



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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3rd Grade

Course Goals

Third grade students will build upon prior foundational understanding of health concepts that promote physical, emotional, and social well-being, enabling them to make informed choices and develop healthy habits. Learning will focus on applying the foundational learning from K-2 to better understand how it relates to their lives.

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.	1.5.5 Examine how health literacy supports health and well-being.	Understand how the brain functions when stressed. (counselor)
2. Analyze influences that affect health and well-being of self and others.	2.5.1 Explain how various influences affect health and well-being. 2.5.2 Determine the ways various influences affect the health and well-being of self and others.	Understand that stress can be harmful and helpful. (counselor) Identify situations that cause stress in students' lives. (counselor)
5. Use a decision-making process to support health and well-being of self and others.	5.5.1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. 5.5.4 Choose a health-promoting option when making a decision. 5.5.5 Reflect on the results of a health-related decision on self and others.	Recognize brain and body signals when feeling intense emotions such as anxiety. (counselor) Define strategies for maintaining balance in life (e.g., talk out problems, have fun, relax, exercise, eat healthy foods, organize). (counselor)



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Healthy Choices

Standard	Indicator	Student Outcomes
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 refusal skills. (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. 7.2.2 Demonstrate practices and behaviors that 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 the potential long-term health effects of specific drugs (e.g., alcohol, tobacco products, opioids). (counselor)

Bullying

Standard	Indicator	Student Outcomes
3. Access valid and reliable resources to support health and well-being of self and others.	3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.	Understand 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)



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4. Use interpersonal communication skills to support health and well-being of self and others.	4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	Identify strategies to use to stop bullying. (counselor) Identify how to be a positive bystander. (counselor)
8. Advocate to promote health and well-being of self and others.	8.5.1 Recognize situations in which advocacy supports the health and well-being of self and others.	Identify the types of bullying: physical, verbal, social, and cyber. (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.	3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.	Identify strategies to use when a person makes you feel uncomfortable or unsafe. (counselor) Identify trusted adults to go to for help. (counselor) Differentiate between feeling comfortable, uncomfortable, or unsafe in situations and recognize body cues. (counselor)
4. Use interpersonal communication skills to support health and well-being of self and others.	4.5.1 Use effective communication skills to 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.	Recognizing safe and unsafe touches. (counselor) Understand 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.	2.5.1 Explain how various influences affect health and well-being.	Understand the benefits of different friendships. (counselor)
4. Use interpersonal communication skills to support health and well-being of self and others.	4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. 4.5.7 Demonstrate effective ways to communicate with kindness and compassion.	Define the responsibilities of friendship. (e.g., empathy, ability to compromise and patience). (counselor) Practice following steps to solve a conflict with a peer. (i.e. cool down strategies: one person talks at a time, no interruptions, brainstorm solutions, implement a compromise, talk again to find another solution if needed). (counselor) Understand the differences between conflicts and bullying. (counselor)

Life Readiness

***This unit topic is covered when building classroom community, expectations, and goals. This is an ongoing topic throughout the year.**

Standard	Indicator	Student Outcomes
6. Use a goal-setting process to support health and well-being of self and others.	6.5.1 Set a goal and explain how the goal supports health and well being.	Grasp the importance of not giving up on a task (perseverance). (teacher) Practice changing negative thoughts into positive thoughts. (classroom teacher)



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	6.5.3 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal.	
7. Demonstrate practices and behaviors to support health and well-being of self and others.	7.5.1 Examine practices and behaviors that support health and well-being of self and others. 7.5.2 Demonstrate practices and behaviors that support health and well-being of self and others.	Understand growth mindset vs. fixed mindset. (classroom teacher) Identify strategies to build resilience, perseverance, and a growth mindset. (classroom teacher)

Self-Awareness/Cultural Awareness, Acceptance

Standard	Indicator	Student Outcomes
4. Use interpersonal communication skills to support health and well-being of self and others.	4.5.1 Use effective communication skills to express thoughts, feelings, wants and needs to support health and well-being of self and others. 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict. 4.5.7 Demonstrate effective ways to communicate with kindness and compassion.	Identify and share individual unique qualities and talents. (counselor) Understand that friends/peers accept each other's strengths and weaknesses. (counselor) Understand prejudice as prejudging someone or something. (counselor) Ability to discuss avoiding judgment of a person based on his/her appearance, culture, religion, race or gender. (counselor) Discuss stereotypes and how that relates to prejudice. (counselor)



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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 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. • knowing that screens affect sleep. • creating a safe, productive sleep environment. • knowing how adequate sleep can affect your school day (focus, energy, etc.). Understands personal hygiene as washing hands, and covering a sneeze/cough will lead to a healthier life. (classroom teacher) Able to list habits that prevent the spread of germs. (classroom teacher) Understand that germs cause disease. (classroom teacher) Describe how germs are spread.(classroom teacher) Recognize ways to keep germs from entering the body. (classroom teacher) Explain the function of "body defenses". (classroom teacher) Recognize the symptoms and know the treatment



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		for communicable diseases. (classroom teacher) • Discuss treatments for a cold or flu • Discuss treatments for a sore throat • Awareness of how head lice is spread and treated.
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) Know personal information in the event of an emergency. (classroom teacher) • Know your own address, phone number and 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) Describe how to follow dietary guidelines for eating healthy. (classroom teacher) - Explain what food companies do to encourage people to purchase their products. Explain the benefits of being physically fit. (classroom teacher)