26-27 Lifetime Fitness and Wellness Syllabus

Start Here. **Go Anywhere!**

Felicia Ramirez
Grade Level or Grade Band: All Levels
Semester: Full Year
Conference Period: 3rd Period (10:29-11:24)
School email: framirez@rfisd.us
School Phone Number: (361) 790 - 2220 ext 2454

COURSE OVERVIEW:
Tutoring Times: Mondays and Wednesday 7:45 - 8:15
Google Classroom Codes: 2nd Period - pdos4bw5 **4th Period -** a7nptcvm
Supplies Needed: Athletic Shorts, T-shirt, Shoes
Course Description:
The goal of Lifetime Fitness and Wellness Pursuits is to help students build healthy habits that last a lifetime. This course focuses on improving personal fitness, learning the importance of overall wellness, and developing the knowledge and skills needed to make healthy choices.

Throughout the course, students will participate in a variety of fitness activities, set personal fitness goals, and track their progress. They will also create a personalized fitness plan that fits their individual needs and interests. By the end of the course, students will have the confidence and tools to maintain an active, healthy lifestyle both in school and beyond.

INSTRUCTIONAL LEARNING GOALS AND OBJECTIVES:

- **Build the skills and confidence needed to stay physically active for life.**
- **Develop movement skills, teamwork, and healthy habits through a variety of activities.**
- **Improve physical fitness while learning the importance of regular exercise and overall wellness.**
- **Gain knowledge about fitness, health, and making positive lifestyle choices.**
- **Participate in a structured, engaging program that supports lifelong physical activity.**

INSTRUCTIONAL MATERIALS:

- **Textbook(s): No textbook will be used**
- **Online platforms or apps: Google Classroom**
- **Other required materials: Athletic shorts, T-shirt, tennis shoes**

OUTLINE OF UNITS OF STUDY AND MAJOR ASSIGNMENTS

Weeks/Dates	Topic & Skills	Major Assignments/Projects
Week 1-2	**Unit 1: Foundations of Lifetime Fitness:** Course expectations, fitness components, wellness concepts, safety procedures	Understand the five health-related fitness components, fitness terminology, proper exercise etiquette, and safety practices.
Week 2-5	**Unit 2: Fitness Assessments & Goal Setting:** Baseline fitness testing, SMART goals, personal fitness planning	Complete fitness assessments, analyze results, establish personal fitness goals, and create a personalized fitness plan.

Week 6-9	**Unit 3: Cardiovascular Endurance:** Aerobic exercise, heart rate zones, endurance training	Monitor heart rate, participate in aerobic activities, understand FITT principles, and improve cardiovascular endurance.
Week 10-13	**Unit 4: Muscular Strength & Endurance:** Resistance training, bodyweight exercises, weight room safety	Demonstrate proper lifting techniques, develop strength programs, understand muscle groups, and practice spotting procedures.
Week 14-17	**Unit 5: Flexibility & Mobility:** Stretching techniques, yoga, recovery, injury prevention	Perform dynamic and static stretches, improve flexibility, and understand recovery strategies.
Week 18-21	**Unit 6: Nutrition & Healthy Lifestyle Choices:** Nutrition basics, hydration, energy balance, healthy habits	Interpret nutrition labels, understand macronutrients, hydration, and make informed food choices that support fitness goals.
Week 22-25	**Unit 7: Mental Wellness & Stress Management:** Emotional health, stress reduction, mindfulness, sleep	Explore the connection between physical and mental health, practice stress-management techniques, and recognize healthy coping strategies.
Week 26-29	**Unit 8: Lifetime Recreational Activities:** Walking, jogging, pickleball, badminton, disc golf, cycling, dance, outdoor recreation	Develop skills in activities that can be enjoyed throughout life and identify ways to remain physically active beyond school.
Week 30-33	**Unit 9: Personal Fitness Program:** Individual workout design, fitness tracking, progress monitoring	Create, implement, and revise a personal fitness program using fitness data and reflection.
Week 34-36	**Unit 10: Lifetime Wellness Reflection:** Portfolio, fitness growth, future planning	Evaluate personal progress, reflect on fitness achievements, and develop a plan for maintaining lifelong health and wellness.

**If there are major changes to major assignments/projects, students and families will be notified by email.*

<u>CLASSROOM EXPECTATIONS:</u>

- **Be Respectful:** Treat classmates, teachers, equipment, and facilities with respect at all times.
- **Be Responsible:** Come prepared, follow directions, and take responsibility for your personal fitness and learning.
- **Be Safe:** Use equipment correctly, follow safety procedures, and make smart choices during all activities.
- **Be Active & Participate:** Give your best effort and actively participate in workouts, activities, discussions, and assignments.
- **Set Personal Goals:** Focus on personal improvement rather than comparing yourself to others. Track your progress and work toward your individual fitness goals.
- **Be a Good Teammate:** Encourage others, demonstrate good sportsmanship, and help create a positive and inclusive class environment.
- **Take Care of Equipment:** Use all equipment properly and return it to its designated location after use.
- **Be Prepared:** Wear appropriate athletic clothing and shoes, bring water, and be ready to participate each day.
- **Make Healthy Choices:** Learn about and practice habits that support lifelong physical, mental, and emotional wellness.
- **Leave It Better:** Help keep the fitness area, locker rooms, and activity spaces clean and organized.

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CLASSROOM BEHAVIOR

Creating a learning environment that supports the needs of all students is essential for fostering academic success and personal growth. Redirections and general classroom management strategies will be used to address behaviors. When further action is needed, a student conference will be conducted along with a teacher consequence, which includes parent contact and Eduphoria documentation. If behavior persists, students will be referred to administration through Skyward, who will contact the parent and may arrange a parent-teacher conference.

PERSONAL COMMUNICATION DEVICES: House Bill 1481, passed by the 89th Texas Legislature, now requires public schools to prohibit students from using personal communication devices that can send or receive data on school property during the school day, including passing periods and during lunch. The purpose of the law is to promote more focused learning environments and reduce distractions in the classroom.

All personal devices must be powered off and kept out of sight (such as in a backpack) from the time the students enter the campus in the morning until they leave the campus at dismissal time. Personal communication devices, personally owned laptops or tablets may not be used unless the student has an approved exception on file (such as through an IEP, 504 plan, or medical directive). If a student does not have a backpack or a secure place to store their personal communication device, it is highly recommended that they leave the device at home. ***Devices are not permitted to be carried on their person, including in pockets or on clothing.*** For more information, visit RFISD.us.

Please note that devices brought to school will be subject to confiscation, and disciplinary action will follow.

RFISD GRADING EXPECTATIONS

The differentiation between minor and major grades is at the teacher's discretion. As a general rule, minor assignments encompass daily assignments, formative tasks or quizzes, while major assignments might include tests/quizzes, an accumulation of daily assignments or formative tasks like warm-ups, journal entries, or closures, larger writing assignments, projects, or other summative assignments.

Late Minor Assignments: Students may submit assignments up to 3 school days after the due date. Additional days may be allowed based on individual situations. 10 points will be deducted from the grade each day an assignment is late. Dual Credit: Students will follow the syllabus provided by the college/university instructor.

Re-do Minor Assignments—Students may redo assignments as long as they originally attempted them by the original deadline. The second attempt must be completed outside the standard class period, within 1 school day of the posted grade, and at least 1 week before the end of the 9-week grading period. The maximum grade that can be earned on a retake is 70.

Retake Major Assignments—Students will have the option to retake/make corrections to major assignments when the grade is below 70 within 3 school days of the grade entry in Skyward. The retake must be completed outside of the standard class time, and the maximum grade that can be earned on a retake is 70.

Secondary Honors and Advanced Courses—If a student is failing at the end of the first 6-week grading period, the teacher and guardian must meet to discuss a plan for academic success. If a student is failing at the end of the first 9-week grading period or at the end of the semester, the MTSS team will meet to discuss a potential schedule change. Final approval will be determined by the campus principal. If a student withdraws from a dual credit course, their dual credit grade will transfer to a grade-level course (not Honors or AP).

Grading Categories and Percentage Breakdown

Minor Assignments (9) = 50%; Major Assignments (3) =50%

Number of Grades: Students will receive at least 12 grades per reporting period (1 minor assignment per week and 1 major assignment per 3-week grading period). Teachers are required to post a grade within 5 school days of the due date.
UIL Eligibility: Students must meet UIL eligibility standards for all extracurricular events, regardless of the individual competition's guidelines.

Semester Exams (HS only): Cumulative semester exams must be comprehensive of the full semester's learning and should be built in Eduphoria. This will count 10% of the semester average. There will be no midterm exemptions from semester exams.

Exemptions: Students who are exempt may elect to take a semester exam to increase their grade. Exempt students who voluntarily choose to test will not have their grades negatively impacted by the semester test.

Exemption Eligibility:

Grade	Attendance
90% or better	3 absences or less
85 - 89%	2 absences or less
80 - 84%	1 absence or less

Juniors and Seniors who meet eligibility criteria can be exempt from semester exams.

Additional requirements:

- Excluded absences: When calculating a student's semester absences, the following will be excluded from the count: professional medical notes (as outlined in the handbook), school-approved activities, and other excuses permitted by law, such as court appearances, religious holy days, and college and career visits. Attendance coding in Skyward that counts toward your absences includes U and E-PN.
- Students with attendance codes B, I, or K resulting in disciplinary placements of ISS, OSS, DAEP during the 26-27 school year cannot be exempt from semester exams.
- Any student who qualifies for an exam exemption may choose to take the exam. The teacher will use the option that best helps the student's semester grades in their calculations.
- The RFISD exemption policy for dual-credit courses applies only to the RFISD curriculum. College courses must meet semester exam/final exam requirements determined by the college curriculum.
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- Student Responsibility:
- Students will be responsible for obtaining a teacher's and a parent's signature and turning in the form to Mrs. Smith.
- Students are exempt from the exam only, not from attending class during the exam.
- Exempt status without attendance will result in a grade of zero for the exam. Exam days are considered school days.

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Please sign and return to Coach Ramirez by August 21, 2026. Your signature confirms your understanding of the information in the course syllabus for <*enter course name*>.

I have read and understand the syllabus for Lifetime Fitness and Wellness

Student Signature: _____

Parent/Guardian Signature: _____

Parent/Guardian Email Address: _____