DUBLIN
CITY SCHOOLS

K-12 Health Education
Graded Course of Study
2025

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?

Dublin City Schools
K-12 Health Education

2nd Grade

Course Goals

Second 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. The second grade year focuses on defining, understanding, and practicing strategies and skills related to feelings, healthy choices, bullying, personal wellness/safety, conflict resolution, life readiness, and self/cultural awareness.

Course Content Standards

Feelings/Coping Skills		
Standard	**Indicator**	**Student Outcomes**
1. Use functional health information to support health and well-being of self and others.	1.2.2 Identify dimensions of wellness.	Define stress/anxiety. (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.	Understand that managing intense emotions promotes positive/healthy decision-making. (counselor) Identify strategies for coping with intense emotions. (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.	Understand how the body gives cues when a person is experiencing intense emotions. (counselor)
7. Demonstrate practices and behaviors to 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.	Practice strategies for handling intense emotions. (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 words and actions that may support or hurt the feelings of others. (classroom teacher) Identify facial and body cues representing feelings in others. (classroom teacher)

Healthy Choices		
Standard	**Indicator**	**Student Outcomes**
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.	Understand the importance of not sharing 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.	Review the definition of bullying. (counselor) Recognize the difference between normal peer conflict versus bullying. (counselor) Identify trusted adults who you can go to for help if you or someone else is being bullied. (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.	Introduce the role of the bystander. (counselor) Identify how to be a positive bystander. (counselor)

Standard 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 strategies to use to stop bullying. (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.	Introduce the types of child abuse. (counselor) 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) Recognizing safe and unsafe touches. (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. 4.2.4 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) 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)

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.	Identify the process for making and keeping friends. (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. 4.2.5 Demonstrate ways to show kindness and compassion.	Demonstrate active listening to peers. (classroom teacher) Use empathy when solving a conflict with a peer. (classroom teacher)
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.	Use appropriate decision-making skills that will support cooperation and responsibility. Topics include: sharing, taking turns, patience, compromise, positive attitude and doing your part. (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 health 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.	Review the importance of not giving up on a task (perseverance). (classroom teacher) Understand growth mindset vs. fixed mindset. (classroom teacher) Describe a time when they kept trying in a challenging situation. (classroom teacher)

	6.2.5 Take action to achieve a health-related goal. 6.2.6 Reflect on the results of goal-setting.	Describe healthy coping strategies to build resilience and perseverance. (classroom teacher) Practice changing negative thoughts into positive thoughts. (counselor)

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 and celebrate individual differences. (counselor) Identify and share individual unique talents and qualities. (counselor) Understand that a friend should accept each other's strengths and weaknesses. (counselor) Define prejudice as prejudging someone or something. (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.	Students will have an 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

	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.	• knowing that screens affect sleep • creating a safe, productive sleep environment • knowing how adequate sleep can affect your school day (focus, energy, etc.) Connect the role that dental health plays in personal hygiene to overall health. (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: • Gun safety (counselor) • Tornado, fire, etc. at home and school (classroom teacher) • Internet safety (K-5) (classroom teacher) • Social media safety awareness(2-5) (classroom teacher) Understand age rules related to social media engagement. (classroom teacher) 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.