

# Unit Plan - Junior High

✓ 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.

Your unit plan can be on any topic that is appropriate for a junior high class (meaning it needs to align with the junior high standards). The topic you choose needs to be different than other unit plans you have created (think about what sport / topic you created a unit plan for in curriculum and assessment, high school methods, etc.)

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


1. standards and outcomes
2. unit goals and objectives
3. assessments
4. content analysis or map
5. block plan
6. instructional / curriculum model
7. warm-up / instant activity
8. instructional materials
9. resources

- For extra help:

- See this [Google Slides Folder](https://drive.google.com/drive/folders/1pEDwcUreQRbcSG2aWcLSlgkkAwR-R4Dt?usp=sharing)  (<https://drive.google.com/drive/folders/1pEDwcUreQRbcSG2aWcLSlgkkAwR-R4Dt?usp=sharing>) for help. There is a presentation, not specific for Junior High Methods, that gives examples of different parts of a unit. There is also a content analysis template for you to use. Make sure and check the rubric for all of the requirements for this course.
- 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.

1. Save your file using this format:

- Name | Unit Plan Topic | Unit Plan
- Mandy Kirkham | Pickleball | Unit Plan

2. After your unit plan is completed submit it here on [google drive](https://drive.google.com/drive/folders/1rK2QFB018m1Fch4qfb_R9UMa46EtAzLc?usp=sharing) 

([https://drive.google.com/drive/folders/1rK2QFB018m1Fch4qfb\\_R9UMa46EtAzLc?usp=sharing](https://drive.google.com/drive/folders/1rK2QFB018m1Fch4qfb_R9UMa46EtAzLc?usp=sharing))

3. Submit on a note on Canvas that you have submitted your unit plan

4. Give yourself a pat on the back for finishing your unit plan

**Points** 85

**Submitting** a text entry box

<b>Due</b>	<b>For</b>	<b>Available from</b>	<b>Until</b>
Nov 17, 2022 at 10:30am	Everyone	Sep 13, 2022 at 11:45am	Nov 18, 2022 at 10:30am

**Unit Plan - PEP 4700**

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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><b>3 pts</b> <b>Full</b> <b>Marks</b></p>	<p><b>0 pts</b> <b>No</b> <b>Marks</b></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><b>6 pts</b> <b>Full</b> <b>Marks</b></p>	<p><b>0 pts</b> <b>No</b> <b>Marks</b></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. The assessment should be ready to go so that you could hit "print" and use it today.</p>	<p><b>15 pts</b> <b>Full</b> <b>Marks</b></p>	<p><b>0 pts</b> <b>No</b> <b>Marks</b></p>	<p>15 pts</p>
<p>Content Analysis (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: 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: 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: 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><b>16 pts</b> <b>Full</b> <b>Marks</b></p>	<p><b>0 pts</b> <b>No</b> <b>Marks</b></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 dinking in pickleball. Day 1 may be teaching how to hold the paddle and</p>	<p><b>15 pts</b> <b>Full</b> <b>Marks</b></p>	<p><b>0 pts</b> <b>No</b> <b>Marks</b></p>	<p>15 pts</p>

Criteria	Ratings		Pts
<p>practice a variety of shots. Day 2 may be introducing dinking. Day 2 may be playing "dink my battleship."</p> <p>Your unit plan will be a minimum of 8 days and no more than 10 days. For the purpose of this assignment we are going to assume that classes are 60 minutes.</p>			
<p><b>Instructional / Curriculum Model</b></p> <p>For this unit plan you will be choosing an instructional model to use for the entire unit. You can choose any instructional model, except for direct instruction. The best place to describe how you will be using a specific instructional model is in the block plan. Make sure you specify how you will be using the instructional model each day.</p>	<p><b>15 pts</b> <b>Full</b> <b>Marks</b></p>	<p><b>0 pts</b> <b>No</b> <b>Marks</b></p>	<p>15 pts</p>
<p><b>Warm-up / Instant Activity</b></p> <p>You will be describing your warm-up / instant activity you will be doing each day. The beginning of the lesson is a great time to review the skills you taught the previous day. You can list your daily warm-up / instant activity anywhere on your unit plan. The block plan is a great place to put them.</p>	<p><b>6 pts</b> <b>Full</b> <b>Marks</b></p>	<p><b>0 pts</b> <b>No</b> <b>Marks</b></p>	<p>6 pts</p>
<p><b>Instructional Material</b></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.</p>	<p><b>5 pts</b> <b>Full</b> <b>Marks</b></p>	<p><b>0 pts</b> <b>No</b> <b>Marks</b></p>	<p>5 pts</p>
<p><b>References</b></p> <p>Include any references you used while developing this unit plan.</p>	<p><b>4 pts</b> <b>Full</b> <b>Marks</b></p>	<p><b>0 pts</b> <b>No</b> <b>Marks</b></p>	<p>4 pts</p>
			<p><b>Total Points: 85</b></p>

**1. Standards and Outcomes:**

- A. Passes and receives with feet in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as soccer or speedball. (S1.M4.7)
- B. Shoots on goal with power and accuracy in small-sided game play. (S1.M10.7)
- C. Reduces open space on defense by staying close to the opponent as he/ she nears the goal. (S2.M4.7)
- D. Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)
- E. Identifies why self-selected physical activities create enjoyment. ( S5.M4.7)
- F. Defines how the RPE scale can be used to determine the perception of the work effort or intensity of exercise. (S3.M13.7)

**2. Unit Goals and Objectives:**

Psychomotor:

- A. By the end of the unit, students will be able to perform the 5 critical elements of passing 75% of the time.
- B. By the end of the unit, students will be able to perform the 5 critical elements of shooting/kicking 75% of the time.
- C. By the end of the unit, students will be able to perform the 5 critical elements of dribbling 75% of the time.
- D. By the end of the unit, students will be able to trap a soccer ball using either foot 7 out of 10 times.
- E. By the end of the unit, students will be able to perform the 5 critical elements of defending an opponent 75% of the time.

Cognitive:

- A. By the end of the unit, students will be able to move on a field correctly in order to reduce open space on defense 75% of the time.
- B. By the end of the unit, students will be able to transition from offense to defense quickly while communicating with their teammates 75% of the time.
- C. By the end of the unit, students will be able to identify the correct parts of the field 90% of the time.
- D. By the end of the unit, students will be able to identify the rules and proper procedures of the game of soccer 90% of the time.
- E. By the end of the unit, students will be able to properly use and understand the RPE scale to determine their intensity rate 90% of the time.

Affective:

- A. By the end of the unit, students will be able to communicate and problem solve with each other during game play 80% of the time.

- B. By the end of the unit, students will be able to identify physical activities in their life that bring them joy and happiness 9 times out of 10.
- C. By the end of the unit, students will be able to behave with respect towards themselves and others 100% of the time.
- D. By the end of the unit, students will be able to respond and take feedback from the teacher in a positive manner 90% of the time.

### **3. Assessments (ready to print)**

- Psychomotor= Skills assessment test
- Cognitive= Written Test
- Affective= Reflection checklist

Name:

Class period:

Partners Name:

## Peer Skill Assessment

Instruction: You will be assessing your partner as they are practicing shooting a soccer ball into the goal. Each of you will get a total of 5 shots. One partner will go first and shoot all 5 of their soccer balls and then you will switch and do the same thing. As you watch your partner, you will pick the appropriate phrase that matches their performance.

Not shown = 0-1 times performed skill for 5 shots

Could be Improved = 2-3 times performed skill for 5 shots

Achieved = 4-5 times performed skill for 5 shots

### Circle the one that most accurately applies

1. My partner was able to step with their non kicking foot next to the ball.

Not Shown

Could be Improved

Achieved

2. My partner lifted their kicking leg behind themselves.

Not Shown

Could be Improved

Achieved

3. My partner was able to bring their kicking foot forward towards the ball.

Not Shown

Could be Improved

Achieved

4. My partner was able to contact the ball with the top of their foot or their shoelaces.

Not Shown

Could be Improved

Achieved

5. My partner followed through the ball towards the target.

Not Shown

Could be Improved

Achieved.

Name:

Class Period:

### Soccer Assessment

Description: This is a multiple choice section. Please circle the answer that you believe is correct. Each question is worth 1 point.

1. How many players from each team are allowed on the field during a game?

- a. 8
- b. 9
- c. 10
- d. 11

2. How many refs are on the field at a time?

- a. 1
- b. 2
- c. 3
- d. 4

3. How long is a regulation soccer game?

- a. 2 halves consisting of 45 minutes each
- b. 4 quarters of 20 minutes each
- c. 4 quarters of 45 minutes each
- d. 2 halves consisting of 20 minutes each

4. What is the proper way to start a soccer match?

- a. Tip off
- b. Corner kick
- c. Jump off
- d. Kick off

Description: This is a True and False question section. Please circle the answer that you believe to be correct. If the answer is "False" please write the correct answer on the line below.

\_\_\_\_ 5. True or False: The ball is out of play when it has completely crossed the touchline or goal line.

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\_\_\_\_ 6. True or False: A goal is worth one point in soccer.

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\_\_\_\_ 7. True or False: If an athlete gets a foul that is serious enough, they can get a yellow card.

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\_\_\_\_ 8. True or False: If a ball hits any part of the goal, that is a point to that team.

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\_\_\_\_ 9. True or False: A throw in happens when the opposing team scores a goal.

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Description: This is a short answer question section. Please write the answer that you believe to be correct in the space provided.

10. Write down 3 of the positions that are in soccer.

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- 
-

Answer Key:

1. D. 11
2. C. 3
3. A. 2 halves consisting of 45 minutes
4. D. Kick off
5. True
6. True
7. True
8. False. The ball must go inside and cross the line on the ground in front of the goal in order to score a point.
9. False. A throw-in happens when the ball goes out of bounds.
10. Goalkeeper, forward, striker, midfielder, defender

Name:

Class Period:

### Student Safety Checklist

Description: After the class period, you will fill out the questions below that tell how you feel during the class period. Circle the answer that most pertains to you. You aren't graded on how you felt, but by recognizing it and writing it down. Answer them as honestly as you can.

During the class, I was able to be respectful of myself, my classmates, and my teacher.

Always                      Sometimes                      A little                      Never

During the class, I was being safe with the equipment and with the space around me.

Always                      Sometimes                      A little                      Never

During the class, I took the feedback from my teacher in a positive way and used it to help me.

Always                      Sometimes                      A little                      Never

During the class, I used the appropriate language and I helped the people that were around me.

Always                      Sometimes                      A little                      Never

During the class, I listened to my classmates and was a good classmate and friend to others.

Always                      Sometimes                      A little                      Never

#### 4. Content Analysis or Map:

##### Psychomotor Domain

Skills	Critical Elements	Cues	Progression
Shooting/Kicking	<ol style="list-style-type: none"> <li>1. Step with non kicking foot next to the ball</li> <li>2. Lift kicking leg behind you</li> <li>3. Bring kicking foot forwards towards ball</li> <li>4. Contact ball with top of foot or shoelaces</li> <li>5. Follow through towards target</li> </ol>	<ol style="list-style-type: none"> <li>1. Step</li> <li>2. Behind</li> <li>3. Forwards</li> <li>4. Shoelaces</li> <li>5. Follow through</li> </ol>	<ol style="list-style-type: none"> <li>1. Kicking to an open area</li> <li>2. Shooting into a goal</li> <li>3. Shooting into a small goal</li> <li>4. Shooting into a goal with a defender in front of you</li> <li>5. Shooting into a goal off a moving pass</li> </ol>
Dribbling	<ol style="list-style-type: none"> <li>1. Athletic posture with bent knees</li> <li>2. Using inside of dominant foot, tap soccer ball in front</li> <li>3. Allow ball to move 2-3 feet</li> <li>4. Using non dominant foot, tap soccer ball</li> <li>5. Continue alternating and tapping forward</li> </ol>	<ol style="list-style-type: none"> <li>1. Bend knees</li> <li>2. Inside</li> <li>3. 2-3 feet</li> <li>4. Tap</li> <li>5. Alternating</li> </ol>	<ol style="list-style-type: none"> <li>1. Stationary dribbling</li> <li>2. Dribbling walking back and forth</li> <li>3. Dribbling while running</li> <li>4. Dribbling with a defender in front of you.</li> </ol>
Passing	<ol style="list-style-type: none"> <li>1. Shoulders and hips should square to target</li> <li>2. Planted foot should point towards target</li> <li>3. Using inside of kicking foot, contact ball in center</li> <li>4. Keep ankle locked</li> <li>5. Follow through towards teammate</li> </ol>	<ol style="list-style-type: none"> <li>1. Square</li> <li>2. Plant</li> <li>3. Contact</li> <li>4. Locked</li> <li>5. Follow through</li> </ol>	<ol style="list-style-type: none"> <li>1. Stationary passing to a wall</li> <li>2. Passing to a partner</li> <li>3. Passing to a partner 15 feet away</li> <li>4. Passing to a partner while moving</li> <li>5. Passing to a partner while a defender is in front</li> </ol>
Trapping	<ol style="list-style-type: none"> <li>1. Move to have body in front of the ball</li> <li>2. Relax the trapping foot</li> <li>3. Lift foot on top of</li> </ol>	<ol style="list-style-type: none"> <li>1. In front</li> <li>2. Relax</li> <li>3. Lift</li> <li>4. Pillow</li> </ol>	<ol style="list-style-type: none"> <li>1. Stationary trapping</li> <li>2. Trapping off of a underhand roll</li> <li>3. Trapping off a pass from partner</li> </ol>

	the ball 4. Pretend the foot is a pillow or something soft		4. Trapping off a pass from 15 feet away 5. Trapping with a defender in front
Throw-ins	1. Both hands holding the soccer ball 2. Lift behind the head 3. Step forward with opposite foot 4. Throw arms forward, letting go of ball 5. Follow through to target	1. Hands 2. Lift 3. Step 4. Forward 5. Follow through	1. Throw to a wall 2. Throw to a partner 3. Throwing to a partner that is 15 feet away
Defending	1. Feet spread shoulder width apart 2. Knees bent in athletic stance 3. Keep opponent in front 4. Shuffle side to side 5. Chest learning over the toes	1. Feet 2. Knees bent 3. Front 4. Shuffle 5. Chest	1. Shuffling across the field going right and left 2. Shuffling moving in all different directions 3. Staying in front of a opponent 4. Defending in a small sided game

### Cognitive Domain

Knowledge	What it looks like
Taking up space on defense	-Quick shuffle steps without crossing our feet. -Staying in front of the opponent and being in between them and the goal. -Communicating with teammates when switching the people that you are defending
Passing to an open teammate	-Moving the ball up the field by keeping our eyes up looking at open teammates. -Moving to different areas on the field to allow for openness for everyone. -Communicating to teammates about if you are open and want the ball.

## Affective Domain

Behaviors	What it looks like
Safety	<ul style="list-style-type: none"><li>-Students will use the equipment with the proper etiquette towards themselves and those around them.</li><li>-Be able to clean up and put things away better than when they found them to ensure safety.</li><li>-Follow the rules that were given in order to keep the structure for everyone around them.</li></ul>
Respect	<ul style="list-style-type: none"><li>-Students will be able to give respect towards themselves, their classmates, and towards the teacher.</li><li>-Use the appropriate language that is kind and encouraging to those around them.</li><li>-Students will respect the equipment and leave it in the right condition.</li></ul>

## 5. Block Plan

Day 1: Introduction to soccer. Go over the history of soccer and some of the fun facts that go with soccer. Show some videos of professionals playing soccer and some fun clips of awesome moves that have happened. Have students talk about their favorite professional soccer players and why. The warm up that we will play is Freeze tag. We will go over kicking/shooting critical elements. Start with kicking towards a partner. Each person getting a few tries to practice the cues and the skill. Afterwards, we will play soccer bowling. Set up bowling pins at one end and the students will kick and try to knock over the bowling pins. First one to 21 points wins.

Day 2: Review Shooting. Have the students explain the different parts of shooting. Warm up=hot shots soccer. Go over some of the positions on the soccer field. Go over the critical elements of dribbling. Playing tricky dribbling. Students will be placed into partnerships. Each will get a soccer ball and a certain amount of bowling pins. They can place the pins wherever they want and try to dribble around the shape that the partnership makes.

Day 3: Review dribbling. Warm up=Red Light, Green Light soccer. Go over the critical elements of passing and the critical elements of defending. Playing pinbowl soccer. The class is split up into 2 teams. Each trying to score the ball into the goal by dribbling and passing. There are 3 pins that are set up and they pick the ball up and roll to knock over for an extra point. The students get to have freedom of choosing their paths and where they want to go.

Day 4: Review Passing. Warm up=Perfect pass. Go over the critical elements of throw-ins and trapping. Have a student demonstrate the skills. With a partner they will take turns throwing in to each other and trying to trap the ball off of the trap. Start playing 3v2 soccer. You will have 3 on offense and 2 on defense trying to score in a hoop. They will start by throwing it into someone on your team and trapping the ball. Someone new has to throw the ball in every time.

Day 5: Review Trapping. Warm-up=Follow the leader. Have the students that play soccer explain the parts of the field so they understand where everything is. Play crazy ball soccer. This introduces the game of soccer without playing the real version yet. You will have the class split into 2 teams. There will be a soccer ball and 2 other soft objects that the students can kick.

They will try to kick all the items in the goals using the skills that we talked about in class.

Day 6: Warm-up=4 v 2 Keep-away. If one of the 2 defenders gets the ball then they switch.

Review of all the rules of soccer that we went through. Have the students explain what each rule is. Review the different skills. Start playing soccer games. Allow teams to rotate so they play all the others. More than one game going at a time. Have students demonstrate.

Day 7: Cognitive Assessment Day. Start playing short soccer games. Split the class into a small number of teams and then rotate. Allow them as many games that will allow after the assessment is over. Students will help to ref games and help the other struggling players.

Day 8: Skills Assessment Day. Warm up=sideline soccer. Split up into 2 teams and half of the team is trying to score while the other half is defending the whole kind line. Using the Peer assessment, the students will assess their partners while performing the activity on the assessment.

Day 9: Soccer tournament Day. Divide the class into teams and they will take turns playing the other teams with small numbers on a team. They have to pass a certain number of times and if they are scored on they have to switch so they can take turns being the goalie.

## **6. Instructional Model:**

-Peer Teaching Model: Throughout the unit the students will help with explaining soccer. I myself am not really an expert at soccer. Having the students help me whether that be with the rules or with demonstrating different skills is how I have them involved. Listed in the unit plan are different ways throughout each lesson that the students can have more responsibility in helping one another and helping me as the teacher.

## **7. Warmups/Instant Activities:**

- Freeze Tag: A few people will be hit and they are going around and tagging the rest of the class. If you get tagged, you must freeze in the spot that you are in. If another classmate that's not it tags you, you are able to unfreeze and come back in the game. Start with a few people being it and then have them rotate so the same people aren't it the whole time.
- Hot Shots Soccer: There will be a few different goals out in each of the corners of the room or field. Different colored poly spots will be surrounding the goal. Each poly spot is worth different points. Students will be in partners and they will be switching off shooting into the goal from each of the spots. If they make it in the goal, they get to take the poly spot. At the end of the time, they will calculate how many points they got based on how many poly spots they have. After the time is up, you can put the spots back out and have them play again.

- Red Light, Green Light: Each student will start at the end of the baseline or endline of the soccer field. One student will be on the other side. If the student yells “green light”, the rest of the class will start dribbling towards that student. As soon as the student yells “red light”, the rest of the class must stop. If they continue moving, they must start back at the endline. Allow the students to switch off who gets to yell out.
- Perfect Pass: There will be random colored poly spots all across the gym. One partner will be at the starting line and the other will find a poly spot to stand on. The partner at the starting line will kick a pass to their partner on the poly spot and if they get it to their partner they get to keep the poly spot. The poly spots are worth points and at the end of the game they get to total their points.
- Follow the leader: There will be cones set up and 5 people in a line. The person at the front will lead the groups through the cones and make it tough on the rest of the group. Switch the leaders so that people can get a chance to do it.
- 4v2 Keep-Away: There will be 4 people on offense and the other 2 are on defense. In a circle the 4 that are on offense will try to pass it to each other without the defense getting it. If the defense gets the ball they will switch with the offense and continue playing.
- 10 Push ups, 10 sit ups, dynamic stretches. Knee to chest, Gate openers, figure 8 stretch, Kicks, Lunges, Sumo Squats.
- Sideline Soccer: The class will be divided into 2 teams. Each team will be on both sidelines. 5 people from each team will come out and try to shoot the soccer ball past the opposing team. If they get past they will score a point. Switch who gets to shoot and who gets to defend.
- Grab the Ribbon: Each student will have a scarf hanging out of their pocket and a soccer game. The students will dribble around the area and try to stay away from the other classmates. You want to grab the scarf from everyone else to get them ‘out’. If you get your scarf taken you can continue to pull people’s scarves. The last scarf standing is the winner.

## 8. Instructional materials:

-Perfect Pass Scoring

Poly Spot Color	Points
Yellow	1 Point
Green	2 Points
Purple	3 Points
Blue	4 Points



Red	5 Points
Orange	6 Points

**9. References:**

<https://www.soccercoachingpro.com/soccer-rules/#tab-con-7>










<https://yoursoccerhome.com/the-rules-of-soccer-a-beginners-guide/>

<https://turftank.com/us/academy/the-rules-of-soccer/>

<https://physedgames.com/category/soccer/>

Paper View


I submitted my unit pl

Criteria	Ratings
National Standards and Grade-Level Outcomes <a href="#">view longer description</a>	<p><b>Full Marks</b></p> <p style="text-align: right;">3 / 3 pts</p> <p style="text-align: center;"></p>
Unit goals and objectives <a href="#">view longer description</a>	<p><b>Full Marks</b></p> <p style="text-align: right;">6 / 6 pts</p> <p style="text-align: center;"></p>
Assessments <a href="#">view longer description</a>	<p><b>Full Marks</b></p> <p style="text-align: right;">15 / 15 pts</p> <p style="text-align: center;"></p>
Content Analysis (modified) <a href="#">view longer description</a>	<p><b>Full Marks</b></p> <p style="text-align: right;">16 / 16 pts</p> <p style="text-align: center;"></p>
Block Plan / Length <a href="#">view longer description</a>	<p><b>Full Marks</b></p> <p style="text-align: right;">15 / 15 pts</p> <p style="text-align: center;"></p>
Instructional / Curriculum Model <a href="#">view longer description</a>	<p><b>Full Marks</b></p> <p style="text-align: right;">15 / 15 pts</p> <p style="text-align: center;"></p>
Warm-up / Instant Activity <a href="#">view longer description</a>	<p><b>Full Marks</b></p> <p style="text-align: right;">6 / 6 pts</p> <p style="text-align: center;"></p>
Instructional Material <a href="#">view longer description</a>	<p><b>Full Marks</b></p> <p style="text-align: right;">5 / 5 pts</p> <p style="text-align: center;"></p>
References <a href="#">view longer description</a>	<p><b>Full Marks</b></p> <p style="text-align: right;">4 / 4 pts</p> <p style="text-align: center;"></p>
<b>Total Points: 85</b>	

**Assignment Comments**



This is a great unit plan! Amazing work! Great job applying knowledge learned in this class and PEP 3520 throughout your unit plan!

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# Assignment: Unit Plan - Junior High

Course: PEP 4700 WSU Fall 2022 20402

Student: [REDACTED]

Score: 85.0

Account: Health, Phys Educ, Recreation

**Mandy Kirkham King:** This is a great unit plan! Amazing work! Great job applying knowledge learned in this class and PEP 3520 throughout your unit plan!

Objectives:

Good job including the degree for each objective.

Assessments:

Instructions on the psychomotor are plain and simple so a junior high student can understand the requirements.

Great job applying the information covered in PEP 3520. Such as grouping question type together and correcting the false statements.

Content Analysis:

Awesome skill progressions to help all students be successful!

Block Plan:

Love that you are starting out giving some history of soccer.

Instructional Material:

The yellow is hard to read, maybe outline in black or something. (Dec 8, 2022 at 9:47pm)