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

5th Grade

Course Goals

Fifth 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, learning emphasizes development of a sense of self and an awareness of actions that affect others. Students learn how to make healthy physical, mental and social choices as they prepare for middle school years.

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. Include differences between face-to-face and digital communication. (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.	Discuss situations that may cause stress and require a thoughtful decision-making process (e.g., 5th to 6th grade transition, family changes). (counselor)

		Recognize positive/neutral/negative stress. (counselor)
7. Demonstrate practices and behaviors to 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.	Demonstrate strategies for handling intense emotions. (Counselor)
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)

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. 4.2.4 Recognize ways to communicate and respect the boundaries of self and others.	Demonstrate and practice advanced refusal skills, with both face-to-face and digital communication. (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)
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.	Identify the legal age of use for alcohol, tobacco, vaping and other products. (Counselor) Understand why law exists around drug use and safety. (Counselor) Understand the differences between illegal (opioids, sharing prescriptions) and legal drugs. (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.	Describe how and when to get help from a trusted adult. (Classroom teacher)
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 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.	Review the definition of bullying. (counselor) Review of the 4 types of bullying. Specify 4 types; physical, verbal, relational (social), and cyber (focus more cyberbullying). (counselor) Differentiate between teasing, normal peer conflict, and bullying. (counselor) Identify the best strategies to react to each of the 4 types of bullying. (counselor) Identify different ways to advocate for self (email, notes, verbal) (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.	Introduce the types of child abuse. (Counselor) 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. 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.	Identify trusted adults that they can go to for help. (Counselor) Recognize safe and unsafe touches. (counselor) Differentiate between feeling comfortable, uncomfortable, or unsafe in situations and recognizing their body cues. (Counselor) Identify strategies to use when a person makes them feel uncomfortable or unsafe. (Counselor)

Social Skills/Conflict Resolution		
Standard	**Indicator**	**Student Outcomes**
4. Use interpersonal communication skills to support health and well-being of self and others.	4.5.3 Demonstrate how to ask for and offer assistance to support the health of self and others. 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.	Identify healthy ways to show empathy to peers and develop healthy relationships. (Classroom teacher) Identify examples of positive and negative peer pressure. (Counselor)

	4.5.5 Demonstrate refusal skills to use in a variety of situations. 4.5.6 Demonstrate strategies to prevent, manage, or resolve conflict.	Demonstrate effective ways to say no to negative peer pressure. (counselor) Identify exit strategies for unsafe situations. (counselor) Demonstrate steps for resolving conflicts. (counselor)

Life Readiness		
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.	Review how neuroscience relates to a growth mindset. (Classroom teacher)
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.	Relate growth mindset to career readiness. (Classroom teacher)
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. 6.5.6 Reflect on the goal-setting process and outcomes.	Review the importance of not giving up on a task (perseverance). (Classroom teacher) Review thinking habits that promote a growth mindset. (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.	Review growth mindset vs. fixed 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. 4.5.2 Use active listening skills and strategies in a variety of situations. 4.5.4 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. 4.5.7 Demonstrate effective ways to communicate with kindness and compassion.	Identify and share individual unique qualities and talents. (counselor) Demonstrate how to work effectively with those who are different from oneself. (counselor) Discuss differences among and contributions of various social and cultural groups. (counselor) Identify ways that norms differ among various families, cultures and social groups. (counselor) Recognize that individuals' needs for privacy and boundaries differ and respect those differences. (counselor) Discuss avoiding judgment of a person based on his/her appearance, culture, religion, race or gender. (counselor) Review prejudice as prejudging someone or something. (counselor)

Adolescent Changes & Puberty *DCS recommends this unit occur before the end of first semester.		
Standard	**Indicator**	**Student Outcomes**
Standard 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. 3.5.2 Locate home, school, and community resources to support health and well-being. 3.5.3 Determine the validity and reliability of health information.	Discuss the physical, social, and emotional changes occurring during adolescence. (counselor) Recognized increased hygiene required in response to growth and development. (counselor) Learn the importance of frequency of showers and use of deodorant vs. body spray/cologne. (counselor) Acquire information regarding human growth and development in order to make healthy decisions for their bodies. See topics below. (counselor) • Identify physical body changes during puberty. • Understand the increased responsibility that comes with maturity. • Recognized increased hygiene required in response to growth and development. • Become aware of the menstruation process. (Girls only) • Identify female reproductive organs from a diagram. (Girls only) • Become aware of sperm production. (Boys only) • Identify male reproductive organs from a diagram. (Boys only)

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. • recommended sleep time length. • 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).
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 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. (teacher) Explain the benefits of being physically fit. (teacher)