



FUNCTIONAL SPEED ACADEMY

Physical Education Syllabus

2026-2027 | A full-year curriculum for movement, athletic development, and personal growth



Build the human first, then the athlete.

COURSE IDENTITY

Functional Speed Academy provides physical education with a speed and agility bias. Students learn the foundations of movement, fitness, sport, teamwork, and mental performance through expert coaching and a structured yearly progression.

Why This Course Matters

Children need more than exercise. They need an environment that teaches them how to move, how to learn, how to respond to challenge, and how to recognize their own growth.

At Functional Speed Academy, physical education is the foundation. Athletic development is the lens. Confidence, ownership, communication, and lifelong movement are the outcomes.

Course Information

INSTRUCTOR	Coach Henry Aviles
PROGRAM YEAR	August 2026 through May 2027
STANDARD CLASS	First three Fridays each month, 10:30 AM-12:00 PM
LOCATION	ICON Fitness Studio, 38397 Innovation Ct, Suite 104, Murrieta, CA 92563
EMAIL	functionalspeedacademy@gmail.com
WEBSITE	www.functionalspeedacademy.com



BUILD THE HUMAN FIRST

Course Philosophy

HUMAN → ATHLETE → SKILL

We first build readiness, confidence, body awareness, and movement capacity. Then we develop the athlete through speed, agility, strength, coordination, and conditioning. Finally, students apply those abilities in sports, games, challenges, and real-time decisions.

What Students Will Learn

Movement competence Run, skip, jump, land, stop, rotate, throw, catch, balance, change direction, and move through space with control.	Fitness and health Understand mobility, strength, conditioning, recovery, effort, and safe participation as parts of lifelong health.
Speed and agility Develop acceleration, deceleration, reacceleration, reaction, spatial awareness, rhythm, and efficient change of direction.	Strength and power Learn age-appropriate squat, hinge, lunge, push, pull, carry, brace, jump, land, and medicine-ball patterns.
Sport and game application Use movement skills in modified basketball, football, soccer, softball, hockey-inspired games, relays, and team challenges.	Mental performance and character Practice focus, confidence, ownership, effort, resilience, communication, leadership, and sportsmanship.

The 90-Minute Class Flow

TIME	BLOCK	PURPOSE
5 min	Welcome and readiness	Connection, expectations, mental focus, and understanding the room.
10 min	CARs and movement preparation	Mobility, joint awareness, balance, rhythm, and nervous-system readiness.
20 min	Movement skill lab	Physical literacy, coordination, object control, and movement concepts.
20 min	Speed and agility	Acceleration, deceleration, reaction, change of direction, and spatial awareness.
20 min	Strength and core	Foundational strength patterns, trunk control, carries, jumps, throws, and safe loading.
10 min	Game and application	Teamwork, decision-making, communication, sport skill, and joyful competition.
5 min	Reflection and reset	Cooldown, growth reflection, and one clear takeaway.



AUGUST THROUGH DECEMBER

2026 Fall Curriculum Map

The curriculum is progressive. Each unit builds a physical foundation, adds a speed and agility layer, and connects the lesson to a mental skill students can use outside the gym.

AUGUST	Foundations, Safety, and Baseline Movement and athletic skills: Athletic stance, locomotor patterns, jump and land, squat and hinge, balance, acceleration starts, and deceleration basics. Mental performance: Safety, coachability, and ownership. Assessment: Movement-quality screen, 10-yard sprint, standing broad jump, and balance baseline.
SEPTEMBER	Acceleration, Rhythm, and Sprint Foundations Movement and athletic skills: Projection, posture, arm action, cadence, first-step mechanics, resisted and partner starts, lower-body strength, and trunk control. Mental performance: Effort versus outcome. Students learn what they can control. Assessment: 10-yard acceleration checkpoint and sprint-mechanics rubric.
OCTOBER	Deceleration and Change of Direction Movement and athletic skills: Stopping safely, lowering the center of mass, plant position, reacceleration, lateral movement, crossover steps, tag, and court-based games. Mental performance: Awareness, decision-making, and composure. Assessment: Modified 5-10-5 shuttle and deceleration-quality check.
NOVEMBER	Strength Foundations and Movement Capacity Movement and athletic skills: Squat, hinge, lunge, push, pull, carry, brace, crawl, safe resistance, body control, and repeatable technique. Mental performance: Consistency and patience. Strong foundations take time. Assessment: Strength-pattern rubric, carry challenge, core-control check, and movement-quality review.
DECEMBER	Coordination, Balance, and Team Challenge Movement and athletic skills: Single-leg control, cross-body coordination, throwing and catching, rhythm, reaction games, relays, and modified team sports. Mental performance: Communication, teamwork, and sportsmanship. Assessment: Balance and coordination circuit plus team-process reflection.



JANUARY THROUGH MAY

2027 Spring Curriculum Map

Spring begins with reassessment and goal setting, then moves into reactive movement, power, conditioning, and full integration.

JANUARY

Reassessment, Goal Setting, and Movement Ownership

Movement and athletic skills: Review of foundational patterns, acceleration, deceleration, strength, balance, and individual areas for growth.

Mental performance: Ownership. Students learn how to read feedback and set a useful goal.

Assessment: Midyear retest of selected baseline measures and individual goal reflection.

FEBRUARY

Reactive Agility, Perception, and Spatial Awareness

Movement and athletic skills: Responding to visual and auditory cues, scanning, partner mirroring, open-space movement, pursuit and evasion, and decision-based games.

Mental performance: Focus and staying present under pressure.

Assessment: Reactive shuttle, cue-response task, and participation-awareness rubric.

MARCH

Power, Elastic Movement, and Safe Plyometrics

Movement and athletic skills: Jump and land progressions, skips, bounds, hops, medicine-ball throws, quick contacts, force absorption, and explosive intent.

Mental performance: Confidence with control. Powerful does not mean reckless.

Assessment: Standing broad jump, medicine-ball throw, and landing-quality checkpoint.

APRIL

Conditioning, Pacing, and Recovery

Movement and athletic skills: Intervals, aerobic games, repeated-effort work, pacing, breathing, recovery awareness, and choosing the correct effort for the task.

Mental performance: Resilience and self-regulation.

Assessment: Age-appropriate shuttle or work-capacity challenge plus recovery reflection.

MAY

Integration, Competition, Leadership, and Celebration

Movement and athletic skills: Combining speed, agility, strength, sport skills, teamwork, and decision-making in challenges, games, and final performance stations.

Mental performance: Leadership, sportsmanship, and recognizing growth.

Assessment: Final selected retests, personal growth summary, and team challenge.



FEEDBACK, NOT JUDGMENT

Testing and Assessment

Students are measured to create clarity, not pressure. Results help coaches individualize instruction and help students learn how to set goals, practice with purpose, and recognize progress.

Assessment Categories

Speed 10-yard acceleration, sprint mechanics, and age-appropriate timing checkpoints.	Agility Modified 5-10-5 shuttle, deceleration quality, and reactive movement tasks.
Power Standing broad jump, medicine-ball throw, jump and landing quality.	Movement quality Balance, coordination, squat, hinge, lunge, brace, and body-control rubrics.
Fitness Age-appropriate strength, core control, pacing, work capacity, and recovery awareness.	Human skills Effort, coachability, focus, teamwork, communication, ownership, and reflection.
ASSESSMENT PROTECTION Testing may be adjusted for age, readiness, injury history, learning needs, and safe participation. Students are not required to perform an assessment that is inappropriate for them. The primary comparison is always the student against their own previous work.	

California Physical Education Alignment

The curriculum is designed to align with the five overarching areas in California's Physical Education Model Content Standards:

- Demonstrating motor skills and movement patterns needed for physical activity.
- Understanding and applying movement concepts, principles, and strategies.
- Assessing and maintaining physical fitness to improve health and performance.
- Understanding fitness concepts, principles, and strategies.
- Applying psychological and sociological concepts to learning and performance.

Instruction is differentiated by age, experience, readiness, and task. Students may work on the same curriculum concept through different progressions.

Standards reference: California Department of Education, Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve.



WE LEAD WITH PRIDE

Student Culture and Expectations

- **P - Positive:** Encourage others, include people, and approach learning with a useful attitude.
- **R - Respectful:** Listen, follow safety directions, care for equipment, and respect the coaching environment.
- **I - Independent:** Arrive ready, manage belongings, make responsible choices, and learn to lead yourself.
- **D - Determined:** Keep trying, accept coaching, work through appropriate challenge, and finish with effort.
- **E - Empowered:** Ask for help, help others, communicate, and believe you can improve.

OUR COACHING STANDARD

We build confidence before complexity. Corrections are clear and respectful. Students are never embarrassed for being new, needing help, or learning at a different pace. Safety, dignity, and growth are non-negotiable.

Dress, Safety, and Participation

- Athletic shorts, leggings, T-shirts, and closed-toe athletic shoes are required.
- Jeans, dress clothing, Crocs, sandals, boots, and clothing that restricts movement are not appropriate for class.
- Long hair should be secured. Jewelry should be removed when it creates a safety concern.
- Students should bring a labeled water bottle. Food, gum, seeds, and sugary drinks are not allowed in the training area.
- Students are expected to participate at the level that is safe and appropriate for them. Effort is required; perfection is not.

Medical Needs and Modifications

Parents should communicate injuries, medical restrictions, diagnoses that affect safe participation, or temporary limitations before class. A parent or medical note should state what the student cannot do, what the student may safely do, and how long the restriction is expected to last.

FSA will modify tasks when appropriate. If safe participation cannot be maintained, the student may observe or complete an alternate learning activity.

Attendance, Charter Orders, and Communication

- Charter orders must be approved before the student attends the applicable class.
- Families should communicate absences and schedule questions as early as possible.
- Program placement, Advanced participation, and one-day availability are based on readiness, fit, space, and coaching capacity.
- Functional Speed Academy is not responsible for lost or stolen personal items. Please leave valuables at home.



2026-2027

Parent and Student Acknowledgement

Please review this syllabus together. Signing below confirms that the parent and student understand the program purpose, expectations, safety requirements, participation standards, and communication responsibilities.

Student Name (First and Last):

Parent or Guardian Name(s):

Parent Phone Number:

Parent Email:

Student Signature:

Parent or Guardian Signature:

Date:

Optional: Help Us Coach Your Child Well

Please share anything useful about your child's health, learning style, movement experience, confidence, goals, or support needs. Simple and honest information helps us prepare the environment and coach the person in front of us.

**We are not here to check a box.
We are here to help students move well, think clearly, and feel capable.**