



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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4th Grade

Course Goals

Fourth grade students will extend their knowledge of health concepts that promote physical, emotional, and social well-being, enabling them to make informed choices and develop healthy habits. In addition to continuous review of previously taught concepts, topics include self and social awareness, conflict resolution, emotional regulation and impact on others as well as personal safety in various environments.

Course Content Standards

Feelings/Coping Skills		
Standard	Indicator	Student Outcomes
2. Analyze influences that affect health and well-being of self and others.	2.5.2 Determine the ways various influences affect the health and well-being of self and others.	Identify situations that cause stress in students' lives. (classroom teacher)
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. 4.5.7 Demonstrate effective ways to communicate with kindness and compassion.	Recognize the relationship between thoughts, feelings, and behaviors that affect others in different ways. (counselor) Demonstrate empathic reactions in response to others' feelings and emotions. (classroom teacher)
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.	Understand the strategies used to reduce stress. (counselor)



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8. Advocate to promote health and well-being of self and others.	8.5.4 Demonstrate how to advocate for health and well-being.	Demonstrate stress reducing strategies in daily life. (counselor) Recognize positive/negative stress. (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.	4.2.4 Recognize ways to communicate and respect the boundaries of self and others.	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)
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.	Identify the difference between prescription medicine and over the counter medicine. (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.	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)
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.	Understand the definition of bullying. (counselor) Recognize the difference between normal peer conflict versus bullying. (counselor) Identify the types of bullying: physical, verbal, social, and cyber. (counselor) Identify how to be a positive 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.	3.5.1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations.	Identify trusted adults that they can go to for help. (counselor) Learn the types of child abuse (physical, emotional, sexual). (counselor) Ability to discuss online predatory tactics. (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.	Identify strategies to use when a person makes them feel uncomfortable or unsafe. (counselor) Differentiate between feeling comfortable, uncomfortable, or unsafe in situations and recognizing their body cues. (counselor)



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	4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.	Recognize safe and unsafe touches. (counselor)
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Social Skills/Conflict Resolution		
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. 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict.	Ability to practice strategies to make and maintain friendships. (classroom teacher) Describe strategies for handling negative peer pressure. (counselor) Demonstrate healthy ways to express needs, wants and feelings (e.g., "I" messages). (counselor) Understand the importance listening plays in resolving conflict. (counselor)
5. Use a decision-making process to support health and well-being of self and others.	5.5.3 Compare and contrast options and potential outcomes for a health-related decision. 5.5.4 Choose a health-promoting option when making a decision.	Understand that peer pressure can be positive and negative. (counselor) Distinguish the role empathy plays in decision making.(counselor)



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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.	6.5.1 Set a goal and explain how the goal supports health and well being. 6.5.4 Identify supports and barriers that affect progress toward attaining a health-related goal.	Understand the importance of not giving up on a task (perseverance). (classroom teacher)
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.	Define growth mindset vs. fixed mindset. (classroom teacher) Identify ways to increase perseverance/grit. (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 other	4.5.1 Use effective communication skills to express thoughts, feelings, wants, and needs to support health and well-being of self and others. 4.5.2 Use active listening skills and strategies in a variety of situations. 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict.	Identify and share individual unique qualities and talents. (counselor) Identify ways that norms differ among various families, cultures and social groups. (counselor) Understand that friends/peers accept each other's strengths and weaknesses. (counselor) Review prejudice as prejudging someone or



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	4.5.7 Demonstrate effective ways to communicate with kindness and compassion.	something. (counselor) Ability to avoid judgment of a person based on his/her appearance, culture, religion, race or gender. (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 and habits • knowing that screens affect sleep • creating a safe, productive sleep environment • executive functioning planning for tomorrow's success (set alarm, lay out clothes, prep backpack/lunch) Understand the importance of personal hygiene as bodies change. (counselor) Learn the importance of frequency of showers, hot spots, and use of deodorant vs. body spray/cologne. (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.	Know what to do in unsafe conditions: • Gun safety (introduce reality vs. fictional worlds) (counselor) • Tornado, fire, etc. at home and school (classroom teacher) • Internet safety (K-5) including social media/gaming chat and headset



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		conversations. (classroom teacher) Social media safety awareness(2-5) (classroom teacher) Understand phone use etiquette including group chats and taking photos or videos without others' permission. 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. Correlate healthy choices to energy level. (classroom teacher) Describe how to follow dietary guidelines for eating healthy, including portion control. (classroom teacher) Explain the benefits of being physically fit. (classroom teacher)
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