



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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HS Health Education Course Goals

Health Education stresses the individual's physical, mental, emotional, and social development. The intent of the high school health course is to help young people make independent, informed decisions concerning their well-being. Course topics include First Aid and CPR; diseases and disorders; mental health; stress; healthy relationships, nutrition; sexual health; and substance abuse.

Course Content Standards

Physical Health			
See Ohio Revised Code 3313.60 for detailed health legislation.*			
TOPIC	Standard	Indicator	Student Outcome
Goal Setting	<p>5. Use a decision-making process to support health and well-being of self and others.</p> <p>6. Use a goal-setting process to support health and well-being of self and others.</p>	<p>5.12.6 Develop a plan of action to implement a health-related decision.</p> <p>5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.</p> <p>6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.</p> <p>6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate.</p>	<p>Determine what experiences, outcomes, contributions, etc. do I want or need in my life?</p> <p>Accurately assess personal health practices and behaviors and set a realistic personal health goal to improve those practices.</p> <p>Develop a plan to Implement strategies, including self-monitoring to overcome barriers in achieving a personal health goal.</p> <p>Formulate an effective long-term plan to achieve bigger health goals.</p>



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		<p>6.12.3 Develop a goal and analyze how it supports health and well-being.</p> <p>6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal.</p> <p>6.12.5 Monitor progress and adjust the goal or plan as appropriate.</p> <p>6.12.6 Evaluate the goal-setting process and outcomes on health and well-being.</p>	
<p>Diseases</p>	<p>1. Use functional health information to support health and well-being of self and others.</p> <p>2. Analyze influences that affect health and well-being of self and others.</p> <p>3. Access valid and reliable resources to support health and well-being of self and others.</p>	<p>1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries.</p> <p>1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.</p> <p>2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.</p>	<p>Be able to recognize, prevent, and seek treatment for key health concerns.</p> <p>Be aware of the risk factors for skin damage.</p> <p>Identify pathogens and prevention of the common diseases they cause.</p> <p>Describe how the body defends itself against infectious diseases.</p> <p>Describe the stages of disease progression.</p>



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		<p>2.12.4 Formulate strategies to manage influences that impact health and well-being.</p> <p>2.12.5 Use resources to manage influences that impact health and well-being.</p> <p>3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.</p> <p>3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.</p> <p>3.12.4 Use valid and reliable sources of health information, products, services, and other resources.</p> <p>3.12.5 Apply strategies to manage misinformation and disinformation.</p>	<p>Identify the risk factors, warning signs, prevention, and treatment of diabetes, heart disease, stroke, and cancer.</p> <p>Discuss the importance of being your own health advocate and knowing what is normal for you (ie. breast self-exam or a testicular self-exam, etc.)</p> <p>Identify the causes, signs, symptoms, and treatment of common chronic illnesses/disorders.</p>
<p>CPR/AED (ORC 3313.6021*)</p>	<p>2. Analyze influences that affect health and well-being of self and others.</p> <p>3. Access valid and reliable resources to support health and well-being of self and others.</p>	<p>2.12.4 Formulate strategies to manage influences that impact health and well-being.</p> <p>3.12.4 Use valid and reliable sources of health information,</p>	<p>Identify priorities in responding to an emergency.</p> <p>Demonstrate procedures for assisting a victim of an obstructed airway for a</p>



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	<p>8. Advocate to promote health and well-being of self and others.</p>	<p>products, services, and other resources.</p> <p>8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.</p>	<p>conscious victim and an unconscious victim.</p> <p>Demonstrate proper CPR technique and how to use an AED machine.</p> <p>Demonstrate immobilization of a possible fracture. Demonstrate proper procedures for controlling bleeding.</p> <p>Describe the treatment for burns.</p> <p>Describe symptoms and first-aid for poisoning.</p> <p>Be able to identify signs of possible victims of shock, heart attack, seizure, stroke, heat related illness, hypothermia, frostbite, allergic reactions, diabetic emergencies, and perform appropriate measures to administer first-aid.</p>
<p>Nutrition/Fitness</p>	<p>1. Use functional health information to support health and well-being of self and others.</p> <p>3. Access valid and reliable resources to support health and well-being of self and others.</p> <p>4. Use interpersonal communication skills to support health and well-being of self and others.</p>	<p>1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.</p> <p>3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.</p>	<p>Identify the relationship between diet, exercise, safety consciousness, and the maintenance of the body systems.</p> <p>Discuss with others the following nutrition topics: relationship between nutrition, eating habits, stress, and maintenance of the digestive system.</p> <p>Be able to recognize, prevent, and seek treatment for eating disorders: compulsive overeating, bulimia, and anorexia nervosa.</p>



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		<p>3.12.5 Apply strategies to manage misinformation and disinformation.</p> <p>4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.</p>	<p>Identify the six classes of nutrients.</p> <p>Design a balanced meal. Describe the functions and food sources for carbohydrates, fats, and proteins.</p> <p>Identify essential vitamins/minerals and their sources and functions. Explain the importance of water in a diet.</p> <p>Examine scientifically valid nutritional information, i.e. food labels, and suggest effective dietary modifications to a personal diet plan.</p> <p>Understand the nutritive value of foods, including natural and organically produced foods, the relation of nutrition to health, and the use and effects of food additives. (ORC 3313.60*)</p>
<p>Sexual Health</p>	<p>1. Use functional health information to support health and well-being of self and others.</p> <p>2. Analyze influences that affect health and well-being of self and others.</p> <p>4. Use interpersonal communication skills to support health and well-being of self and others.</p>	<p>1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.</p> <p>1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.</p> <p>1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors.</p>	<p>Identify the basic functions and processes of the male and female reproductive systems.</p> <p>Emphasize that abstinence from sexual activity is the only protection that is one hundred percent effective against unwanted pregnancy, sexually transmitted disease, and the sexual transmission of a virus that causes acquired immunodeficiency syndrome. Stress that students should abstain from sexual activity until after marriage. (ORC 3313.6011*)</p>



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		<p>2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.</p> <p>4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.</p>	<p>Be able to discuss the relationship between drug/alcohol abuse, sexual promiscuity, and increased risk for acquiring a sexually transmitted infection. (ORC 3313.60*)</p> <p>Identify the potential physical, psychological, emotional, and social side effects of participating in sexual activity outside of marriage. (ORC 3313.6011*)</p> <p>Describe the common symptoms, treatments, and complications of various sexually transmitted infections. (ORC 3313.60*)</p> <p>Develop an understanding of fertilization and conception, growing embryos and prenatal development and factors that influence prenatal development.</p> <p>Identify the benefits and risks of using contraceptives and identify the methods not recommended for contraception.</p> <p>Understand and articulate what factors determine whether consent is possible and/or given in relationships.</p>
<p>Drugs & Alcohol</p>	<p>1. Use functional health information to support health and well-being of self and others.</p> <p>2. Analyze influences that affect health and well-being of self and others.</p>	<p>1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.</p>	<p>Examine the negative effects of drug use on the mind and body.</p> <p>Examine ways to avoid the dangers of chemical dependency.</p> <p>Recognize the benefits of a drug free life-style including social acceptance,</p>



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	<p>4. Use interpersonal communication skills to support health and well-being of self and others.</p> <p>7. Demonstrate practices and behaviors to support health and well-being of self and others.</p>	<p>1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.</p> <p>2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.</p> <p>2.12.4 Formulate strategies to manage influences that impact health and well-being.</p> <p>2.12.5 Use resources to manage influences that impact health and well-being.</p> <p>4.12.5 Apply refusal skills and strategies in a variety of situations.</p> <p>7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.</p>	<p>physical and mental well-being.</p> <p>Examine ways in which medicines can benefit people as well as the misuse of medicines causing harm. Describe the effects and consequences of opioid use/addiction. (ORC 3313.60*)</p> <p>Describe the differences between over the counter and prescription drugs. (ORC 3313.60*)</p> <p>Predict the potential effects of substance abuse and identify community support resources for effective intervention. (ORC 3313.60*)</p> <p>Explain why alcoholism is a family disease.</p> <p>Describe the effects of nicotine and THC on the body.</p> <p>Describe the effects of smoking on the respiratory and cardiovascular systems.</p> <p>Acknowledge the consequences for choices and decisions regarding the use of legal and illegal drugs.</p> <p>Evaluate the consequences of ATOD addiction. Explain what alcohol is and how it affects the body. Explain the problems associated with physical and psychological addiction.</p>
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			<p>Analyze factors that may influence a young person to start experimenting with drugs.</p> <p>Associate the use of alcohol and other drugs with the increased risk for problem behaviors that have negative consequences.</p> <p>Become aware of the impairing effects of alcohol and other drugs on a driver's ability to operate a vehicle safely and the possible legal consequences of driving while under the influence of an intoxicating substance. (ORC 3313.60*)</p> <p>Understand how laws and policies related to alcohol and other drugs affect teenagers. (ORC 3313.60*)</p> <p>Become familiar with field sobriety testing.</p> <p>Recognize how alcohol and drugs can intensify violent behavior.</p> <p>Resolve conflicts without the use of alcohol or drugs.</p> <p>Identify other distracted driving dangers such as texting.</p> <p>Recognize the dangers of vaping/juuling. (ORC 3313.60*)</p>
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Social Health

See Ohio Revised Code 3313.60 for detailed health legislation.*

TOPIC	Standard	Indicator	Student Outcomes
Goal Setting	<p>5. Use a decision-making process to support health and well-being of self and others.</p> <p>6. Use a goal-setting process to support health and well-being of self and others.</p>	<p>5.12.6 Develop a plan of action to implement a health-related decision.</p> <p>5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.</p> <p>6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.</p> <p>6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate.</p> <p>6.12.3 Develop a goal and analyze how it supports health and well-being.</p> <p>6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal.</p>	<p>Collaborate with others to advocate for improving personal, family and community health.</p>
Healthy Relationships	<p>4. Use interpersonal communication skills to support health and well-being of self and others.</p>	<p>4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.</p>	<p>Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p> <p>Persuade and support others to make positive health choices.</p>



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		<p>4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.</p> <p>4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.</p> <p>4.12.8 Demonstrate negotiation skills in a variety of situations.</p> <p>4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.</p> <p>4.12.10 Communicate with empathy and compassion.</p>	<p>Encourage school and community environments to promote the health of others.</p> <p>Adapt health messages and communication techniques for a specific target audience.</p> <p>Be able to advocate to community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.</p> <p>Learn signs of dating violence and prevention strategies related to sexual violence, including recognizing dating violence warning signs and characteristics of healthy relationships. (ORC 3313.60*)</p> <p>Learn the circumstances under which it is criminal to have sexual contact with a person under the age of sixteen pursuant to section <u>2907.04</u> of the Revised Code (ORC 3313.6011*)</p>
<p>Impact of Decisions</p>	<p>1. Use functional health information to support health and well-being of self and others.</p>	<p>1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.</p>	<p>Identify the consequences of teen pregnancy for mother, father, and child.</p> <p>Understand adoption as an option for unintended pregnancies. (ORC 3313.6011*)</p>



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	<p>2. Analyze influences that affect health and well-being of self and others.</p> <p>5. Use a decision-making process to support health and well-being of self and others.</p>	<p>1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.</p> <p>1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors.</p> <p>1.12.9 Analyze the relationship between access to health care and overall health and well-being.</p> <p>2.12.5 Analyzes how health and fitness will impact quality of life after high school.</p> <p>5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.</p> <p>5.12.8 Evaluate the effectiveness of health-related decisions.</p>	<p>Discuss connection between conceiving children at an early age or outside of marriage and the increase in the likelihood of hardship in life. (ORC 3313.6011*)</p> <p>Learn the laws pertaining to financial responsibility of parents to children born inside and outside of marriage. (ORC 3313.6011*)</p> <p>Contemplate reasons for setting relationship boundaries that promote individual's wellness.</p> <p>Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>Understand the process of making an anatomical gift under Chapter 2108 of the Revised Code, with an emphasis on the life-saving and life-enhancing effects of organ and tissue donation. (ORC Chapter 2108)</p>
<p>Technology and Social Media</p>	<p>2. Analyze influences that affect health and well-being of self and others.</p>	<p>2.12.15 Analyzes and applies technology as tools to support a healthy, active lifestyle.</p>	<p>Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the</p>



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	4: Use interpersonal communication skills to support health and well-being of self and others.	4.12.2 Selects and participates in physical activities that meet the need for social interaction.	personal health and safety of oneself and others. Understand the risks of social isolation and discuss social inclusion strategies. (ORC 3313.60*)
Communication	4: Use interpersonal communication skills to support health and well-being of self and others.	4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others. 4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts. 4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. Demonstrate how to effectively ask for assistance to improve personal health. Demonstrate how to effectively offer assistance to improve the health of others.

Mental/Emotional Health

See Ohio Revised Code 3313.60 for detailed health legislation.*

TOPIC	Standard	Indicator (SHAPE Reference)	Student Outcomes (I Can Statements)
Stress	1. Use functional health information to support health and well-being of self and others.	1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.	Identify stressors and implement stress reduction strategies. Recognize the difference in eustress and distress.



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		<p>1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.</p> <p>1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors.</p>	
Anxiety	<p>1. Use functional health information to support health and well-being of self and others.</p>	<p>1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries.</p> <p>1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.</p>	<p>Analyze the difference between stress and anxiety.</p> <p>Identify and Implement time management & other strategies to reduce feelings of anxiety.</p>
Mental Health Conditions	<p>3. Access valid and reliable resources to support health and well-being of self and others.</p> <p>7. Demonstrate practices and behaviors to support health and well-being of self and others.</p> <p>8. Advocate to promote health and well-being of self and others.</p>	<p>3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.</p> <p>3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.</p> <p>3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.</p>	<p>Analyze and identify mental health conditions.</p> <p>Recognize suicide warning signs in yourself and/or peers. Review awareness and prevention. (ORC 3313.60*)</p>



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		<p>3.12.4 Use valid and reliable sources of health information, products, services, and other resources.</p> <p>3.12.5 Apply strategies to manage misinformation and disinformation.</p> <p>7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors.</p> <p>8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.</p> <p>8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.</p> <p>8.12.3 Customize advocacy skills and strategies for varying audiences and contexts.</p> <p>8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being.</p> <p>8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal,</p>	
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		<p>community, societal, and environmental levels.</p> <p>8.12.6 Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels.</p> <p>8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.</p>	
Social Media & Body Image	<p>1. Use functional health information to support health and well-being of self and others.</p> <p>8. Advocate to promote health and well-being of self and others.</p>	<p>1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affects health behaviors.</p> <p>8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.</p>	<p>Analyze personality traits and practice healthy ways of dealing with personal emotions.</p> <p>Discuss the importance of self-acceptance, positive thinking, and values clarification in relation to emotional health.</p> <p>Discuss the importance of developing a positive identity.</p> <p>Discuss appropriate and inappropriate internet usage, including recognizing the dangers of posting personal information on social networking sites and elements of cyber-bullying.</p> <p>Evaluate the effect of media on personal and family health.</p>



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			Recognize the signs of suicide and identify how to seek help for self or others.
Neuroplasticity	<p>2. Analyze influences that affect health and well-being of self and others.</p> <p>6. Use a goal-setting process to support health and well-being of self and others.</p> <p>7. Demonstrate practices and behaviors to support health and well-being of self and others.</p>	<p>2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.</p> <p>2.12.4 Formulate strategies to manage influences that impact health and well-being.</p> <p>6.12.6 Evaluate the goal-setting process and outcomes on health and well-being.</p> <p>7.12.3 Adapt practices and behaviors to support individual and collective health and well-being.</p>	Understanding the benefit of strengthening and creating positive neural connections; E+R=O.

***Ohio Revised Code 3313.60**

Health education, which shall include instruction in:

- (a) The nutritive value of foods, including natural and organically produced foods, the relation of nutrition to health, and the use and effects of food additives;
- (b) The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices;
- (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;
- (d) In grades kindergarten through six, annual developmentally appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused.
- (e) In grades kindergarten through six, instruction in personal safety and assault prevention, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in personal safety and assault prevention;
- (f) In grades seven through twelve, 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.



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- (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;
- (h) The process of making an anatomical gift under Chapter 2108. of the Revised Code, with an emphasis on the life-saving and life-enhancing effects of organ and tissue donation;
- (i) Beginning with the first day of the next school year that begins at least two years after March 24, 2021, in grades six through twelve, at least one hour or 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;
- (j) Beginning with the first day of the next school year that begins at least two years after March 24, 2021, in grades six through twelve, at least one hour or one standard class period per school year of evidence-based social inclusion instruction, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in social inclusion.