

EPE310: Unit Plan Assignment

Purpose: The purpose of this assignment is for you to engage in the Backwards Design Planning process. It is critical for you to learn how to use long-range planning to ensure alignment of all content and to ensure all outcomes are being met. Through this assignment you will demonstrate your knowledge working towards several learning outcomes of this course.

Instructions: With your group members, you will create one Unit Plan. This Unit Plan will give a summary of what is occurring in six lessons. Although unit plans can vary in length, having six lessons will give you the opportunity to showcase your knowledge around pedagogy and planning. You do NOT have to worry about creating lesson plans at this point. The Lesson Plan+ assignment will cover that aspect. Please also include a brief explanation of the alignment to the curricular outcome(s) and indicator(s) as well as a rationale of the unit and what is happening during the unit. Be very careful with alignment and sequence! Consider that we will be planning as though each lesson will be **30 minutes** in length.

Group Work Note: Each member of the group will receive the same mark for the unit plan. You must let me know ahead of time if there are issues with working together. Only one person from the group is required to submit the unit plan in UR Courses, however if that stresses people out-> you can submit the same copy. I will only look at one copy from the group and that will be the one I evaluate. This is group work

Reminders: As this may be your first (or near your first time) constructing a unit plan, do not try to cram too many outcomes or indicators in. Start simple and be intentional about your planning. Intros/Closures: Get your students excited about what they will be learning that day. Why should they care about this? Learning activities: Your learning activities need to align with what you already selected for assessment. What you do on **Day 2 should develop from what you taught on Day 1** and so forth. Give me enough information that I get the basic idea of what is happening in that activity; this will help me see that what you have planned aligns with the rest of the unit plan and progression is occurring.

Template: A template for the unit plan is attached.

Example: A unit plan example will be shared with the Backwards Design Planning content. Do not copy this. Be sure to create your own original unit plan!

Rubric: The rubric for this assignment is attached.

EPE310 – Physical Education Unit Plan

Names:

Grade:

Topic:

Unit Learning Outcomes:

Brief explanation of the alignment to the curricular outcome(s) and indicator(s):

Rationale of the unit:

What is happening during the unit:

Day 1	Day 2
Outcome(s):	Outcome(s):
Indicator(s):	Indicator(s):
Lesson focus:	Lesson focus:
Acceptable evidence (Assessment):	Acceptable evidence (Assessment):
Intro:	Intro:
Learning Activities (tasks)	Learning Activities (tasks)

<p>Closure:</p>	<p>Closure:</p>
<p style="text-align: center;">Day 3</p>	<p style="text-align: center;">Day 4</p>
<p>Outcome(s):</p> <p>Indicator(s):</p> <p>Lesson focus:</p> <p>Acceptable evidence (Assessment):</p> <p>Intro:</p> <p>Learning Activities (tasks)</p> <p>Closure:</p>	<p>Outcome(s):</p> <p>Indicator(s):</p> <p>Lesson focus:</p> <p>Acceptable evidence (Assessment):</p> <p>Intro:</p> <p>Learning Activities (tasks)</p> <p>Closure:</p>

Day 5	Day 6
<p>Outcome(s):</p> <p>Indicator(s):</p> <p>Lesson focus:</p> <p>Acceptable evidence (Assessment):</p> <p>Intro:</p> <p>Learning Activities (tasks)</p> <p>Closure:</p>	<p>Outcome(s):</p> <p>Indicator(s):</p> <p>Lesson focus:</p> <p>Acceptable evidence (Assessment):</p> <p>Intro:</p> <p>Learning Activities (tasks)</p> <p>Closure:</p>

EPE310 – Unit Plan Assignment (25%)

Names:

Performance Expectation	Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Score
Overall Alignment (Curriculum to Assessment to Learning Activities)	Curricular outcomes & indicator(s) were absent or not consistent with content and BDP.	A few curricula outcomes & Indicator(s) were missing and/or not consistent with content and BDP.	The majority of curricular outcomes & indicator(s) selected were consistent with content and BDP.	Curricula outcomes & indicator(s) selected aligned excellently with content and BDP.	/4
Learning Activities	Activities are unclear and/or inappropriate. Content does not represent logical progression of learning outcomes & activities.	Gives a brief overview of activities to be covered during each lesson in the unit using template provided. Content is somewhat linked lesson objectives and represents some progression of learning activities.	Gives an adequate overview of activities to be covered during each lesson in the unit using template provided. Content is appropriately linked to lesson objectives and represents a logical progression of learning activities.	Gives a thorough overview of activities to be covered during each lesson in the unit using the template provided. Content is accurately linked to lesson objectives and represents a logical and developmentally appropriate progression of learning activities.	/4
Intros & Conclusions	Intro/closures are unclear/not included and not relevant to daily content.	Intro/closure activities are included, but not necessarily linked to daily content.	Intro & closure are included and appropriately linked to daily content.	Intro/closures proposed are appropriate, clear & demonstrate careful consideration for the daily content. It is clear why students should care about learning this content!	/4
Assessment	Assessment included does not match curricular outcomes & indicator(s)/weak tool.	Assessment is a fair tool and is somewhat related to curricular outcomes/indicator(s).	Assessment aligns with the curricular outcomes(s) & indicator(s) selected. Strong tool.	Assessment aligns superbly with the curricular outcomes(s) & indicator(s) selected. Excellent tool.	/4
Professionalism in Overall Presentation & Completeness of Plan	Poor quality of professional writing is evidenced by 8 or more errors in clarity of writing, spelling, usage &/or grammar. Visually does not appear professional (different fonts, size of text, colour, etc.). Plan is missing several components.	Fair quality of professional writing is evidenced by 5-7 errors in clarity of writing, spelling, usage &/or grammar. Visually could use some work. A few components of the plan are missing.	Professional writing is evidenced by 1-4 errors in clarity of writing, spelling, usage &/or grammar. Visually looks professional (same font used throughout, same size, etc.) All components of the unit plan are included.	Professional attention to formal writing is evidenced by clarity in writing as well as absence of spelling, usage, and grammatical errors. Visually looks professional. This is the unit plan you would want administrators to see! All components are included in a well-organized manner & student may go above & beyond required components.	/4
				Total:	/20 = /25%

Comments