



Adapted Physical Education Program

Signature Assignment for KIN 388

Unit Plan

Student Learning Outcome(s) Assessed:

SLO #3: Construct an appropriate physical education instructional program for individuals with disabilities that includes the design of a unit plan.

Description of the Signature Assignment

Each candidate as part of this signature assignment is responsible to write a physical education unit plan designed for children with disabilities. The unit plan needs to include: title page, background information, safety procedures, rules/routines, facilities/equipment, bibliography, California content standards, behavioral (measurable) objectives, block plan with specific modifications and methods for evaluation. See the specific directions for completing the assignment that follow.

Directions for Candidates

This assignment will involve designing and writing a unit plan on a physical activity area (i.e., locomotor or object control skills, playground skills, sport) of your assigned student(s) or the entire group of students attending the ASAPP. You may also choose to write a unit plan for a class you are teaching in the public schools as part of your KIN 489 assignment. The unit plan needs to include the following:

- (a.) **Title page**
- (b.) **Introduction:** Include background information of class taught or assigned students. Include a brief background of the student or class you will be teaching such as the number of students, grade level, general disabilities and other important background information.
- (c.) **Safety procedures:** Specific to unit plan
- (d.) **Classroom rules and routines specific to the unit:** Consider listing a consistent class routine that is followed each day of the unit. The rules and routines need to be specific to the unit.
- (e.) **Facilities/Equipment:** Specific to unit plan and any supplies
- (f.) **Bibliography:** Include specific references used to develop the unit plan such as books, websites, music and/or videos. Also include CD of music and, in your references, a list in of the music.
- (g.) **California Content Standards:** Specific to the unit.
- (h.) **Unit Behavioral (Measurable) Objectives:** Physical, cognitive, and affective domain.
- (i.) **Block Plan - Calendar:** Outline of the content taught during each class meeting throughout the weeks of the unit. Needs to be at least three and no more than six weeks. The block plan is to be comprehensive and organized; include each day's unit focus, particular drills, game or activities that reinforce the unit objectives.
- (j.) **Specific Accommodations/Modifications:** Specific to the students and/or class being taught. Include a description of prompts (i.e., physical, environmental) or special equipment modifications.
- (k.) **Methods of Evaluation:** Include a **rubric scoring system** with levels of prompts and a scoring system that allows all students to be evaluated regardless of ability for major activities taught in the unit.

(I.) **Certificate:** For successful completion of the unit

Beachboard Post: share unit plans electronically with classmates through beach board allowing each candidate to have an electronic copy of your unit plan.

Getting Ideas: See an example of a unit plan in your course packet and also located on Beachboard. You can also go to the E-SCAPE (State Council on APE) website at <www.SC-APE.org/> and the “Idea Exchange” link for other unit plan examples. There are also good ideas from your Lieberman and Houston-Wilson textbook. Have fun, be creative and design the unit plan.

Scoring Rubric:

Student Name: _____

Date: _____

Final Grade ____/30

21 minimal requirement

	Does not meet expectation	Inconsistently meets expectation Meets some expectations	Exceeds or Consistently meets expectation	Score
Introduction to Unit & Unit Objectives 0-12 pts	No or little student background info: including safety, bib, facilities, class expectations, or clearly designed unit objs. (0-6)	Inconsistent background info: including safety, bib, facilities, class expectations, or clearly designed unit objs (7-8)	Clear, consistent, distinct background info: including safety, bib, facilities, class expectations, or clearly designed unit objs (9-12)	
Block Plan Calendar 0-6 pts	No or little organization of block plan that includes listing of major activities with specific focus (0-2)	Inconsistent organization of block plan that includes listing of major activities with specific focus (3-4)	Clear, consistent, distinct organization of block plan that includes listing of major activities with specific focus (5-6)	
Specific Accommodations Modifications 0-6 pts	No or little information of accommodations designed to meet all student unique needs (equipment, task analysis) (0-2)	Inconsistent information of accommodations designed to meet all student unique needs (equipment, task analysis) (3-4)	Clear consistent, distinct information of accommodations designed to meet all student unique needs (equipment, task analysis) (5-6)	
Methods of evaluation/ Award certificate 0-6 pts	Not a well organized method of evaluation with a well designed checklist/ scoring system to measure & report progress with certificate (0-2)	Inconsistent organized method of evaluation with a well designed checklist/scoring system to measure & report progress with certificate (3-4)	Clear, consistent, distinct method of evaluation with a well designed checklist/ scoring system to measure & report progress with certificate (5-6)	
Total				30

Name _____

Final Grade _____/30

Point Checklist: What follows is a checklist of the points assigned to each part of the assignment to give further clarification and detail of the grade scoring rubric above. Areas circled means this information was not accurately or consistently included:

- _____ **Introduction to Unit & Unit objectives** (12 points)
- (1, 2)___ Introduction & background of students/class taught, grade level, general disabilities with bibliography: specific to the unit (references- books, music list, websites, videos)
- (1, 2)___ Safety procedures facilities, equipment, supplies, specific music
- (1, 2)___ General and specific unit class expectations (rules) with routines specific to the unit (positively stated)
- (1, 2)___ CA Content Standards
- (1, 2)___ Measurable objectives in affective, cognitive, and physical domain
- (1, 2)___ Objectives are developmental appropriate & specific to unit plan content

- _____ **Block Plan/ Calendar** (6 points)
- (1, 2)___ Comprehensive and organized, includes listing of major activities taught with calendar
- (1, 2)___ Focus statement for each major activity concepts taught during class meetings
- (1, 2)___ Specific drills, game/activities that reinforce unit objectives/concepts (briefly described) with a culminating activity such as a tournament, community-based activity

- _____ **Specific Accommodations/Modifications** (6 points)
- (1, 2)___ Examples listed throughout the unit or in a separate section such as special equipment, facilities
- (1, 2)___ Unique teaching approaches (task analysis, prompts) based on specific students or class needs
- (1, 2)___ Accommodations/Modifications made to meet all students participating in unit including levels of prompts

- _____ **Methods of Evaluation/Award Certificate** (6 points)
- (1, 2)___ A comprehensive rubric or checklist to assess student or class major skills taught specific to unit completion. Each major activity has a scoring rubric
- (1, 2)___ A scoring system with levels of prompts that allows for everyone to be evaluated regardless of ability & scoring system includes a key reader can easily follow
- (1, 2)___ Award certificate for meeting unit expectations

General Comments:

Legend

Total Points	College of Education Assessment Scale Equivalent
27-30	4 (Exceeds Expectations)
24-26	3 (Meets Expectations)
21-23	2 (Meets Some Expectations)
18-20	1 (Does Not Meet Expectations)
0-17	0 (Can't Score)