



6th Grade Health and P.E.

Syllabus

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Location:

Credit:

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NOTE: This syllabus is subject to change throughout the year.

A. Course Description

6th Grade Health & Physical Education, students will build the knowledge and skills they need to make healthy choices, understand their changing bodies, and work effectively with others. Throughout the year, we will explore key topics such as nutrition, hygiene, puberty, stress management, body systems, and healthy relationships. Students will also strengthen their physical abilities through units on movement skills, team sports, physical fitness, and sportsmanship.

Learning will take place through projects, presentations, hands-on activities, and collaborative challenges that encourage students to think critically, communicate clearly, and stay active. By the end of the year, students will have a strong foundation in personal wellness, physical literacy, and positive social skills—tools they can carry confidently into adolescence and beyond.

Class Schedule & Participation Expectations

Our class will follow a rotating schedule: one week of Health in the classroom followed by one week of Physical Education, alternating throughout the year. During P.E. weeks, students must come dressed appropriately for active participation, including sneakers (no slides or crocs) and weather-appropriate clothing, as most P.E. classes take place outside. Students who are not dressed correctly for P.E. will not be able to participate and will receive a 0 for the day, as proper attire is required for safety and full engagement.

B. Course Objectives

The goal of 6th Grade Health & Physical Education is to help students learn how to take care of their bodies, manage their emotions, learn healthy habits, and build positive relationships as they grow throughout the year

C. How this Class Supports Founders' Mission and Themes

This course aligns with The Founders Academy mission by supporting the development of the whole student—academically, physically, socially, and emotionally. Through lessons in health, wellness, and physical education, students strengthen important life skills such as responsibility, respect, teamwork, and perseverance. These experiences help build strong character and encourage students to grow as confident, capable leaders both in the classroom and in their daily lives.

Mission Statement:

The Founders Academy is a public charter school encompassing grades 6-12 that is free and open to all New Hampshire students. The academy develops citizens and leaders, who understand and apply the lessons of the past, demonstrate exceptional character, participate knowledgeably in community activities, and lead by example. The Academy recognizes the importance of balance in the development of each person and respects each student's individual journey.

Principled leadership and good citizenship are fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty.

The Vision:

The Founders Academy prepares wise, principled leaders by offering a classical education and providing a wide array of opportunities to lead.

Leadership Code of Conduct:

The students at The Founders Academy created and adopted the following "Leadership Code of Conduct" in January, 2015:

1. Be responsible
2. Be respectful
3. Be honest
4. Be fair
5. Be determined
6. Be polite
7. Be open-minded
8. Be courageous
9. Be confident
10. Be helpful

Policy: As outlined in the Student Handbook, students are to follow Section 3.0

D. Texts and Class Supplies

Student will need a notebook, folder, and writing utensil
Sneakers will be needed for P.E.

E. Grading Scheme, Homework, Mid-Term and Final Assessments

Student grades in Health & Physical Education will be based on several components that reflect both academic understanding and active engagement. Assessments will include in-class work, tests, projects, participation, and notebook checks. Participation is a key part of this course, especially during P.E. weeks. Students must be prepared and dressed appropriately to earn full credit for daily activities.

"The academic year is divided into four quarters. The school will email end of quarter report cards only to students and parents' primary email addresses." See Student Handbook, section 2.2.

For classes not eligible for high school credit, mid-term and final assessment grades will be factored into quarters 2 and 4 and graded according to the testing standards set by individual faculty.

Quarter 1 – 25%
 Quarter 2 – 25%
 Quarter 3 – 25%
Quarter 4 – 25%
 Full Year Grade – 100%

For classes that are eligible for high school credit, mid-term and final exam grades are factored into final grades as follows:

For Full Year Courses:	For One Semester Courses:
Quarter 1 – 20% Quarter 2 – 20% Mid-Term – 10% Quarter 3 – 20% Quarter 4 – 20% <u>Final Assessment – 10%</u> Full Year Grade – 100%	Quarter 1 or 3 – 40% Quarter 2 or 4 – 40% <u>Final Assessment – 20%</u> Final Grade – 100%

The Grade Scale used at Founders is as follows:

A+ - 98–100%	A+ = 4.33
A – 94-97%	A = 4.0
A- - 90-93%	A- = 3.67
B+ - 87-89%	B+ = 3.33
B – 84-86%	B = 3.0
B- - 80-83%	B- = 2.67
C+ - 77-79%	C+ = 2.33
C – 74-76%	C = 2.0

C- - 70-73%	C- = 1.67
D+ - 67-69%	D+ = 1.33
D – 64-66%	D = 1.0
D- - 60-63%	D- = 0.67
F – 59% and below	F = 0

See The Founders Academy Student Handbook, section 2.2 for more information

F. Mastery

Definition of Mastery at The Founders Academy

Mastery is the acquisition of a deep level of knowledge through meeting content specific benchmarks. Students develop a thorough understanding of the subject matter by consistently applying their skills and demonstrating strong command of the material.

Why “mastery?”

Mastery ensures that the goal of a rigorous curriculum and high expectations are maintained at The Founders Academy. We do not simply require that students “pass” a course, but that they “master” the content of each course. Additionally, the process allows students whose mastery is in question at the end of a quarter or course to continue to work towards mastering the content, and to demonstrate their mastery for the purpose of moving forward to the next level of instruction in a particular subject area.

What is the “process?”

1. The process includes benchmarks for assessment. This includes an assessment of mastery at the end of each quarter; students who earn grades of a B- or above are considered masters of the content automatically. Mastery must be demonstrated in all courses in order to pass the course or to receive high school credit. The only exceptions to this policy are in middle school art, band, or chorus courses.

2. Students who earn cumulative grades of C- to C+ may still demonstrate mastery by completing additional work, at the teacher's discretion. The additional work must be completed within a specified window of time.
3. The process includes both teacher and student reflection. Quarterly benchmarks allow students, parents, and teachers to address any deficiencies in progress as the school year progresses. All should work to monitor student progress towards final course mastery through the school year.
4. Supplementary instruction is pivotal in this process. Students who do not demonstrate mastery with a semester or course grade of a B- or above may have the opportunity to demonstrate mastery at the end of the course by completing supplemental instruction, provided by the teacher.

Course Mastery:

At the end of a semester-long or full-year course, students who earn a grade of a B- or above will be considered masters of the content and automatically be promoted to the next level within that course's subject area (if there is one).

Students who earn a grade of C- through C+ will only pass the course/receive high school credit, and be allowed to proceed to the next level (if applicable), by completing additional work at the teacher's discretion to demonstrate mastery. The only exceptions to this policy are middle school art, band, and chorus courses.

For semester-long courses that are completed at the end of Semester 1, attempts for Mastery must be completed within 2 weeks of issuance of quarter 2 report cards. For courses that are completed at the end of the school year, mastery work must be completed within two weeks of the issuance of end of year report cards.

If a student demonstrates course mastery through completing supplementary work, their cumulative grade does not change.

See The Founders Academy Student Handbook, section 2.1.

G. Attendance and Make-Up Work

When a student is absent (either excused or unexcused) it is the responsibility of the student to make up all work missed, including in-class assignments. The teacher will decide on the appropriate amount of time for make-up work. Work which was assigned prior to the absence and due on the day of the absence must be passed in upon the student's return to class. Missed assignments and class work should be obtained from Google Classroom or Alma, or if further clarification is needed, the teachers.

Students absent on the day of a quiz or test must make arrangements with the teacher on the day of return for make-up. Students may not be given tests or quizzes in advance of an absence without prior permission.

The Founders Academy regulations in relationship to attendance, absenteeism and truancy are based on the following New Hampshire statutes and administrative rules, as well as additional rules as needed:

Legal References Related to Attendance:

RSA 189:34, Appointment

RSA 189:35-a, Truancy Defined

RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil

RSA 193:7 Penalty

RSA 193:8, Notice Requirements

RSA 193:16 Bylaws as to Nonattendance

NH Code of Administrative Rules, Section Ed 306.04 (a)(1), Attendance and Absenteeism

NH Code of Administrative Rules, Section Ed 306.04 (c), Policy Relative to Attendance and Absenteeism"

See The Founders Academy Student Handbook, section 3.2.

H. Scope & Sequence

Personal Hygiene — daily habits, cleanliness, and caring for a changing body

Relationships — communication, boundaries, respect, and kindness

Mental Health — understanding thoughts, feelings, and healthy coping strategies

Emotional Health — managing emotions, self-awareness, and building resilience

Puberty — physical and emotional changes during adolescence

Body Systems — how major systems work together to support overall health

Drugs & Alcohol — making safe choices and understanding risks

Tobacco — health effects and prevention

Safety — personal safety, decision-making, and awareness
Nutrition — balanced eating, food groups, and healthy habits
Physical Activity — movement, fitness, and lifelong wellness

Topics may be covered in a different order than they appear here

I. References and Videos

Inside out 1-2

Remember the Titans

Sandlot

Ratatouille

Karate Kid

Mighty Ducks