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Dear Parents:

We take this opportunity to invite you to attend a parent information session for the *Health 8* course that your child will take this year. While the class is a requirement, your attendance at the parent session is not. Parents attending in the past have found it valuable and some repeat the session as each of their children take the class. The purpose of the evening meeting is to familiarize you with the content of the curriculum and answer any questions regarding the material that will be covered with your child.

The parent information session is scheduled in the fall for all 8<sup>th</sup> grade parents. If you are unable to attend the date designated at your child's school, you are welcome to attend any of the other middle school's sessions. The session will begin with an overview of the course objectives and then allow time to preview resources.

This is an excellent opportunity for home and school to cooperate in helping our youth achieve maturity. The course goals are included for your reference. If you have questions or concerns on particular topics that may be sensitive to your family, please contact the teacher(s) or the Assistant Principal for Curriculum and Instruction.

Sincerely,

Millard Public Schools Middle School Principals:

Heather Spessard-Schroer, Andersen Middle School  
Heather Daubert, Beadle Middle School  
Michelle Klug, Central Middle School  
Marshall Smith, Kiewit Middle School  
Scott Ingwerson, North Middle School  
Beth Fink, Russell Middle School

### Parent Information Session Schedule

<i>Building</i>	<i>Date</i>	<i>Time</i>
Andersen Middle School	August 21, 2025	6:00-6:30 p.m.
Beadle Middle School	August 21, 2025	6:35-6:55 p.m.
Central Middle School	August 19, 2025	7:00-7:15 p.m.
Kiewit Middle School	August 19, 2025	6:20-6:50 p.m.
North Middle School	August 14, 2025	7:00-7:30 p.m.
Russell Middle School	August 14, 2025	6:00-6:30 p.m.

## ***Health 8 Course Information***

### **Course Description:**

Students will demonstrate health-enhancing behaviors by accepting responsibility for their physical, emotional and social well-being. Units of study include Healthy Relationships, Emotional Health (Loss, Stress, Depression, and Suicide), Human Sexuality (Teen Parenting, Refusal Skills, Dating, and Sexually Transmitted Diseases). Activities emphasize the positive choices one makes related to basic values: equality, honesty, respect, responsibility, promise-keeping, self-control, and social justice. The theme throughout the course is abstinence from risky behaviors.

### **Content:**

#### Health/ Wellness Triangle

- Health Promotion and Advocacy
  - Self and Others

#### Healthy Choices/Abstinence

- Avoid Risky Behaviors

#### Communication, Decision Making

- Goals/Values
- Self-Respect
- Positive/Negative
- Verbal/Nonverbal

#### Emotional Health

- Loss/Grief
- Depression
- Stress
- Suicide

#### Relationships

- Conflict Resolution
- Dating
- Dating Violence
- Harassment
- Media Influences
- Personal Safety
- Sexual Abuse
- Sexting

#### Human Sexuality

- Pregnancy/Birth
- Planning Family
- Teen Pregnancy
- STDs & HIV/AIDS

Each of the units listed above contain a wide variety of classroom activities including discussion, writing, reading, videos, large and small group activities, and guest speakers. Incorporated throughout the course are assignments requiring interaction/discussion with parents. The following information provides detail for each unit of instruction.

### **Textbook:**

Glencoe, Teen Health. McGraw-Hill Education. 2014.

### ***Health 8 Units of Instruction***

#### Health Promotion

- Advocate for personal health
- Model and evaluate choices regarding health and safety

- Analyze health practices, safety, habits, and the impact on our community

#### Healthy Choices/Abstinence

- Identify factors to support decisions to abstain from risky behaviors
- Demonstrate ways to avoid and reduce threatening situations
- Recognize risk factors that impact health

### Communication and Decision Making

- Recognize and describe possible choices and consequences for situations; explain how values might affect choices; and list the basic human values, which help us make good decisions
- Practice decision making/refusal skills
- Recognize different ways to respond in communication
- Evaluate one's own communication style and consider alternative ways to communicate
- Recognize meanings of the seven core values (equality, honesty, promise-keeping, respect, responsibility, self-control, and social justice)

### Relationships

- Develop a better understanding of self and relationships with others
- Identify healthy choices related to sexuality
- Distinguish between safe and risky or harmful behaviors in relationships
- Explore various aspects of dating and develop guidelines contributing to positive growth
- Describe the influence of cultural beliefs on health behaviors and the use of health services
- Analyze the influence of technology on personal and family health
  - Analyze how messages from media and other sources influence health behaviors
  - Analyze how information from peers influences health
  - Recognize and identify positive, confusing, and negative touch
  - Recognize how teens can control their environment to make life experiences safe

### Emotional Health

- Identify positive ways of acting on feelings; recognizing emotional changes are a normal part of adolescence

- Develop an understanding of stress as a factor influencing the quality of life
- Explore positive ways to cope with stress
- Identify warning signs of destructive behavior
- Identify ways to prevent destructive behavior
- Identify how to access help for self and others

### Human Sexuality

- Identify body changes that occur during adolescence and recognize their relationship to sexuality
- Identify and affirm positive personal qualities and link self-esteem and human sexuality
- Understand the factors in making responsible decisions regarding sexual activity vs. abstinence and its consequences
- Recognize the normal physical and emotional changes during pregnancy and the importance of early prenatal care
- Identify environment factors that affect fetal development
- Recognize teenage pregnancy as a possible consequence of sexual intercourse
- Define STDs and describe how abstinence, honesty, commitment, and responsibility relate to the prevention and treatment of STDs (including HIV/AIDS)

**Health 8 Timeline for Instruction**

<b>1</b> <u>Introductions, Health/Wellness Triangle</u> Health Promotion and Advocacy	<b>2</b> <u>Goals/Values</u>	<b>3</b> <u>Communication</u>  Positive/Negative Verbal/Nonverbal	<b>4</b> <u>Communication</u>	<b>5</b> <u>Decision Making</u>  Self-Respect
<b>6</b> <u>Decision Making</u>  Self-Respect	<b>7</b> <u>Healthy Choices/ Abstinence</u>  Avoid Risky Behaviors	<b>8</b> <u>Relationships</u>  Conflict Resolution	<b>9</b> <u>Relationships</u>  Media Influences	<b>10</b> <u>Relationships</u>  Personal Safety, Harassment, Sexting
<b>11</b> <u>Relationships</u>  Personal Safety, Harassment, Sexting	<b>12</b> <u>Relationships</u>  Dating	<b>13</b> <u>Relationships</u>  Dating Violence	<b>14</b> <u>Relationships</u>	<b>15</b> <u>Relationships</u>
<b>16</b> <u>Relationships</u>	<b>17</b> <u>Relationships</u>	<b>18</b> <u>Emotional Health</u>  Loss/Grief	<b>19</b> <u>Emotional Health</u>  Stress/Depression	<b>20</b> <u>Emotional Health</u>  Suicide
<b>21</b> <u>Human Sexuality</u>  Pregnancy/Birth Planning Family	<b>22</b> <u>Human Sexuality</u>  Pregnancy/Birth Planning Family	<b>23</b> <u>Human Sexuality</u>  Teen Pregnancy	<b>24</b> <u>Human Sexuality</u>  Teen Pregnancy	<b>25</b> <u>Human Sexuality</u>  STDs
<b>26</b> <u>Human Sexuality</u>  STDs	<b>27</b> <u>Human Sexuality</u>  HIV/AIDS	<b>28</b> <u>Human Sexuality</u>  HIV/AIDS	<b>29</b> Final Assessment, Course Reflection	<b>30</b> Extra day allotted for instructional flexibility and course wrap-up