



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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8th Grade

Health Course Goals

This course is designed to build upon the foundations taught in Health 7 to continue to promote responsible decision-making resulting in healthy lifestyle choices. The areas of emphasis are: mental health, nutrition, human growth and development and substance abuse, including the dangers of drug use leading to addiction (alcohol, tobacco, marijuana, vaping, and opioids).

Course Content Standards

Mental Health and Emotional Well-Being			
Ohio Revised Code	ORC 3313.60 A5(i)** one standard class period per school year of evidence-based suicide awareness and prevention and at least one hour or one standard class period per school year of safety training and violence prevention, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in suicide awareness and prevention or safety training and violence prevention.		
Topic	Standard	Indicator	Student Outcomes
Common Mental Health Disorders	1. Use Functional health information to support the health and well-being of self and others.	1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	Recognize the signs and symptoms of common mental health disorders: Anxiety, Mood, Eating, Psychotic, Neurological and Personality Disorders. Identify forms of treatment for common mental health disorders.
Coping Skills and Resiliency	2. Analyze influences that affect health and well-being of self and others.	2.8.4 Apply strategies and resources to manage influences that impact health and well-being.	Differentiate between healthy and unhealthy coping skills. Define what it means to be resilient and why this is important. Recognize



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			technology's impact on individual health, the brain, and society.
Self Esteem and Body Image	2. Analyze influences that affect health and well-being of self and others.	2.8.1 Analyze the interrelationships between various influences on health and well-being.	Understand the importance of having positive self esteem and a positive body image as well as the correlation between these.

Substance Abuse and Addiction			
Ohio Revised Code	ORC 3313.60 A5(b) The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking device. ORC 3313.60 A5 (g) Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.		
Topic	Standard	Indicator	Student Outcomes
Drug addiction and the Brain	7. Demonstrate practices and behaviors to support health and well-being of self and others.	7.8.2 Analyze practices and behaviors that support personal and community health and well-being.	Differentiate between physiological and psychological addiction/dependency. Identify and analyze the effects of drugs on the brain and body.
Drug Classification Research	8. Advocate to promote health and well-being of self and others	8.8.4 Demonstrate advocacy skills and strategies to promote the health and well-being of self and others.	Understand how drugs are classified and identify which drugs are found in each classification.
Substance Abuse Trends	3. Access valid and reliable resources to support health and well-being of self and others.	3.8.4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources.	Understand the harmful effects of, and legal restrictions against the use of drugs of abuse, alcohol, and tobacco (including electronic smoking devices).



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			Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs. Discuss attitudes and misconceptions associated with the use of marijuana. Identify possible uses of medical marijuana and differentiate between medical use and recreational use.
Consequences and Dangers of Substance Abuse	5. Use a decision-making process to support health and well-being of self and others.	5.8.4 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels.	Recognize the effects drugs can have on the brain, body, personal goals, and relationships. Understand the harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices.

Human Growth and Physical Development			
Ohio Revised Code		ORC 3313.60 A5(c) Sexually transmitted infection education, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in sexually transmitted infection education.	
Topic	Standard	Indicator	Student Outcomes
Puberty	1 Use Functional health information to support the health and well-being of self and others.	1.8.4 Analyze practices and behaviors that support health and	Identify physical, mental, and emotional changes that occur during puberty.



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		well-being, including how to manage health conditions. 1.8.5 Analyze connections between health literacy and health outcomes.	Identify how your nutritional choices impact your development. Understand the importance of life-long healthy nutrition habits.
Reproductive Systems	1 Use Functional health information to support the health and well-being of self and others.	1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	Identify the functions of the reproductive structures: male reproductive system, female reproductive system and the menstrual cycle.
Pregnancy & Childbirth	1 Use Functional health information to support the health and well-being of self and others.	1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	Explain the process of fertilization. Trace the development of a baby from conception to birth. Understand the stages of labor.
Abstinence Promotion	1 Use Functional health information to support the health and well-being of self and others.	1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	Define reasons to practice abstinence and why this is the most responsible choice for teens. Identify harmful consequences of teen pregnancy.
Contraception	7. Demonstrate practices and behaviors to support health and well-being of self and others.	7.8.1 Examine supports and barriers to health-related practices and behaviors.	Identify permanent, artificial, and natural methods of contraceptives. Identify risks and failure rates associated with various methods of contraception.



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Sexually Transmitted Infections	7. Demonstrate practices and behaviors to support health and well-being of self and others.	7.8.1 Examine supports and barriers to health-related practices and behaviors.	Understand the risks associated with sexually transmitted infections (including symptoms and treatment).
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Communication, Relationships, and Boundaries			
Ohio Revised Code	ORC 3313.60 A5(f)* Developmentally appropriate instruction in dating violence prevention education and sexual violence prevention education, which shall include instruction in recognizing dating violence warning signs and characteristics of healthy relationships, except that upon written request of the student's parent or guardian a student shall be excused from taking instruction in sexual violence prevention.		
Topic	Standard	Indicator	Student Outcomes
Healthy Relationships	4. Use interpersonal communication skills to support health and well-being of self and others.	4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations. 4.8.5 Use refusal skills and strategies in a variety of situations.	Analyze the harmful effects of stereotypes and cliques. Differentiate between healthy and unhealthy friendships/relationships.
Sexual Harassment, Assault, Rape and Consent	4. Use interpersonal communication skills to support health and well-being of self and others.	4.8.4 Demonstrate ways to communicate boundaries and consent for a variety of situations. 4.8.5 Use refusal skills and strategies in a variety of situations.	Identify behaviors that could be considered sexual harassment (including grooming) and how to report. Differentiate between sexual assault and rape, as well as ways to be proactive in preventing dating abuse, assault, and rape. Understand that in relationships and friendships, consent means everyone involved freely agrees to any interaction, they have the right to change their mind at



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			any time, and consent is void if under the influence of drugs and/or alcohol.
Human Trafficking	7: Demonstrate practices and behaviors to support health and well-being of self and others.	7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.	Identify strategies to recognize and prevent trafficking. Understand the different forms of abuse and human trafficking, as well as strategies students can use to look out for one another.