

Unit Plan Assignment - PEP 3520

✓ Published



Making a unit plan is part of the planning process and comes before lesson planning. You can think of unit plans as being the big picture for what you are going to teach from start to finish when covering a particular theme or concept.


The unit plan that you are going to create will include:

- Standards and outcomes
- Unit goals and objectives
- Assessments
- Content analysis or map
- Block plan
- Instructional materials
- Resources / References

For extra help:

- See this PowerPoint for examples. This PowerPoint is not specific for this class. So make sure and check the rubric for all of the requirements: [Unit Plan Help \(https://weber.instructure.com/courses/550405/external_tools/retrieve?display=borderless&url=https%3A%2F%2Fgoogle-drive-iti-iad-prod.instructure.com%2Fiti%2Fcontent-view%2Fce%2F30834128\)](https://weber.instructure.com/courses/550405/external_tools/retrieve?display=borderless&url=https%3A%2F%2Fgoogle-drive-iti-iad-prod.instructure.com%2Fiti%2Fcontent-view%2Fce%2F30834128)
- See page 108 to 114 in the "Essentials of Teaching Physical Education." This is Book B / the white book we use in Curriculum and Assessment.

To do:

1. Save your file using this format:
 - Name | topic and grade level | Unit Plan
 - Ex. Mandy Kirkham | Frisbee 9-12 | Unit Plan
2. After your unit plan is completed submit it here on google drive:
 - <https://drive.google.com/drive/folders/1WgkB9DCXsEOqPpM2HI5W7iuR6gnl8tnd?usp=sharing> 
 - <https://drive.google.com/drive/folders/1WgkB9DCXsEOqPpM2HI5W7iuR6gnl8tnd?usp=sharing>
3. Submit a note on Canvas that you have submitted your unit plan
4. Give yourself a pat on the back for finishing your unit plan

****Remember this unit plan must be on a different topic / sport then what you have completed or will complete for other unit plans this semester**

Points 65

Submitting a text entry box

Due	For	Available from	Until
Nov 29, 2022 at 1:30pm	Everyone	Nov 8, 2022 at 3:45pm	Dec 9, 2022 at 1:30pm

Unit Plan - PEP 3520

Criteria	Ratings		Pts
<p>National Standards and Grade-Level Outcomes</p> <p>Identify at a minimum of 6 SHAPE America or Utah State Standards that you will use for your unit. You must include the standard code and description.</p>	<p>3 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>3 pts</p>
<p>Unit goals and objectives</p> <p>For this section you will identify the goals and objectives that your students will complete by the end of the unit. You must include all 3 domains (affective, psychomotor, and cognitive). Minimum of 4 objectives for each domain.</p>	<p>6 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>6 pts</p>
<p>Assessments</p> <p>Create the assessments that you will use during this unit. You must have at a minimum of 1 assessment for each domain (affective, psychomotor and cognitive). Some ideas are rubric for a motor skill, a quiz for the cognitive domain, etc. Make sure you include the protocols, like you did in previous weeks.</p>	<p>15 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>15 pts</p>
<p>Content Analysis or map (modified)</p> <p>A content analysis or map is all of the content that is considered necessary the students need to learn to reach the unit goals and objectives. For this class you will be doing a modified content analysis.</p> <p>What you MUST include:</p> <p>Psychomotor domain:</p> <p>For a minimum of 6 skills taught in the unit include: critical elements, cues, skill progressions / differentiation. 2 points per skill.</p> <p>Cognitive domain:</p> <p>Minimum of 2 skills the students will be working on during the unit. (ex. plays, on-the-ball skills, etc.) 1 point per skill.</p> <p>Affective domain:</p> <p>Identify 2 skills (minimum) the students will be working on during your unit (ex. cooperation, safety). 1 point per skill.</p> <p>** You can include other information if it is needed</p>	<p>16 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>16 pts</p>
<p>Block Plan / Length</p> <p>A block plan adds more detail to the unit plan. You will briefly describe what you will be doing on each day, but not as much detail as a daily lesson plan. You need to make sure that the content progresses from lesson to lesson. For example if one of the goals for the unit is dribbling a basketball then you might say on day 1 you are going to do basic ball handling drills. Day 2 may include dribbling using different speeds. Day 3</p>	<p>15 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>15 pts</p>

Criteria	Ratings		Pts
<p>might include different levels and pathways.</p> <p>Your unit plan will be a minimum of 6 days and no more then 10 days. For the purpose of this assignment we are going to assume that K - 2nd grade lessons are 30 minutes and 3rd to 5th grade are 45 minutes. Junior high classes are 60 minutes and high school are 90 minutes.</p>			
<p>Instructional Materials</p> <p>Instructional materials are anything you will use to support student learning. Some things you may include are: posters with the critical elements or cue listed, a diagram of how you will set up the fields, a tournament bracket, etc. At a minimum you must include 1 visual that you will display during your unit. This visual will be "file, print, ready." Someone could open up your unit plan and hit print and have your instructional material ready to use.</p>	<p>5 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>5 pts</p>
<p>Resources</p> <p>Include any references you used while developing this unit plan. If you didn't use any make sure and put N/A</p>	<p>5 pts Full Marks</p>	<p>0 pts No Marks</p>	<p>5 pts</p>
			<p>Total Points: 65</p>



Unit plan

Unit plan: Basketball

- **Standards and outcomes:**
- **Standard 4.1.9** Dribble with the hand in personal space with both the preferred and non-preferred hand, using a well-developed pattern.
- **Standard 4.2.1** Apply the concept of open spaces to combination skills (e.g., getting open for a pass, dribbling to create space).
- **Standard 4.1.10** Dribble in general space with control of ball and body while increasing and decreasing speed
- **Standard 4.3.2** Actively engage in the activities of physical education class, both teacher- directed and independent.
- **Standard 4.4.3** Listen respectfully to corrective feedback from others (e.g., peers, adults)
- **Standard 4.4.7** Work safely with peers and equipment in physical activity settings.

- **Unit goals and objectives**

Affective

- By the end of the unit students will be able to listen to the teacher for feedback 80% of the time.
- By the end of the unit students will be able to listen to their peers respectfully when they give them feedback 85% of the time.
- By the end of the unit students will be able to work with their peers respectfully and safely 90% of the time.
- By the end of the unit students will be able to show respect for themselves, equipment, and their peers 95% of the time.

Cognitive

- By the end of the unit students will be able to name the 5 cues for dribbling 85% of the time.
- By the end of the unit students will be able to name the 6 cues for chest passing 85% of the time.
- By the end of the unit students will be able to name the 7 cues for bounce passing 85% of the time.

- By the end of the unit students will be able to name the 5 cues for shooting 85% of the time.
- By the end of the unit students will be able to name the main rules of basketball and the parts of the court.
- By the end of the unit students will be able to create space in game like situations to receive a pass 85% of the time.

Psychomotor

- By the end of the unit students will be able to perform all 5 critical elements of shooting 85% of the time.
 - By the end of the unit students will be able to perform all 5 critical elements of dribbling 85% of the time.
 - By the end of the unit students will be able to perform all 6 critical elements of chest passing 85% of the time.
 - By the end of the unit students will be able to perform all 7 critical elements of bounce passing 85% of the time.
 - By the end of the unit students will be able to perform defensive tactics 90% of the time.
 - By the end of the unit students will be able to perform offensive tactics 90% of the time.
- **Assessments:**
 - Cognitive assessment: Basketball quiz
 - Affective assessment: Journal entry
 - Psychomotor assessment: Checklist on the critical elements of shooting

Name _____

Grade _____

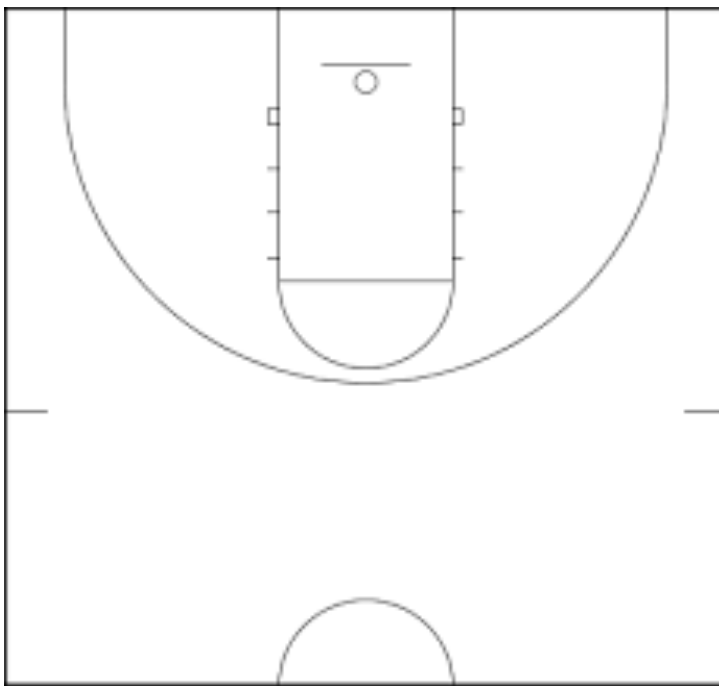
Date _____

Basketball quiz

/10

Directions: Answer each question to the best of your ability (2 points each)

1. Look at the diagram below and circle the free throw line.



2. Name two cues we use when shooting the basketball.

A. _____

B. _____

3. True or false two points is the maximum number of points you can score in a game.

- a. True
- b. False

4. How many **TOTAL** players are on the court at one time.

- a. 8
- b. 5
- c. 10
- d. 15

5. What are the lines at the end of the basketball court called?

- a. Baselines
- b. Free Throw lines
- c. Sidecourt lines
- d. Endzones

Name_____ Grade_____ Date_____

Journal Entry /8

Directions: Answer the following questions using complete sentences. Every answer needs to have at least 2 sentences.

1. Were you positive to your classmates during drills and game play? If you were name two different ways you were positive. If not explain one way you could have been more positive.
2. Did you receive feedback from the teacher or your classmates? If so, how did you respond to the feedback? If you did not receive feedback, why do you think that was?
3. Were you respectful to the equipment that was used? Explain how you were respectful. If you were not respectful, explain why.
4. What was your favorite part of class and why?

Name_____

Grade_____

Date_____

Classmates name_____

/10

Checklist for critical elements of shooting

Directions: You are going to observe your partner shooting jump shots from the freethrow line. After watching all 4 of their jump shots you will put a check mark on yes or no if they showed the critical element or not.

Critical elements	YES	NO
Athletic stance with feet shoulder width apart		
Ball is moved upward with both hands		
Jump straight up off of two feet		
Arms extend upward with favorite hand wrist, fingers snapped toward the hoop other hand is just straight up		
Ball released at height of jump with		

your favorite hand		
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- **Content analysis or map**

Psychomotor domain

Skills:	Critical Elements:	Cues:	Skill progression:
Dribbling	<ol style="list-style-type: none"> 1. Use finger pads 2. Push the ball to the ground 3. Keep the ball low (ball should not come above the waist) 4. Keep head up 5. Protect the ball with the arm that is not dribbling 	<ol style="list-style-type: none"> 1. Pads 2. Push 3. Low 4. Head up 5. Protect 	<ol style="list-style-type: none"> 1. Stationary dribble with favorite hand 2. Stationary dribble with non favorite hand 3. Walking and dribbling with favorite hand 4. Walking and dribbling with non favorite hand 5. Jogging with favorite hand 6. Jogging with non favorite hand 7. Jogging through obstacles with both hands 8. Game play
Shooting	<ol style="list-style-type: none"> 1. Athletic stance with feet shoulder width apart 2. Ball is moved upward with both hands 3. Jump straight up off of two feet 4. Arms extend upward with favorite hand wrist, fingers snapped toward 	<ol style="list-style-type: none"> 1. Athletic Stance 2. Ball up 3. Jump up 4. Snap (Follow through) 5. Release 	<ol style="list-style-type: none"> 1. Shooting up to self to work on form 2. Shoot up to a partner to work on form 3. Shoot from short distances on a lower hoop 4. Start moving backwards towards the freethrow line on the small hoop 5. Shoot from short

	<p>the hoop other hand is just straight up</p> <ol style="list-style-type: none"> 5. Ball released at height of jump with your favorite hand still snapped at hoop 		<p>distances on regular size hoop</p> <ol style="list-style-type: none"> 6. Move backwards on the regular hoop till they reach the free throw line 7. Shoot from anywhere during game play
Chest pass	<ol style="list-style-type: none"> 1. Athletic stance 2. Use two hands with elbows out 3. Ball at chest height 4. Step towards the target with one foot 5. Arms extend parallel to the floor with palms facing outward 6. Aim for the chest 	<ol style="list-style-type: none"> 1. Stance 2. Chicken wings 3. Chest height 4. Step 5. Extend 6. Aim for chest 	<ol style="list-style-type: none"> 1. Imaginary ball to work on from 2. Pass to a target on the wall standing 5-10 ft away from it 3. Pass to a stationary partner that is 5-10 ft away 4. Pass to a partner that is moving 5-10 ft away. 5. Pass in game play
Bounce pass	<ol style="list-style-type: none"> 1. Athletic Stance 2. Use two hands with elbows out 3. Ball at chest height 4. Step towards the target with one foot 5. Arms extend out with wrists and fingers towards target 6. Aim to bounce it 2/3 of the distance to target 7. Follow through with arms extended and palms down 	<ol style="list-style-type: none"> 1. Stance 2. Two hands/Chicken wings 3. Chest height 4. Step 5. Extend 6. 2/3 7. Follow through 	<ol style="list-style-type: none"> 1. Imaginary ball 2. Pass to target on a wall standing 5-10 ft away 3. Pass to a stationary partner 5-10 ft away 4. Pass to a partner that is moving 5-10 ft away 5. Pass in game play

<p>Defense (2-3 zone)</p>	<ol style="list-style-type: none"> 1. Communicates loudly to teammates 2. Stays in athletic stance the whole time 3. Stay on toes and ready to move in any direction 4. Keeps eyes on both the offensive players and the ball 5. Close to an offensive player the whole time 6. Shuffles feet quickly with arms out and always moving 	<ol style="list-style-type: none"> 1. Communicate 2. Athletic stance 3. Toes 4. Eyes watching 5. Close to offense 6. Shuffle feet 	<ol style="list-style-type: none"> 1. Quick feet into defense stance when whistle is blown 2. Start in defense stance to a defense slide when the whistle is blown 3. Monkey in the middle (keep away) 4. 3 vs 3 focusing on defense 5. Game play
<p>Offense</p>	<ol style="list-style-type: none"> 1. Communicates loudly to teammates 2. Stays in athletic stance 3. Stay on toes and ready to move in any direction 4. Create space on the court (don't all gather on one side) 5. Stay ready to shoot 	<ol style="list-style-type: none"> 1. Communicate 2. Athletic stance 3. Toes 4. Space 5. Ready to shoot 	<ol style="list-style-type: none"> 1. Layup drills 2. Form shooting 3. Passing drills 4. Jump stop pivot drills 5. 3 on 2 drill 6. Game play

Cognitive Domain

<p>Knowledge</p>	<p>What it looks like</p>
<p>Creating space on the basketball court</p>	<ul style="list-style-type: none"> ● Pick and roles

(getting open)	<ul style="list-style-type: none"> • V or L cuts • Moving away from the defense
Name the main rules of basketball	<ul style="list-style-type: none"> • Learn the rules • Practice the correct rules • Remember them

Affective Domain

Behaviors	What it looks like
Safety	<ul style="list-style-type: none"> • Paying attention • Listening to rules
Good sportsmanship	<ul style="list-style-type: none"> • Being kind to all classmates and teachers • Showing respect to everyone • No arguing and playing fairly

Block plan

- Day 1

Warm up- Knock out dribbling

<https://www.youtube.com/watch?v=qnzaBf7aQGs>

Activity- Dribble dance

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1685#.Y4V7uHbMLIU>

- Day 2

Warm up- Form shooting on baskets

Activity- Clothesline basketball

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7255#.Y4V9JHbMLIU>

- Day 3

Warm up- Passing back and forth with a partner using both types of passes

Activity- Bottle cap basketball

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=795#.Y4V-zXbMLIU>

- Day 4

Warm up- Individual skills card warm up

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10243#.Y4WafHbMLIU>

Activity- Macarena basketball

https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3970#.Y4V_anbMLIU

- Day 5

Warm up- Keep away/ monkey in the middle

Activity- Be annoying (loud)

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7075#.Y4WB PXbMLIU>

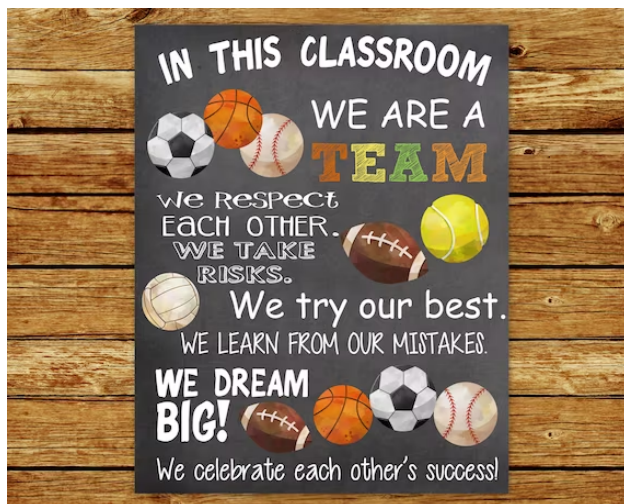
- Day 6

Warm up- Partner skills card

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10244#.Y4WB o3bMLIU>

Activity- 3 vs 2

- Instructional materials



Basketball Shooting

1. **B**end your knees.
2. **E**lbow under ball.
3. **E**xtend your arm.
4. **F**ollow through.










- **Resources/References**

- <https://www.youtube.com/watch?v=qnzaBf7aQGs>
- Google images
- PE central:
 - <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1685#.Y4V7uHbMLIU>
 - <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7255#.Y4V9JHbMLIU>
 - <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=795#.Y4V-zXbMLIU>
 - <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10243#.Y4WAFHbMLIU>
 - https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3970#.Y4V_anbMLIU
 - <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=7075#.Y4WBPXbMLIU>
 - <https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10244#.Y4WBo3bMLIU>

Graded Average

Paper View ▼

I submitted my unit plan on google drive

Unit Plan - PEP 3520	
Criteria	Ratings
National Standards and Grade-Level Outcomes view longer description	<p>Full Marks</p> <p style="text-align: right;">3 / 3 pts</p> <p style="text-align: center;"></p>
Unit goals and objectives view longer description	<p>Full Marks</p> <p style="text-align: right;">6 / 6 pts</p> <p style="text-align: center;"></p>
Assessments view longer description	<p>Full Marks</p> <p style="text-align: right;">15 / 15 pts</p> <p style="text-align: center;"></p>
Content Analysis or map (modified) view longer description	<p>Full Marks</p> <p style="text-align: right;">16 / 16 pts</p> <p style="text-align: center;"></p>
Block Plan / Length view longer description	<p>Full Marks</p> <p style="text-align: right;">15 / 15 pts</p> <p style="text-align: center;"></p>
Instructional Materials view longer description	<p>Full Marks</p> <p style="text-align: right;">5 / 5 pts</p> <p style="text-align: center;"></p>
Resources view longer description	<p>Full Marks</p> <p style="text-align: right;">5 / 5 pts</p> <p style="text-align: center;"></p>
Total Points: 65	

Assignment Comments



Excellent work on your unit plan!

✕ [_ \(javascript:void 0;\)](#)

Objectives:
Great ABCD objectives for all domains.

Assessments:
Overall these are great. Very straight forward and written so a 4th grader could complete them.

Assignment: Unit Plan Assignment - PEP 3520

Course: PEP 3520 WSU Fall 2022 20399

Student: [REDACTED]

Score: 65.0

Account: Health, Phys Educ, Recreation

Mandy Kirkham King: Excellent work on your unit plan!

Objectives:

Great ABCD objectives for all domains.

Assessments:

Overall these are great. Very straight forward and written so a 4th grader could complete them.

Written assessment: Fourth graders may have a harder time correcting the false statement, but that is always a good way to test their knowledge. You could also change that question to a multiple choice question.

Affective assessment: I'd suggest adding lines for the 4th graders to answer each question on.

Content Analysis:

Love the skill progressions to help all students be successful.

Block plan:

I would suggest doing passing on day 2 as opposed to dribbling. Chances are most 4th graders will still shoot with 2 hands. So if you teach passing first then when you teach shooting you can adjust the cues from pushing out to pushing up. Also, passing is easier than shooting.

I love that you put links for all the different activities. This will make it easier if / when you use this unit plan. (Dec 12, 2022 at 1:15pm)