ESCONDIDO UNION HIGH SCHOOL DISTRICT

Football

Approved by the Board of Education on February 8, 2022
EUHSD curriculum identifies what students should know and be able to do by grade level in a comprehensive, standards-based course of study. Curriculum may be updated, as needed, based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum contains the following information:

- **Course Description** – provides a description of the overarching content and goals of the course and is used in the Course Catalog.
- **Course Information** – provides information specific to length of course, course number, transcript abbreviation, credits earned.
- **Course Requirements** – provides information specific to credits, prerequisites, UC/CSU requirements, and grade level of the course.
- **Course Material(s)** – Instructional materials used in course.
- **Scope and Sequence** – provides the standards-based units of instruction including the Learning Objective and Sample Performance Tasks and Assessments.

To ensure all courses empower every student, specifically emerging multilingual students, to graduate prepared for college, career, and life, all EUHSD courses will:

- Incorporate the English Language Development state standards adopted by the CA Department of Education in 2012. Visit the following website to learn more about the new descriptors and corresponding standards: [https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
- Highlight specific strategies designed to meet the needs of emerging multilingual students as outlined in the 2014 CA Department of Education ELA-ELD Framework and the 2017 CA EL Roadmap. Visit the following URL to learn more about the new Frameworks: [https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf). To learn more about the CA EL Roadmap, visit the following website: [https://www.cde.ca.gov/sp/el/rm/](https://www.cde.ca.gov/sp/el/rm/)

Escondido Union High School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, pregnancy, marital or parental status or association with a person or group with one or more of these actual or perceived characteristics.

Dr. Courtney Goode
Assistant Superintendent of Human Resources,
Equity and Title IX Compliance Officer
302 N. Midway Drive, Escondido, CA 92027
Office: (760) 291-3281, Email: cgoode@euhsd.org
The Football course provides students with the opportunity to develop skills and strategies in football which will be applied to competitive football. *Students who repeat this course participate in new standards aligned tasks designed to build upon the knowledge and skills from the previous semester.*

### Course Information

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number:</th>
<th>Transcript Abbreviation:</th>
<th>Credits:</th>
<th>Weighted:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2572</td>
<td>FOOTBALL</td>
<td>5</td>
<td>No</td>
</tr>
</tbody>
</table>

### Course Requirements

<table>
<thead>
<tr>
<th>Length of Course:</th>
<th>One Semester</th>
<th>Course Learning Environment:</th>
<th>Classroom Based</th>
<th>Type of Grade:</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>Grade Level:</td>
<td>9-12</td>
<td>Course Repeatable:</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Maximum Credits, if Repeatable:</td>
<td>40</td>
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<tr>
<td>Course Type:</td>
<td>Not College Prep</td>
<td>Designated College Prep/CTE:</td>
<td>No</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Meets EUHSD Graduation Requirement:</td>
<td>Physical Education</td>
<td>Meets UC/CSU Requirement:</td>
<td>No</td>
<td>UC Honors Designation:</td>
<td>No</td>
</tr>
<tr>
<td>Required Prerequisite(s):</td>
<td>Physical Education High School Course 1 for 10-12th graders</td>
<td>Recommended Prerequisite(s):</td>
<td>None</td>
<td></td>
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</tr>
<tr>
<td>Required Co-requisite(s):</td>
<td>9th Grade must be co-enrolled in Physical Education High School Course 1</td>
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</tbody>
</table>

### Course Material(s)

- None

### Standards

California Department of Education Model Physical Education Standards and Framework
### Unit Description

Being an athlete means getting in the best shape possible to be able to perform at one’s peak. Proper weight training will increase speed, improve agility, and prevent injuries for all types of athletes. Weight training can also be modified to home workouts in the event the weight room is closed or unavailable. Students will learn the proper techniques of basic weight training in order to develop strength, size and speed needed to be competitive in the football program.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td>The students will...</td>
<td>1. How are students able to safely build strength in the weight room?</td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. 1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities. 1.12 Evaluate independent learning of movement skills.</td>
<td>2. How are students able to change and modify workout routines in order to push through plateaus?</td>
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</tr>
<tr>
<td><strong>STANDARD 2:</strong> Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies. 2.1 Participate in moderate to vigorous physical activity at least four days each week. 2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests. 2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.</td>
<td></td>
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</tr>
<tr>
<td><strong>STANDARD 3:</strong> Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. 3.1 Participate in physical activities for personal enjoyment.</td>
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</tbody>
</table>

### Sample Performance Tasks/Assessments

- **Weekly Workout** – Students will complete a given workout each week that will center on the four basic lifts (bench, military, squats, and power clean).
- **Health Goals** – Students will create 3 short-term and 3 long-term goals in regard to their physical health and write an action plan to reach those goals which outlines the role weight training will play.
- **Weight Training at Home** - Students will modify workouts revolving around the four basic lifts (bench, military, squats, and power clean) to be done at home without necessary equipment.
- Students will be organized into groups of three. Groups will be assigned to one of the four basic lifting areas (stations). Class time will be divided into four equal time slots. Students will be rotated through all four stations during exercise time.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
## Unit 2: Speed Running Development

### Unit Description

In this unit, students will focus on running drills to develop speed and endurance. Regardless of position, football requires speed and precision. While some students are naturally gifted, others can learn to move throughout the field in the most elusive way as possible. By developing a plan and modifying it week-to-week, students can increase agility, even by working out at home.

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<tr>
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<td>The students will...&lt;br&gt;• conduct the basic running form to complete a 40-yard dash.&lt;br&gt;• run uphill, downhill, and on stadium steps to improve football performance.&lt;br&gt;• show an improvement in their 40-yard dash time.&lt;br&gt;• perform running drills which will aid in development of speed.</td>
<td>1. How can students safely increase speed and agility?&lt;br&gt;2. How can students improve form and technique to prevent injuries while running?</td>
</tr>
<tr>
<td><strong>Sample Performance Tasks/Assessments</strong>&lt;br&gt;&lt;br&gt;• Students will perform basic running form while training uphill, downhill, stadium steps and stride lines.&lt;br&gt;• Instructor will time students in 40-yard dash.&lt;br&gt;• Use evidence-based explanations of agility training to create a workout plan that will help boost agility on the field.&lt;br&gt;• Complete weekly workouts that are modified week to week in order to prevent plateaus.&lt;br&gt;• Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.</td>
<td></td>
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</table>
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.  
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.  
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.  
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.  
1.12 Evaluate independent learning of movement skills.  

**STANDARD 2:**  
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.  
2.1 Participate in moderate to vigorous physical activity at least four days each week.  
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.  
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.  

**STANDARD 3:**  
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.  

*Self-Responsibility*  
3.1 Participate in physical activities for personal enjoyment.  
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.  
3.5 Evaluate and refine personal goals to improve performance in physical activities.  

*Group Dynamics*  
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
## Unit 3: Film Evaluation

### Unit Description

Student will review football game video and learn how to break down and analyze the game in order to better their own performance and prepare for opponents. Nowadays, technology has given student-athletes a huge advantage in preparing for an opponent: students can watch film on their computers, tablets, or phones. This unit will help students to discover how to utilize technology to better evaluate their techniques and their opponents’ tendencies.

### Unit Outline

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<tr>
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<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td>The students will...</td>
<td>1. How can students use trends identified in opponents’ game film to develop a plan of attack? 2. How can students self-evaluate practice and game film to work on technique?</td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td>• analyze opponent game film to identify key plays and schemes the opponent prefers to use. • evaluate game and practice film to develop a practice plan for self-improvement. • explain how their offense and defense will have success and difficulty versus an opponent through game film examination.</td>
<td></td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</td>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</td>
<td></td>
</tr>
<tr>
<td>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</td>
<td>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
</tr>
<tr>
<td>1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</td>
<td>1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</td>
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</table>

### Sample Performance Tasks/Assessments

- Students will be able to identify from video offensive and defensive positions and alignments.
- Students will be able to identify proper and improper technique of one’s particular position and suggest corrections.
- Students will be able to identify opponents’ techniques and assignments to better prepare themselves for game situations.
- Students will watch game videos from high school games and verbally identify positions.
- Students will complete project-based learning to develop a practice plan within their position group to use as preparation for an upcoming opponent.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

*Self-Responsibility*
3.1 Participate in physical activities for personal enjoyment.
3.2 Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
3.3 Evaluate the psychological benefits derived from regular participation in physical activity.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
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<th>Essential Questions</th>
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<tbody>
<tr>
<td>Physical Education Model Content Standards for California Public Schools</td>
<td>The students will...</td>
<td>1. How can students learn to catch a football based on different types of passes they will receive?</td>
</tr>
<tr>
<td>STANDARD 1:</td>
<td>• demonstrate proper catching technique.</td>
<td>2. How can students learn to catch a football while being defended with various defensive methods?</td>
</tr>
<tr>
<td>Students demonstrate knowledge of and competency in motor skills,</td>
<td>• demonstrate catching the ball with a different hand motion based on the delivery of the football.</td>
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<tr>
<td>movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td>• demonstrate catching the ball while running.</td>
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</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in</td>
<td>• demonstrate catching the ball while be defended.</td>
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<tr>
<td>combative, gymnastic/tumbling, and team activities.</td>
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<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling,</td>
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<tr>
<td>and team activities.</td>
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<tr>
<td>1.3 Explain the skill-related components of balance, reaction time,</td>
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<tr>
<td>agility, coordination, explosive power, and speed that enhance</td>
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<tr>
<td>performance levels in combative, gymnastic/tumbling, and team activities.</td>
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<tr>
<td>1.4 Explain and demonstrate advanced offensive, defensive, and</td>
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<td>transition strategies and tactics in combative, gymnastic/tumbling, and</td>
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<tr>
<td>team activities.</td>
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<tr>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force,</td>
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<tr>
<td>inertia, rotary motion, and opposition); apply the principles to</td>
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<tr>
<td>achieve advanced performance in combative, gymnastic/tumbling, and team</td>
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<tr>
<td>activities; and evaluate the performance based on use of the principles.</td>
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<td>1.6 Evaluate the relationships of physical, emotional, and cognitive</td>
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<tr>
<td>factors affecting individual and team performance.</td>
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<tr>
<td>1.7 Analyze and evaluate feedback from proprioception, from others,</td>
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<tr>
<td>and from the performance of complex motor (movement) activities to</td>
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<tr>
<td>improve performance in combative, gymnastic/tumbling, and team</td>
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<tr>
<td>activities.</td>
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</tbody>
</table>

Sample Performance Tasks/Assessments

- Students will use project-based learning to develop drills that will help students’ complete catches in a variety of ways (high catch, low catch, in “traffic,” at the sideline, etc.)
- Through practice and drills, students will perform basic catching skills.
- Through practice and drills, students will perform catching skills while moving.
- Through practice and drills, students will perform catching skills vs. defender.
- Students will line up to an opposite partner and throw the ball back and forth.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
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**STANDARD 2:**
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2.1 Participate in moderate to vigorous physical activity at least four days each week.
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**STANDARD 3:**
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*Self-Responsibility*
3.1 Participate in physical activities for personal enjoyment.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
# Unit 5: Throwing

## Unit Description

Being a quarterback requires leadership, poise, and precision. This unit will focus on the last characteristic and teach the skill of completing passes through a variety of throwing techniques that will help the offense complete passes regardless of pass coverage.

## Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
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<tbody>
<tr>
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<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
<td>The students will...</td>
<td>1. How can students learn to complete passes that require different techniques based on the receiver’s route?</td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</td>
<td></td>
<td>2. How can students learn to complete passes based on the defensive pass coverage?</td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</td>
<td></td>
<td>3. Why is reading a defense pre-snap important to providing an offense a high chance to successfully execute a play?</td>
</tr>
<tr>
<td>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</td>
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</tr>
<tr>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</td>
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<tr>
<td>1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.</td>
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<td>1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
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</table>

## Sample Performance Tasks/Assessments

- Students will explore throwing techniques against various types of defensive coverages (zone, man, press, off) and demonstrate an understanding of throwing angles to give receivers the best chance to complete passes versus each type of defense.
- Through practice and drills, students will demonstrate the proper grip and throwing motion.
- Through practice and drills, students will demonstrate proper grip and throwing motion while throwing to a moving receiver.
- Students will take center position, run to certain area and while running, make a decision as to whom to throw to or when to run.
- Students will line up to an opposite partner and throw the ball to each other.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion,
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
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**STANDARD 2:**
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2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

*Self-Responsibility*
3.1 Participate in physical activities for personal enjoyment.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
## Unit 6: Blocking

### Unit Description

Regardless of if you want to run the ball or pass the ball, you must be able to block to win. This unit will cover proper blocking techniques and underscore the leverage required to help an offense make solid gains on the ground or in the air.

### Unit Outline

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</tbody>
</table>
| **STANDARD 1:** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.  
1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.  
1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.  
1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities.  
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.  
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.  
1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.  
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities. | The students will...  
• demonstrate the proper technique needed to perform a block.  
• demonstrate a basic position stance and alignment for effective blocking.  
• demonstrate proper and effective hand use when blocking.  
• perform blocking techniques in conjunction with a complete offensive play. | 1. How can students learn to block the correct defensive player based on the rules of the offensive play?  
2. Why is leverage the most important indicator for blocking success?  
3. How can students learn to use their bodies to effectively block defensive players who will have different abilities, sizes, and strengths? |

### Sample Performance Tasks/Assessments

- Students will use project-based learning to create blocking schemes that works against popular defensive fronts (odd, even, bear) and develop call checks to switch blocking responsibilities pre-snap.  
- Students will move from basic position stance and alignment to point of attack.  
- Through practice and drills, students will perform basic blocking techniques.  
- Through practice and drills, students will perform blocking techniques in conjunction with a complete offensive play.  
- Students will match up with a partner and mirror their movements and perform blocking skills.  
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

*Self-Responsibility*
3.1 Participate in physical activities for personal enjoyment.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
**Unit 7:** **Kicking**

### Unit Description

The kicking game can be a lethal tool on the football field. This unit will cover the proper techniques to punt the ball and pin opponents deep in their own territory, as well as how to successfully place kick a ball so that offensive drives culminate in points.

### Unit Outline

<table>
<thead>
<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **Physical Education Model Content Standards for California Public Schools:** | **The students will...** | 1. What are the most efficient techniques to punt a football?  
2. What are the benefits of punting a football Aussie style?  
3. How can students learn the proper techniques to successfully kick a football through the football uprights? |
| **STANDARD 1:** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.  
1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.  
1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.  
1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.  
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.  
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.  
1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.  
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities. | **•** demonstrate the proper skills needed in punting a football.  
**•** demonstrate the proper footwork to place-kick a football.  
**•** demonstrate the proper footwork to place-kick and punt a football in specific directions. |  |
| **Sample Performance Tasks/Assessments** |  |
|  | **•** Students will analyze kicking and punting situations involving various field positions and game situations and create a plan to execute a kick that gives their team the best chance to win the game.  
**•** Students will demonstrate the proper footwork and release necessary prior to punting a football.  
**•** Students will pair up with a partner and kick the ball back and forth with proper technique.  
**•** Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc. |  |
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

STANDARD 2:
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

STANDARD 3:
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

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3.5 Evaluate and refine personal goals to improve performance in physical activities.

Group Dynamics
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
### Unit 8: Offensive Schemes

#### Unit Description
Students will develop knowledge and the skills needed to execute various offensive football plays. In addition, learning how to be an offensive player, one also has to identify an offensive scheme and identity that gives their team the best chance to be successful. Students will develop the ability and understanding of running pass routes.

#### Unit Outline

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<tr>
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<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td></td>
<td>1. How and why was the West Coast offense created? 2. What are the key elements of the pro style offensive scheme? 3. Why is the spread offensive system so popular?</td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. 1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities. 1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities. 1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance. 1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities. 1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles. 1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance. 1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</td>
<td>The students will...  - demonstrate the skills needed to execute basic offensive football plays.  - demonstrate the ability to select an offensive scheme based on the team’s personnel.  - demonstrate the ability to call plays to give the team the best opportunity to score.  - recall a variety of pass routes and concepts.</td>
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</table>

#### Sample Performance Tasks/Assessments
- Students will develop an offensive identity based on their preferred scheme and offensive personnel.
- Students will be able to organize a team into an offensive formation to execute a play.
- Students will demonstrate the ability to change direction while running.
- Students will demonstrate various pass routes.
- Students will get into proper stance and run an assigned pass route.
- Students will be able to organize a team to run an offensive play against a particular defense.
- Each student will organize at least one play for their team during the competition period.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
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1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.
1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
2.1 Participate in moderate to vigorous physical activity at least four days each week.
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*Group Dynamics*
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
### Unit 9: Defensive Schemes

#### Unit Description
Students will develop a knowledge of basic defense used in football. Defenses need to be adaptable enough to change within the course of a game or even during a specific drive. By learning and scouting various defensive schemes, student-athletes will be able to decide which defense gives them the best option to being successful based on their team's personnel.

#### Unit Outline

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<tbody>
<tr>
<td><strong>Physical Education Model Content Standards for California Public Schools:</strong></td>
<td>The students will...</td>
<td>1. What are the advantages and disadvantages of the 4-3 defense?</td>
</tr>
<tr>
<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
<td>- identify the components (positions) of a basic defense.</td>
<td>2. What are the advantages and disadvantages of the 3-4 defense?</td>
</tr>
<tr>
<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
<td>- use blitz packages out of various defensive schemes to create pressure.</td>
<td>3. What are the advantages and disadvantages of the 3-3-5 defense?</td>
</tr>
<tr>
<td>1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.</td>
<td>- analyze their defensive scheme to find weaknesses that offenses may attempt to take advantage of.</td>
<td>4. What are the advantages and disadvantages of the 5-2 defense?</td>
</tr>
<tr>
<td>1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.</td>
<td>- create a practice plan to adjust my defensive scheme for specific situations.</td>
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<td>1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</td>
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<tr>
<td>1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.</td>
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#### Sample Performance Tasks/Assessments
- Students will analyze various blitz packages and determine which package provides the best option of finding defensive success based on specific game situations.
- Students will be able to organize a team into a proper defensive alignment.
- Students will be able to organize a team to react properly to an offensive play.
- Students will be able to change a defense according to an offensive set.
- Each student will organize their team for one defensive play during competition period.
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
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1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.
1.12 Evaluate independent learning of movement skills.

**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Participate in moderate to vigorous physical activity at least four days each week.
2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.
2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

**Self-Responsibility**
3.1 Participate in physical activities for personal enjoyment.
3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
3.5 Evaluate and refine personal goals to improve performance in physical activities.

**Group Dynamics**
3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
<table>
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<th>Unit 10: Offensive/Defensive Play Calling</th>
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<tbody>
<tr>
<td><strong>Unit Description</strong></td>
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<tr>
<td>Creating game plans is incredibly important, but with limited time during a week it is difficult to practice every potential play that comes to mind. By learning how to sequence plays and find advantages, you can spend more time during practice on the select plays that will give you the greatest opportunity for success. Students will develop the knowledge of various formations used in football.</td>
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<td><strong>STANDARD 1:</strong> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</td>
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<td>1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.</td>
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<tr>
<td><strong>Learning Objectives</strong></td>
</tr>
<tr>
<td>The students will...</td>
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<tr>
<td>• create match-up advantages for my players based on schemes and formations.</td>
</tr>
<tr>
<td>• evaluate the opposing team’s game film to identify weaknesses.</td>
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<tr>
<td>• sequence plays to keep opponents from forming advantages.</td>
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<tr>
<td>• demonstrate knowledge of various formations used in football.</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
</tr>
<tr>
<td>1. How do you evaluate opposing defenses?</td>
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<tr>
<td>2. How do you create an offensive game plan?</td>
</tr>
<tr>
<td>3. How do you evaluate opposing offenses?</td>
</tr>
<tr>
<td>4. How do you create a defensive game plan?</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Sample Performance Tasks/Assessments</strong></th>
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</thead>
<tbody>
<tr>
<td>• Students will analyze film of an opponent’s offense and defense to develop game plan and practice scripts.</td>
</tr>
<tr>
<td>• Students will identify basic formations used in football.</td>
</tr>
<tr>
<td>• Students will identify basic formations and the use of motion.</td>
</tr>
<tr>
<td>• Students will identify the effects various offensive formations have on defenses.</td>
</tr>
<tr>
<td>• Written/oral exam demonstrating knowledge of various formations.</td>
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<tr>
<td>• Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.</td>
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1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/tumbling, and team activities.

1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.

1.12 Evaluate independent learning of movement skills.

**STANDARD 2:**
Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Participate in moderate to vigorous physical activity at least four days each week.

2.2 Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

2.4 Assess levels of physical fitness and adjust physical activity to accommodate changes in age, growth, and development.

**STANDARD 3:**
Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

*Self-Responsibility*

3.1 Participate in physical activities for personal enjoyment.

3.4 Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.

3.5 Evaluate and refine personal goals to improve performance in physical activities.

*Group Dynamics*

3.9 Encourage others to be supportive and inclusive of individuals of all ability levels.
**Unit 11: Speed/Agility Training**

**Unit Description**
Football players need to be able to change direction on a moment’s notice and will often find themselves needing superior agility during play. This unit will highlight drills and opportunities in each practice to improve speed and agility.

**Unit Outline**

<table>
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<tr>
<th>Standards</th>
<th>Learning Objectives</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **Physical Education Model Content Standards for California Public Schools:** | The students will... | 1. How can student-athletes change directions without losing speed during play?  
2. How can students improve agility while maintaining an athletic posture? |
| **STANDARD 1:** Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.  
1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.  
1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities.  
1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.  
1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.  
1.5 Explain the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and evaluate the performance based on use of the principles.  
1.6 Evaluate the relationships of physical, emotional, and cognitive factors affecting individual and team performance.  
1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities. |  |  |

**Sample Performance Tasks/Assessments**

- Students will be able to develop a workout plan that identifies position-specific drills that will aid their level of play.  
- Students will be assessed on the skills and activities in this unit through a variety of measures, including but not limited to: daily participation in physical education activity, appropriate dress for physical activity, skill and ability, skill completion, skill attempt, individual and group participation, competency of movement, gross and fine motor skills and abilities, etc.
1.8 Analyze and explain which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.
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**STANDARD 2:**
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Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

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