assessments allow students to demonstrate learning in a variety of ways. <input type="checkbox"/>
Assignment descriptions and rubrics	Assessments are poorly described; rubrics are not included. <input type="checkbox"/>	Assessment descriptions are unclear; rubrics are not well thought out. <input type="checkbox"/>	All assessments are adequately described; rubrics for most assessments are included. <input type="checkbox"/>	The descriptions for all assessments are clear and sufficiently detailed to enable full student understanding of what is being asked of them. Rubrics detailing the essential elements of each assessment as well as levels of performance for each element are included. <input type="checkbox"/>
Formative and summative assessments	The assessment plan does not include both formative and summative assessments. <input type="checkbox"/>	Included assessments are included but appear to be an afterthought and/or not essential elements of the instructional design. <input type="checkbox"/>	The assessment plan includes both formative and summative assessments. <input type="checkbox"/>	Both formative and summative assessments are completely aligned with unit standards/goals/objectives and are included as essential elements of the design and structure of the unit plan. <input type="checkbox"/>

Management Strategies				
	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit management plan is incomplete or poorly conceived; there is little connection between the plan and unit activities. <input type="checkbox"/>	A management plan is included, but important considerations are left out and/or the scope of the management plan is not sufficient to address the unique requirements of the unit plan. <input type="checkbox"/>	The unit management plan takes into account the content of the unit, the materials and activities included in the unit, and the needs of the children being taught. <input type="checkbox"/>	The unit management plan is thoughtfully and thoroughly designed; the plan is designed to enable all students to be on task and successfully engaged in the business of learning. <input type="checkbox"/>

Special Needs Adaptations				
	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	No consideration for special-needs students is included in the unit plan. <input type="checkbox"/>	Included adaptations are incompletely developed and/or are not well correlated with UP goals and objectives. <input type="checkbox"/>	The unit plan includes appropriate adaptations for special-needs students. <input type="checkbox"/>	Adaptations for students with special needs are thorough and detailed. Adaptations are designed to allow special-needs students to participate fully in lesson activities. <input type="checkbox"/>

Unit Block Plan (calendar of lessons)				
	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	Not all elements in the Unit Block Plan are addressed; most elements are poorly or incompletely developed. <input type="checkbox"/>	Each required element in the Unit Block Plan is addressed; some elements are under developed. <input type="checkbox"/>	Each required element in the Unit Block Plan is appropriately addressed. <input type="checkbox"/>	Each required element in the Unit Block Plan is developed thoroughly and completely. The block plan provides visual 'proof' that the standards, goals and objectives are being met and are aligned with activities and assessments. <input type="checkbox"/>

NASPE Standards

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<p>Plans linked to program and instructional goals NASPE Standard 3.1</p>	<p>The candidate fails to make both long and short term plans. Planning is limited to daily lesson plans with no plan for long term instructional goals for the unit. Lesson objectives are not aligned with identified long-term goals (unit). Planned learning activities are out of alignment with instructional or programmatic goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate designs short- and long-term plans, but falls short of adequacy in one or more important categories.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate designs and implements short and long term plans. Learning activities are congruent with short term (lesson objectives) and long-term (unit objectives) goals and are linked directly to student needs. The candidate uses strategies such as backward mapping in planning short- and long-term goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate designs and implements short and long term plans using such strategies as backward mapping to ensure learning is sequential. Short and long term goals are linked directly to student learning activities. Short and long-term goals inform instruction and learning activities and allow for differentiate instruction and multiple means of teaching sequences.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Goals and objectives aligned with standards NASPE Standard 3.2</p>	<p>Objectives are inappropriate for the subject area/developmental level of learners by being either too difficult or too easy. Objectives only contain performance.</p> <p>Objectives are appropriate, but the candidate fails to align objectives with local, state, and/or national standards.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Objectives are somewhat appropriate for the subject area and developmental level of learners.</p> <p>The alignment of objectives with local, state, and/or national standards is haphazard or not consistently well considered.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards, and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives are measurable and most objectives identify criteria.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Objectives are appropriate for the subject area/developmental level of learners, are explicitly connected to the standards, and provide appropriate challenges for students (tasks are neither too easy nor too difficult). Objectives incorporate multiple domains of learning or content areas. Objectives are measurable and each contains criteria for student mastery.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Content aligned with objectives NASPE Standard 3.3</p>	<p>The candidate selects model/ approach that is incongruent with the subject matter/content, student population, and/or goals/ objectives. Teaching approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and/or the context (open or closed environment) in which the skill/activity will be performed. Students participating in the learning activities fail to achieve the lesson objectives.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate attempts to align instructional models and approaches with subject matter and lesson content, student developmental issues and instructional goals and objectives, but falls short of competence in one or more important areas.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate selects teaching approach/model based on developmental level of students, context of the class, and the context in which the skill/activity will be performed. Teaching approach is congruent with the goals/objectives, the number of students in the class, pre-assessment of students' developmental levels, available equipment, space, and context (open or closed environment) in which the skill/activity will be performed. Learning activities allow students to achieve objectives.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate selects teaching approach/model that is congruent with the goals/objectives and facilitates mastery. The approach/ model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in appropriate environments related to the context (open or closed environment) in which the skill/activity is performed. Learning activities allow students to achieve objectives.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Manage resources NASPE Standard 3.4</p>	<p>The candidate does not plan or minimally plans for adaptations based on individual differences (abilities/needs/interests). Instruction is not individualized and a "one size fits all" approach is taken. The candidate uses one instructional model/ approach throughout the lesson. The candidate does not make adaptations or offer choices in equipment, space use, or practice tasks based on individual differences.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate's adaptations for unique student differences are overly generalized or do not consider the full range of issues present in the classroom.</p> <p>The lesson includes more than one instructional approach; adaptations allow for some, but still minimal student choice.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate plans for instructional adaptations for individual differences (abilities/needs/interest). The candidate can articulate an appropriate rationale for adaptations. The candidate uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. The candidate provides student choices in equipment, space, or level of practice tasks based on individual differences.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The candidate's plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. The candidate uses multiple instructional models/ approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices (equipment, space, etc.) within practice tasks based on individual differences.</p> <p style="text-align: right;"><input type="checkbox"/></p>

NASPE Standards, con't.

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
<p>Plan and adapt instruction for diverse student needs NASPE Standard 3.5</p>	<p>The candidate fails to account for student exceptionalities or differences within the class based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status. The candidate does not make accommodations for the diversity found within the student population. Failure to account for exceptionalities would include such components as the choices of units to be taught, selection of students chosen to demonstrate, degree of inclusion reflected in bulletin boards or other displays, and grouping of students for instruction or play. The candidate fails to collaborate with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. <input type="checkbox"/></p>	<p>The candidate minimally accounts for student exceptionalities or accounts for exceptionalities in a generalized way. Some accommodation is provided for diverse student populations, including choice of units to be taught, choice of students to demonstrate lesson concepts, degree of diversity reflected in lesson-related materials, and student grouping within the lesson. Some collaboration with the IEP team on lesson planning and implementation meeting the needs of students with disabilities is evident. <input type="checkbox"/></p>	<p>The candidate accounts for student exceptionalities or differences within the class by planning and implementing lessons that make modifications based on factors such as gender, class, ethnicity, race, physical or mental handicap, or socioeconomic status. The candidate demonstrates teaching behaviors that reflect thoughtful consideration of exceptionalities through such behaviors as the selection of units to be taught, inclusion of diversity in bulletin boards and other displayed materials, using a variety of students to demonstrate, and grouping students for instruction and play. The candidate collaborates with the IEP team on the implementation of lessons that meet the needs of students with disabilities. <input type="checkbox"/></p>	<p>The candidate accounts for exceptionalities among students or makes accommodations for the diversity found within the student population using creativity and foresight. It is clear from the candidate's behaviors that components such as the selection of units of instruction, materials selected for display, the selection of students to demonstrate, and methods of grouping students that exceptionalities and diversity found within the student population and have driven instructional decision making. The candidate collaborates with the IEP team on the planning and implementing of lessons that meet the needs of students with disabilities. <input type="checkbox"/></p>
<p>Sequential instruction for diverse students NASPE Standard 3.6</p>	<p>Learning tasks are inappropriate for the developmental levels of students by being either too difficult or too easy. The candidate fails to make adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity. The sequence of the lesson may be illogical, with gaps in progressions.</p> <p>Learning/practice tasks are arranged randomly in the lesson with steps between progressions either too large or too small to facilitate skill mastery.</p> <p>The candidate fails to pre-assess students to determine an appropriate starting point. Students are grouped for convenience (by gender, age, etc.) without consideration of the objectives for the lesson. <input type="checkbox"/></p>	<p>Students' developmental levels and the teaching environment are considered in lesson planning and implementation, but students are over challenged or under challenged by some lesson elements or performance expectations. Some lesson elements are awkwardly sequenced or timed. Pre-assessment to determine student readiness has taken place, but fails to consider important elements affective lesson outcomes. In sufficient forethought is given to student grouping. <input type="checkbox"/></p>	<p>The candidate's consideration of the context of the teaching environment is reflected in the planning and implementation of lessons. Multiple methods are used to convey content. The candidate groups students in a variety of ways based on objectives for lessons. All students are expected to learn and achieve mastery. Task complexity is appropriate for students' developmental levels.. The candidate makes class-based adjustments to tasks to accommodate students' developmental levels. Progressions are sequential and progressive with no gaps.</p> <p>The candidate pre-assesses students to determine an appropriate starting point. <input type="checkbox"/></p>	<p>Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult). The candidate makes adjustments to tasks based on student performance (increasing or decreasing tasks complexity). Adjustments are both across the entire class and individualized.</p> <p>Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential with opportunities for students to extend tasks to increase or decrease the challenge.</p> <p>The candidate individualizes starting points for students based on student pre-assessment. The candidate sets high expectations for all students. <input type="checkbox"/></p>

NASPE Standards, con't.

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
Appropriate use of technology NASPE Standard 3.7	The candidate does not make appropriate use of the available technology. The candidate demonstrates limited knowledge of current technology and its applications in a physical activity setting. The candidate's use of technology does not align with lesson objectives. <input type="checkbox"/>	The candidate makes provisions for the integration of technology in lesson and unit planning; planning is not consistently appropriate or adequate. The candidate demonstrates insufficient understanding of the use of planning technology with the lesson context; implementation of technology is inadequate; technology minimally supports lesson objectives. <input type="checkbox"/>	The candidate integrates learning experiences that involve students in the use of available technology. The candidate demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting. The candidate's use of technology is aligned with lesson objectives. <input type="checkbox"/>	The candidate integrates learning experiences that require students to use various technologies in a physical activity setting. The candidate demonstrates mastery of current technologies and uses the technology to enhance student learning. The candidate incorporates technology such as pedometers, video, etc. to provide feedback to students. The candidate's use of technology is aligned with lesson objectives. <input type="checkbox"/>

Grammar/Mechanics/Construction

	Needs Improvement 1	Emerging Competence 2	Competent 3	Outstanding 4
	The unit plan may contain serious and distracting errors in grammar and punctuation as well as numerous irritating minor errors and frequent misspellings. <input type="checkbox"/>	Sentences are generally correct in structure; may display isolated serious errors in grammar and punctuation or frequent minor errors that do not interfere substantially with meaning or do not greatly distract the reader; occasional misspellings. <input type="checkbox"/>	Grammar is accurate; noun/verb agreement, and pronoun/antecedent agreement is mostly accurate; point of view is consistent; few errors in spelling and punctuation; no typographical errors. <input type="checkbox"/>	Grammar is consistently accurate; subjects agree with verbs in number and tense; pronouns agree with antecedents; point of view is consistent; spelling and punctuation are accurate; no typographical errors. <input type="checkbox"/>

Unit Plan Summative Assessment		NASPE Standards		Note to faculty: While unit plans submitted for class assignments may be scored on a scale appropriate for the class, UPs submitted for student-teaching defense must be scored on this 76-point scale. In addition, unit plans submitted with the ST portfolio: a. must include this scale with the individual element scores; and b. must be signed by a faculty member signifying that the UP meets program quality expectations.
Unit Content	/4	Program and instructional goals	/4	
Unit Rationale	/4	Goals and objectives aligned with standards	/4	
Unit Standards	/4	Content aligned with objectives	/4	
Instructional Design: Learning Activities	/4	Manage resources	/4	
Materials and Resources	/4	Instruction for diverse student needs	/4	
Assessment		Sequential instruction for diverse students	/4	
Assessment Plan	/4	Appropriate use of technology	/4	
Assessment Descriptions and Rubrics	/4			
Formative and Summative Assessments	/4			
Management Strategies	/4	Total	/76	
Adaptations Special Needs	/4	Passing = 57/76		
Unit Block Plan (Calendar of Events)	/4	No individual element score may be < 2		
Grammar/Mechanics/Construction	/4			

