



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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1st Grade

Course Goals

First grade 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 learn about the importance of nutrition, physical activity, personal hygiene, healthy coping strategies, communication skills and overall health.

Course Content Standards

Feelings/Coping Skills		
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.	Identify strategies to deal with various feelings such as anger, sadness, and anxiety. (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. 4.2.3 Demonstrate communication skills and strategies to use if uncomfortable, unsafe, or harmed.	Understand self-regulation and practice introductory coping strategies. (counselor) Develop healthy coping strategies that build resilience and perseverance. (counselor)
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.	Review and describe the feelings experienced in various situations, such as mad, sad, worried, happy. (counselor) Recognize that all feelings are normal to experience. (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)
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.	Demonstrate and practice basic refusal skills. (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)



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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. 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 to handle bullying when others are being bullied and you are a bystander. (counselor)

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. 3.2.2 Demonstrate when and how to seek help from others at home, at school, or in the community.	Identify strategies to use when a person makes them feel uncomfortable or unsafe. (counselor) Identify trusted adults that they can go to for help.(counselor)



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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.	Differentiate between feeling comfortable, uncomfortable, or unsafe in situations and recognizing their body cues.(counselor) Assist students in recognizing safe and unsafe touches.(counselor) Introduce 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
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.	Learn how to be a friend and choose a friend. (e.g., smile and say "hi", say your name and ask his/her name, ask a "what" question). (classroom teacher and counselor)
4. Use interpersonal communication skills to support health and well-being of self and others.	4.2.5 Demonstrate ways to show kindness and compassion. 4.2.2 Use active listening skills in a variety of situations.	Describe personal qualities that make a good friend.(classroom teacher and counselor) Describe, develop and practice cooperative skills. (classroom teacher and counselor) Practice listening skills and how to communicate in a group. (classroom teacher and counselor)



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5. Use a decision-making process to support health and well-being of self and others.	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.	Practice problem-solving strategies independent of adults. (classroom teacher) Define tattling vs. reporting to help empower students to manage peer conflict. (classroom teacher)
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Life Readiness		
Standard	Indicator	Student Outcomes
6. Use a goal-setting process to support health and well-being of self and others.	6.2.4 Describe actions that support reaching a health-related goal. 6.2.1 Determine a health behavior to change or reinforce. 6.2.2 Identify a goal that supports health and well-being. 6.2.5 Take action to achieve a health-related goal. 6.2.6 Reflect on the results of goal-setting.	Understand the importance of not giving up on a task (perseverance). (Examples may include use of $E + R = O$.)(classroom teacher) Understand growth mindset vs. fixed mindset positive thoughts. (Examples may include use of $E + R = O$.)(classroom teacher) Understand that mistakes are a learning opportunity. (classroom teacher) Understand that learning/growing doesn't always feel "easy." (classroom teacher) Practice changing negative thoughts into positive thoughts (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.	Identify and share individual unique talents and qualities. (counselor) Appreciate individual differences and talents of others. (counselor) Discuss avoiding judgment of a person based on his/her appearance, culture, religion, race or sex. (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) 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. Define healthy eating as eating nutritious foods to fuel your body and mind. (classroom teacher)
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