The purpose of this assignment is for the student to demonstrate the capacity to select motor appropriate content for specific learners, provide a rationale for the activities chosen, analyze and devise effective instructional plans and develop assessment strategies to determine student progress.

General Requirements
• Computer-generate all information including diagrams (scanning is acceptable)
• Title page (Name, class, semester, year, unit topic and grade)
• Table of contents (sections identified, page #s provided, LPs separated by day)
• ALL pages numbered sequentially
• Proof read: spelling, sentence structure, grammar, and punctuation
• Use 3-ring binder with full-page tabs to separate each LP during development

Introduction- Include the following information in paragraph format:
• General purpose of the unit/grade level
• Justification of unit for grade level (refer to Subject Matter Model from 447)
• Reference sheet showing at least 1 book, 1 article, 1 internet source (5th ed. APA format)

Block Plan
• Plan must cover six days, with skills and concepts moving from least to most complex
• Initial block plan should include overview of skills, concepts and number of drills/activities
• Final block plan must include all skills, concepts and drills/activities
• Fitness activities must be included in the unit during warm-up and cool-down each lesson
• Daily lessons should include adequate content for 70-minutes of instruction each day

Task Analysis- Minimum four skills
• Visual description, movement sequence, movement cues, 4 critical elements, and task complexity for: learner, skill, and environment
• Skill checklist (based on 4 critical elements)

Lesson Plans (LP)
• Six daily LPs, each detailing 70 minutes of instruction
• Daily LPs must follow the HPER format (see website for template)
• Targeted state and national standards must be identified in each lesson with a list of all standards provided at the end of each LP (standards available on course website)
• Daily instructional objectives must be written in outcome and terminal form and include psychomotor (one for each skill taught, one for fitness/warm-up and one for application activity), cognitive and personal-social domains with behavior, condition and criteria.

At the end of today’s lesson, what do I expect Ss to be able to do, know, etc.?
• Include all elements from the ITIP format appropriate to the skill/activity being presented and transitions clearly specified (ITIP 1= skill, ITIP 2= game, drill, activity)
• Behavioral contingency plan required on each LP
• Include time script for each LP component and equipment and handouts for each plan
Time script must be running time (example of major components below):
   Anticipatory Set: (Min 1)
   Statement of Objective: (Min 2)
   Transition: (Min 3)
   Warm up: (Min 4-18)

• Include fitness warm-up and cool-down for each LP
• Content development should be sequential and developmentally appropriate
• Each task must include one upward and one downward extension (harder/easier) to provide
  three levels of difficulty for each activity
• Create instructional maps for each activity/drill/game/etc. identifying T, Ss, lines, rotation,
  distances between partners, etc.

Assessment Plan-
• Provide a justification statement supporting your choice of domains, components, weights
• State instructional objectives as they link to your assessment plan (pull from LPs)
• Identify and weight each component included in the final grade (all should total 100%)
  NOTE: 10% is maximum allowed for personal-social (dress, attendance, participation)
• Include copies of all test keys (skill & cog), protocols, quizzes, checklists, study guides, etc.
• Develop a scheme that would permit the assignment of a single grade at the unit’s end
• Include a progress report which you could use to communicate both the quality and the
  outcome of student performance in this unit (must include note to parent/guardian)