

Health II Syllabus 2025-2026	
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NOTES: <ul style="list-style-type: none"> • <i>Student grades reflect student achievement and not student behavior.</i> • <i>This syllabus is a living document. Changes made after the start of the school year will be communicated with students and families.</i> 	

Course Description

- *The purpose of this course is to enable you to gain the knowledge and skills you need to make informed decisions about your health-related behaviors. If you work to apply the knowledge you gain in this course to your personal life, the benefits of this class will extend far beyond the academic credit awarded. The bulk of Health will be individual and group classwork linking new and previously learned health information to the student's real life experiences. Engaging in the learning activities associated with the course will assist you in assessing and clarifying your personal attitudes, beliefs, and behaviors related to selected health issues.*
- *Your participation is a valued part of this course. Do your best to be in class, on time, everyday. Be respectful of others and treat them better than the way you would like to be treated. Again, certain health topics may be sensitive for you or for some of your classmates, so be **RESPECTFUL** to one another.*

Learning Objectives

- *Gain the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others.*
- *Access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.*
- *Advocate for personal health and well-being and promote health-enhancing behaviors for others.*
- *Proficient in fundamental movement skills and skill combinations and are competent in self-selected physical activities including outdoor pursuits, fitness, rhythmic activities, aquatics, and net/wall and target games.*
- *Understand and apply concepts and principles of mechanics and anatomy in relation to human movement and apply the concepts and principles of the body's metabolic response to short-term and long-term physical activity.*
- *Students are good leaders and good followers; they respect others and anticipate and avoid unsafe physical activity situations. They develop the ability to understand and they anticipate how physical activity interests and abilities change across a lifetime.*
- *Demonstrate competency in lifelong physical activities and plan, implement, self-assess, and modify a personal fitness plan. Students are prepared to lead a physically active lifestyle.*

- [VA PE Standards](#)
- [VA Health Standards](#)

Course Materials

- *In Health - Students must bring their laptop, charger, pen/pencil, and paper for notes if needed*
- *In PE - Students are required to wear sneakers and clothing that allows them to be physically active. Students should NOT wear attire, jewelry, or any accessories that impede safe participation in physical education activities. Students may be asked to wear special clothing depending on the activity (i.e., swimming, weight room, mat room, yoga). Students are not assessed on changing clothes and instead are evaluated on their performance and knowledge in physical education; however, PE attire can directly impact those two components. **PE teachers have shorts/shirts/shoes available to loan to students if/when needed.***

Course Resources

- *All resources will be provided through Canvas*

Extra Help Opportunities

- *If extra help is needed, coordinate with your teacher a time to come to their Generals Period*

Grading Policy

- *REFERENCE: [APS PIP I-7.2.3.34 PIP-2 - Reporting Student Progress and Grades \(Secondary\)](#)*
- ***Official grades are recorded in Synergy***
- *Student grades reflect student performance, participation, and effort; not student behavior. Students will be graded daily using a **5-point daily rubric**.*

0 - was not present in the class.

1 - refrained from participating or demonstrating effort throughout the activity / did not apply teacher feedback

2 - extremely limited their participation & effort to less than half of the activity / did not apply teacher feedback

3 - participated & demonstrated partial effort in half of the activity / somewhat applied teacher feedback

4 - participated in most activities with 80% effort / accepted and applied teacher feedback

5 - participated & demonstrated 100% effort throughout the activity / accepted and applied teacher feedback

Late Work Policy

- *Late work in Health will be allowed to be turned in up to one week from the original assigned date.*
- *Assessments not submitted prior to the end of a teaching unit may result in no credit or a zero.*
- *Any special circumstances will need to be coordinated with your teacher.*

Retake policy

- *A student who scores below 80 percent must be afforded the opportunity to retake or revise a summative assessment after remediation. The teacher shall determine the type and timeframe of remediation and implementation of the retake or revision. Only the higher score, up to 80 percent, from the original or the retake or revision, will be used to calculate the student grade. ([APS PIP I-7.2.3.34 PIP-2](#))*

Grade reporting

- *Quarterly report cards will be issued electronically*
- *There will be no Final Exam in HPE II*

- Each quarter: 25% (Health, Drivers Ed, & two quarters of PE)

APS Marking Period and Final Exam Grading Scale			
Letter Grade	Percentages	Quality Points	AP, IB, Dual Enrollment Quality Points
A	90 - 100	4.0	5.0
B+	87 - 89	3.5	4.5
B	80 - 86	3.0	4.0
C+	77 - 79	2.5	3.5
C	70 - 76	2.0	3.0
D+	67 - 69	1.5	2.5
D	60 - 66	1.0	2.0
E	0 - 59	0.0	0.0

Table 2: Used to calculate final course grade.

Letter Grade	Quality Point with Rounding to Determine Final Course Quality Point	AP, IB, and Dual Enrollment Quality Points
A	4.0 (3.75 to 4.0)	5.0
B+	3.5 (3.25 to <3.75)	4.5
B	3.0 (2.75 to <3.25)	4.0
C+	2.5 (2.25 to <2.75)	3.5
C	2.0 (1.75 to <2.25)	3.0
D+	1.5 (1.25 to <1.75)	2.5
D	1.0 (0.75 to <1.25)	2.0
E	0.0 <0.75	0

Attendance Expectations

- Students learn best when they are on-time, present, and engaged. If a student misses a class for PE, makeup opportunities will be provided / assigned by each teacher's discretion.
- In Health, students are responsible for any work assigned while they are absent.

Cell Phone Expectation

- Phones must be off and put away, bell to bell, throughout the instructional day.
- Phone accessories, such as airpods and earbuds, are prohibited when phone use is prohibited.
- Smart watches and other wearable devices may be worn, but features equivalent to those on a smartphone, including texting, phone calls, internet applications, and stored media are to be off when cellphone use is prohibited.
- [J-30 PIP-1 Student Use of Cell Phones and Personal Electronic Communication Devices](#)

Expectations for Student Engagement

Students must:

- *Follow the Code of Conduct and Academic Integrity Policy.*
- *Abide by all classroom rules.*
- *Be on-time.*
- *Be ready to learn.*
- *Have materials ready before class starts.*
- *Be respectful, polite and kind to everyone in the class, including yourself and the teacher(s).*
- *If absent, work with your teacher(s) and counselor to get what you need.*

Academic Integrity

- *Students at Washington-Liberty are expected to respect the principles of honor and academic integrity. Failure to do so may result in disciplinary action.*

Responsible Use Agreement

Responsible Use

- *I will use technology respectfully, responsibly, and for educational purposes.*
- *I will follow all school rules and the APS Acceptable/Responsible Use Policy.*
- *I will not damage, misuse, or share devices inappropriately.*

Digital Citizenship

- *I will be respectful and kind online, just as I am in person.*
- *I will protect my privacy and the privacy of others.*
- *I will report anything unsafe, inappropriate, or harmful to a trusted adult.*

AI Use

- *I will use AI tools for schoolwork when approved by my teacher.*
- *I will not use AI to cheat, plagiarize, or misrepresent my work.*
- *I will ask questions if I'm unsure about what's allowed.*