



Middle School Health

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

6th Grade Health

Standard	Exceeds	Secure	Developing	Beginning
Understands media techniques used to influence health choices	*Researches community health issues in local area and creates an advertisement to increase awareness of an issue.	Analyzes the impact of advertising and product placement on the choices we make.	Locates examples of advertising and product placement relating to consumer health.	Identifies the three elements of health.
Understands how to advocate for mental and emotional health of self and others	*Evaluates personal mental and emotional health skills.	Identifies ways to improve personal mental/emotional health skills.	Lists mental and emotional health skills.	Defines emotional and mental health.
Understands key concepts of physical activity	*Develops, applies and evaluates an exercise plan addressing the components of physical fitness and how it can effect body composition.	Describes the benefits of improving the 5 components of physical fitness.	Describes how to improve in the 5 components of physical fitness.	Identifies the components of physical fitness.
Understands key concepts of nutrition	*Analyzes and reflects upon individual food choices, and explains needed changes for optimal health.	Evaluates individual food choices based on the USDA recommendations and nutritional food labels.	Classifies individual food choices based on the USDA recommendations and nutritional food labels.	Compares healthy and unhealthy food choices based on the USDA recommendations.
Utilizes reliable sources of information to promote health and prevent disease	*Presents research on a disease including the prevention, cures/treatments, and risk factors, AND makes real-world connections OR suggests a responsive action.	Presents research on a disease to describe the prevention/cures, treatments and risk factors.	Researches a disease to identify the prevention, cures/treatments and risk factors.	Identifies the difference between infectious and noninfectious diseases.
Understands consequences of substance abuse and misuse	*Creates a plan for friends and self to remain substance free.	Describes the short and long-term effects of drug use on self, family, and friends; refusal skills; and the benefits of saying no to drugs.	Explains reasons some teens chose to use tobacco products or other drugs and the benefits of saying no.	Identifies short and long-term effects of substance abuse.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

7th Grade Health

Standard	Exceeds	Secure	Developing	Beginning
Examine the various factors that have impacted health over time.	*Creates a detailed plan for personal prevention of chronic disease.	Compares a factor from past to present that has contributed to chronic disease, and develops a plan to lessen the negative impact on health.	Compares a factor from past to present that has impacted health.	List factors that have impacted health over time.
Utilizes personal strengths to enhance self-efficacy.	*Reflects upon and justifies ways in which they have enhanced self-efficacy.	Investigates ways to enhance self-efficacy through analysis of self-assessments.	Uses self-assessment to identify personal strengths.	Lists personal strengths.
Understands key concepts of depression and suicide.	*Creates and implements an emotional health program for middle school students.	Recognizes signs, symptoms, and treatments of depression and suicide, and identifies local resources for assistance.	Recognizes signs, symptoms, and treatments of depression.	Recognizes depression as a mental illness.
Advocates for personal, family, and/or community health.	*Creates, justifies, and implements a plan that advocates for a health enhancing topic.	Creates a health-enhancing position on a topic and supports it with factual and persuasive evidence.	Creates a health-enhancing position on a topic and supports it with factual evidence.	Creates a position on a health related topic.
Evaluates family health habits to set an improvement goal.	*Reflects upon and justifies ways in which their goal will improve the health of their family.	Compares positive and negative health habits of their family and designs a family health goal.	Compares positive and negative health habits of their family.	Classifies health habits as healthy and unhealthy from a student-generated list of prevalent health topics.

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.