



DUBLIN
CITY SCHOOLS

**K-12 Health Education
Graded Course of Study
2025**



Dublin City Schools K-12 Health Education

K-12 Health Education Vision Statement

A Dublin City Schools Health Education empowers students with the knowledge, skills, and tools to make informed decisions, cultivate healthy habits, and develop lifelong well-being. By fostering a comprehensive understanding of their own physical, mental, emotional, social, and spiritual health, students are equipped to navigate life's challenges, build resilience, and thrive in all aspects of their lives. Course content aims to build transferable skills, foster self-regulation, and promote healthy habits through a comprehensive, inclusive, and developmentally appropriate curriculum including:

- Experiential learning that prioritizes skill development and real-world application.
- Instruction that grounds curriculum and practices in the latest research on health education and brain development.
- A collaboration with the community that fosters partnerships with families, community organizations, and healthcare providers to support student learning and well-being.

By embracing these principles, DCS can create a K-12 health education program that empowers students to live healthy, fulfilling lives, and contribute positively to their communities.

Instructional Essential Questions:

- How do my choices impact my mental health? physical health? social health?
- How are my mental, physical and social health connected?
- How do my choices impact the health of my communities?



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Kindergarten

Course Goals

Kindergarten students will be taught a foundational understanding of health concepts that promote physical, emotional, and social well-being, enabling them to make informed choices and develop healthy habits. Students will demonstrate an understanding of personal feelings, develop skills to foster friendships, recognize and respond to bullying, practice safety measures, make healthy choices, and promote overall wellness.

Course Content Standards

Feeling/Coping Skills		
Standard	Indicator	Student Outcomes
2. Analyze influences that affect health and well-being of self and others.	2.2.1 Identify various influences that affect health and well-being.	Identify developmentally appropriate ways to manage feelings. (counselor)
3. Access valid and reliable resources to support health and well-being of self and others.	3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.	Identify trusted adults who can help with feelings. (counselor)
4. Use interpersonal communication skills to support health and well being of self and others.	4.2.1 Express thoughts, feelings, wants and needs to support health and well-being of self and others.	Name and describe the feelings experienced in various situations, such as mad, sad, worried, happy. (counselor)
	4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.	Developing healthy coping strategies builds resilience and perseverance. (counselor) Understand self-regulation and practice introductory coping strategies. (counselor)



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7. Demonstrate practices and behaviors to support health and well-being of self and others.	7.2.1 Identify practices and behaviors that support health and well-being of self and others.	Recognize that people do not have the same feelings for the same life events and all feelings are normal. (counselor)
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Healthy Choices

Standard	Indicator	Student Outcomes
1. Use functional health information to support health and well-being of self and others.	1.2.3 Identify ways to prevent or reduce risks for illnesses and injuries. 1.2.4 Describe health-promoting behaviors.	Differentiate between medicines and non-medicines (candy, harmful substances/poisons, and unknown substances). (counselor)
2. Analyze influences that affect health and well-being of self and others.	2.2.1 Identify various influences that affect health and well-being.	Define a drug (ex. medicine) as anything other than food or water that changes your body. (counselor)
3. Access valid and reliable resources to support health and well-being of self and others.	3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.	Identify a trusted adult and demonstrate how to ask for help from a trusted adult. (counselor)
5. Use a decision-making process to support health and well-being of self and others.	5.2.1 Identify when a health- related decision is needed to maintain or improve health and well-being.	Explain that medicine should only be taken with the help of a trusted adult. (counselor) Identify healthy (safe) or unhealthy (unsafe) decisions involving medicines. (counselor)

Bullying

Standard	Indicator	Student Outcomes
3. Access valid and reliable resources to support health and well-being of self and others.	3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.	Understand the definition of bullying. (counselor) Recognize the difference between normal peer conflict versus bullying. (counselor)



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		Identify trusted adults who you can go to for help if you or someone else is being bullied. (counselor + classroom teacher follows through via recess/lunch duty adults etc.)
4. Use interpersonal communication skills to support health and well-being of self and others.	4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.	Identify strategies to use to stop bullying. (counselor)
8. Advocate to promote health and well-being of self and others.	8.2.2 Identify a variety of ways to support others in making health-promoting choices.	Identify ways of being a good friend and classmate. (classroom teacher)

Personal Safety/Child Sexual Abuse and Prevention		
Standard	Indicator	Student Outcomes
3. Access valid and reliable resources to support health and well-being of self and others.	3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.	Differentiate between feeling comfortable, uncomfortable, or unsafe in situations and recognizing their body cues. (counselor)
	3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.	Identify trusted adults that they can go to for help. (counselor)
4. Use interpersonal communication skills to support health and well-being of self and others.	4.2.1 Express thoughts, feelings, wants, and needs to support the health and well-being of self and others.	Identify strategies to use when a person makes them feel uncomfortable or unsafe. (counselor)
	4.2.4 Recognize ways to communicate and respect the boundaries of self and others.	Recognize safe and unsafe touches. (counselor)
	4.2.4 Recognize ways to communicate and respect the boundaries of self and others.	Be aware of the types of child abuse. (counselor) Learn how to say no* in uncomfortable situations and report to a safe adult. *Counselors will adjust their language according to the developmental stage of the student. (counselor)



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Social Skills/Conflict Resolution		
Standard	Indicator	Student Outcomes
2. Analyze influences that affect health and well-being of self and others.	2.2.1 Identify various influences that affect health and well-being.	Understand how actions affect others. (classroom teacher)
3. Access valid and reliable resources to support health and well-being of self and others.	3.2.1 Identify characteristics of trusted adults and other individuals who support health and well-being.	Discuss how to be a friend and how to choose a friend. (classroom teacher)
4. Use interpersonal communication skills to support health and well-being of self and others.	4.2.2 Use active listening skills in a variety of situations.	Describe and develop cooperative skills. (classroom teacher) Practice listening skills. (classroom teacher)
7. Demonstrate practices and behaviors to support health and well-being of self and others.	7.2.1 Identify practices and behaviors that support health and well-being of self and others.	Discuss the importance of honesty. (classroom teacher) Define tattling vs. reporting to help empower students to manage peer conflict. (classroom teacher)

Life Readiness		
Standard	Indicator	Student Outcomes
6. Use a goal-setting process to support health and well-being of self and others.	6.2.1 Determine a healthy behavior to change or reinforce. 6.2.2 Identify a goal that supports health and well-being. 6.2.4 Describe actions that support reaching a health-related goal.	Identify the importance of not giving up on a task (perseverance). (classroom teacher) Understand growth mindset and fixed mindset. (Examples may include use of $E + R = O$.) (classroom teacher)



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Self-Awareness/Cultural Awareness, Acceptance		
Standard	Indicator	Student Outcomes
4. Use interpersonal communication skills to support health and well-being of self and others.	4.2.1 Express thoughts, feelings, wants and needs to support health and well-being of self and others. 4.2.4 Recognize ways to communicate and respect the boundaries of self and others. 4.2.5 Demonstrate ways to show kindness and compassion.	Appreciate individual differences. (Examples may include use of $E + R = O$.) (counselor) Identify and share individual unique talents and qualities. (counselor)

Wellness & Safety		
Standard	Indicator	Student Outcomes
5: Use a decision-making process to support health and well-being of self and others.	5.2.1 Identify when a health-related decision is needed to maintain or improve health and well-being. 5.2.2 Recognize when help is needed for a health-related decision. 5.2.3 Describe options and potential outcomes for a health-related decision. 5.2.4 Choose an option that supports health and well-being.	Students will have a basic understanding of the importance of sleep hygiene through understanding that bedtime routine is related to developing healthy sleep habits, including (classroom teacher) : • honoring regular bedtimes. • knowing that screens affect sleep. • creating a safe, productive sleep environment
7: Demonstrate practices and behaviors to support health and well-being of self and others.	7.2.1 Identify practices and behaviors that support health and well-being of self and others.	Define personal hygiene as washing hands, first aid, covering a sneeze/cough, etc. will lead to a healthier life. (classroom teacher)



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	7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others.	Regularly practice the above healthy behaviors. (classroom teacher)
7: Demonstrate practices and behaviors to support health and well-being of self and others.	7.2.1 Identify practices and behaviors that support health and well-being of self and others. 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others.	Know what to do in unsafe conditions (counselor) • Gun safety. • Tornado, fire, etc at home and school. • Internet safety (K-1). Know personal information in the event of an emergency. (classroom teacher) • Know your own address, phone number, parent/guardian names. • Understand how to make an emergency call.
7: Demonstrate practices and behaviors to support health and well-being of self and others.	7.2.1 Identify practices and behaviors that support health and well-being of self and others. 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others.	Define healthy eating as eating nutritious foods to fuel your body and mind. (classroom teacher)