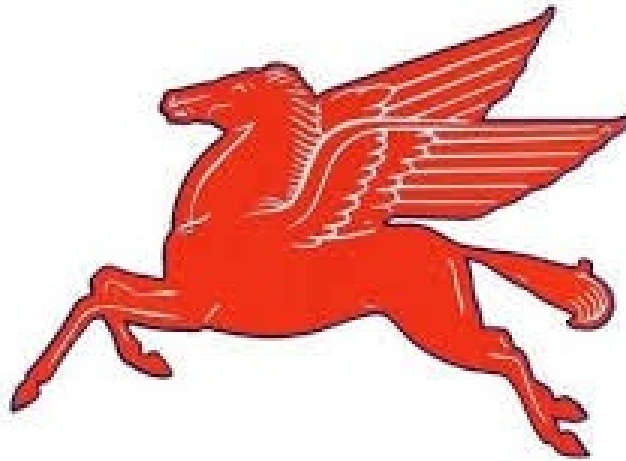


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



(First Aid, CPR, AED, Drugs / 11th Grade)

UPDATED 2022

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

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Board of Education

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Mrs. Anisah Coppin,, Business Administrator/Board Secretary

Mrs. Stacey DiMeo, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

(#) GRADE PACING CHART (2021-2022)

TOPIC	# OF DAYS	DATES	COMMENTS
<i>1 – Introduction to First Aid</i>	<i>5</i>		<i>Focus On Understanding / Knowing</i>
<i>2 – Before Giving Care</i>	<i>10</i>		<i>Focus On Understanding / Knowing</i>
<i>3 – First Aid</i>	<i>12</i>		<i>Focus On Understanding / Knowing / Performing</i>
<i>4 – CPR/AED</i>	<i>12</i>		<i>Focus On Understanding / Knowing / Performing</i>
<i>5 – Drugs & Alcohol</i>	<i>6</i>		<i>Focus On Understanding / Knowing</i>

Focus Standard:

<p>NJSLS - HPE</p> <p>HPE.2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>HPE.2.1.12.C.CS1 Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</p> <p>HPE.2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p> <p>HPE.2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>HPE.2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>HPE.2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>HPE.2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.</p> <p>HPE.2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: Introduction to First Aid</p>	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Identify the chain of survival 2. Recognize emergency situations. 3. Explore why people choose to act in an emergency and why people don't act in an emergency. 4. Explain how the Good Samaritan Laws protect first responders. 5. Recognize signs and symptoms of sudden illness. 6. Explain and demonstrate the three C's: Check, Call, Care. 7. Obtaining consent when possible before administering care. 	<p>Students will be able to independently use their learning to care for their own personal health and to be responsible citizens in an emergency.</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>	

HIPE.2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

Related Interdisciplinary Standards:

9.4.12.CI.1

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
- *Verbal, visual, or technology aids.*
- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
- *Verbal testing*

504s

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- *Modified textbooks or audio-video materials.*
- *Behavior management support.*
- *Adjusted class schedules or grading.*
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English Language Learners:

- | | | |
|---|--|--|
| <ul style="list-style-type: none">- <i>Modeling and using gestures to aid in understanding.</i>- <i>Simplify instructions</i>- <i>Provide translated assignments</i>- <i>Provide extra time for assignments / assessments</i>- <i>Offer extra resources as needed</i> | | |
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Focus Standard

<p>NJSLS - HPE</p> <p>HPE.2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>HPE.2.1.12.C.CS1 Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</p> <p>HPE.2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p> <p>HPE.2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>HPE.2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>HPE.2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>HPE.2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.</p>	Critical Knowledge and Skills	
	Concept(s)/Core Idea: Before Giving Care	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Prevent disease transmission during first aid and safety. 2. Properly clean up a blood spill. 3. Demonstrate how and why you move a victim during a first aid emergency. 4. Identify when and how to call 911 and what pertinent information is needed. 5. Check a conscious victim in a first aid situation. 6. Identify the signs and symptoms of shock and how to treat 	<p>Students will be able to independently use their learning to care for their own personal health and to be responsible citizens in an emergency.</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>	

HPE.2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

HPE.2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
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English Language Learners:

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| <ul style="list-style-type: none">- <i>Modeling and using gestures to aid in understanding.</i>- <i>Simplify instructions</i>- <i>Provide translated assignments</i>- <i>Provide extra time for assignments / assessments</i>- <i>Offer extra resources as needed</i> | | |
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Focus Standard

<p>NJSLS - HPE</p> <p>HPE.2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>HPE.2.1.12.C.CS1 Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</p> <p>HPE.2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p> <p>HPE.2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>HPE.2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>HPE.2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>HPE.2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.</p>	Critical Knowledge and Skills		
	<p>Concept(s)/Core Idea: First Aid</p>		
	<p>Students are able to (performance activity):</p> <ol style="list-style-type: none"> 1. Students will be able to define first aid and understand the importance of knowing first aid procedures for various emergency situations 2. Students will be able to identify an emergency situation through unusual sounds, odors, sites, and smell by class discussions. 3. Students will be able to identify the four “general” directions for giving first aid 	<p>Learning Goal(s)/Activity:</p> <p>Students will be able to independently use their learning to care for their own personal health and to be responsible citizens in an emergency.</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>	
	<p>Formative/Summative Assessments</p> <p><i>FORMATIVE:</i> Do now’s, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p>Primary & Supplementary Resources</p> <p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>	

HPE.2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.C.1 Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
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English Language Learners:

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| <ul style="list-style-type: none">- <i>Modeling and using gestures to aid in understanding.</i>- <i>Simplify instructions</i>- <i>Provide translated assignments</i>- <i>Provide extra time for assignments / assessments</i>- <i>Offer extra resources as needed</i> | | |
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Focus Standard

<p>NJSLS - HPE</p> <p>HPE.2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.</p> <p>HPE.2.1.12.C.CS1 Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.</p> <p>HPE.2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.</p> <p>HPE.2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.</p> <p>HPE.2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.</p> <p>HPE.2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.</p> <p>HPE.2.1.12.E.2 Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.</p>	Critical Knowledge and Skills	
	<p>Concept(s)/Core Idea: CPR/AED</p>	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Students will understand the proper procedure for CPR and when it should be used. 2. Students will understand how to use the AED. 3. Recognize when to perform CPR. 4. Recognize the signs/symptoms of cardiac arrest and stroke. 5. Students will be able to effectively learn how to use an AED. 6. Students will be able to identify a breathing emergency by class discussions. 7. Students will be able to understand the “Good Samaritan Laws” by class discussions. 8. Students will be able to distinguish the difference between rescue breathing, CPR, and choking procedures. 9. Students will be able to explain how to perform rescue breathing by class discussions and demonstrating on test mannequins. 10. Students will be able to explain how to perform CPR by demonstrating on test mannequins. 	<p>Students will be able to independently use their learning to care for their own personal health and to be responsible citizens in an emergency.</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>

<p>HPE.2.1.12.A.2 Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.</p> <p>HPE.2.1.12.C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.</p>	<p>11. Students will be able to explain how to perform the Heimlich Maneuver by demonstrating on test mannequins.</p> <p>12. Students will be able to demonstrate their knowledge on all breathing emergency.</p>	
<p>MODIFICATIONS:</p> <p>Advanced Learner:</p> <ul style="list-style-type: none"> - Offer extra work - Provide more challenging assignments <p>Students with Disabilities:</p> <p><i>IEPs</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. -Behavior management support. - Adjusted class schedules or grading. - Verbal testing <p><i>504s</i></p> <ul style="list-style-type: none"> - Preferential seating. - Extended time on tests and assignments. - Reduced homework or classwork. - Verbal, visual, or technology aids. - Modified textbooks or audio-video materials. - Behavior management support. - Adjusted class schedules or grading. - Verbal testing <p>English Language Learners:</p>	<p>Formative/Summative Assessments</p> <p><i>FORMATIVE:</i> Do now’s, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p>Primary & Supplementary Resources</p> <p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks Textbooks Worksheets Quizzes Tests Video clips Diagrams Visual Props</p>

- | | | |
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| <ul style="list-style-type: none">- <i>Modeling and using gestures to aid in understanding.</i>- <i>Simplify instructions</i>- <i>Provide translated assignments</i>- <i>Provide extra time for assignments / assessments</i>- <i>Offer extra resources as needed</i> | | |
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Focus Standard

<p>NJSLS - HPE</p> <p>2.3.2.ATD.1 Explain what medicines are, how they are used, and the importance of utilizing medications properly. Core Idea: The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p> <p>2.3.2.ATD.2 Identify ways in which drugs, including some medicines, can be harmful. Core Idea: The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p> <p>2.3.2.ATD.3 Explain effects of tobacco use on personal hygiene, health, and safety. Core Idea: The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p> <p>2.3.5.ATD.1 Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). Core Idea: The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</p> <p>2.3.5.ATD.2 Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. Core Idea: The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</p> <p>2.3.5.ATD.3 Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available. Core Idea: Drug misuse and abuse can affect one's</p>	Critical Knowledge and Skills	
	Concept(s)/Core Idea: Drugs & Alcohol	
	Students are able to (performance expectation):	Learning Goal(s)/Activity:
	<ol style="list-style-type: none"> 1. Student's will know how to determine what a harmful drug is 2. Student's will know the effects alcohol has on the body 3. Student's will understand the serious health effects substances can cause to their body, relationships and life. 	<p>Student's will know the harmful effects drugs and alcohol can have on their bodies and others.</p> <p>Worksheets Group Work Projects Video Clips Quizzes Tests</p>
	Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Do now's, exit tickets, classwork, homework, & quizzes</p> <p><i>SUMMATIVE:</i> Unit tests</p>	<p><i>District/school resources and supplementary resources that are texts as well as digital resources used to support the instruction</i></p> <p>Chromebooks Textbooks Worksheets</p>	

<p>relationship with friends, family, and community members in unhealthy ways.</p> <p>2.3.8.ATD.1 Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. Core Idea: The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p> <p>2.3.8.ATD.2 Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. Core Idea: The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p> <p>2.3.8.ATD.3 Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. Core Idea: The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p> <p>2.3.8.ATD.4 Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. Core Idea: The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p> <p>2.3.8.ATD.5 Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. Core Idea: The use of alcohol, tobacco</p>		<p>Quizzes Tests Video clips Diagrams Visual Props</p>
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(including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others

2.3.12.ATD.1 Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness. Core Idea: Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

2.3.12.ATD.2 Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). Core Idea: Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

2.3.12.ATD.3 Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. Core Idea: Long-term and short-term consequences of risky behavior associated with substance use and abuse can be damaging physically, emotionally, socially, and financially to oneself, family members and others.

MODIFICATIONS:

Advanced Learner:

- *Offer extra work*
- *Provide more challenging assignments*

Students with Disabilities:

IEPs

- *Preferential seating.*
- *Extended time on tests and assignments.*
- *Reduced homework or classwork.*
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English Language Learners:

- *Modeling and using gestures to aid in understanding.*
- *Simplify instructions*
- *Provide translated assignments*
- *Provide extra time for assignments / assessments*
- *Offer extra resources as needed*

Dear Parent or Guardian:

Paulsboro Public Schools is pleased to inform you of the recent revision to the New Jersey State Learning Standards in Comprehensive Health and Physical Education. We invite you to review and discuss the standards and the instructional units with your child(ren) by visiting the following website: <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CHPE.pdf> . Additionally, the newly revised curriculum for each of our schools can be found on the district website under Curriculum, Assessment and Instruction: <https://www.paulsboro.k12.nj.us/curriculum>.

Paulsboro Public Schools addresses family life education from birth to death through a broad array of topics, including, but not limited to:

- Values
- Relationships
- Sexuality
- Marriage, Parenthood, and Family Living
- Violence in Relationships
- Sexually Transmitted Infections (STIs)
- Pregnancy and Childbirth
- Birth Control Methods
- Personal Wellness and Awareness
- LGBTQ

Pursuant to N.J.S.A. 18A: 35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused for that portion of the course.

Although we strongly encourage families to have their child(ren) participate in all curricular topics, we wish to acknowledge parents' choice regarding the statement above. Please complete the form below, indicating your preference, and submit the signed form to your child's(ren's) building principal as soon as possible. Students who do not participate will be given an alternate assignment during those identified lessons.

Section 18A:35-4.7: Parent's statement of conflict with conscience: Any child whose parent or guardian presents to the school principal a signed statement that any part of the instruction in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course which such instruction is being given.

I wish for my child(ren), _____, to be excused from the following topics of the family life/sexuality education unit due to moral, ethical and/or religious beliefs:

Topics:

Parent/Guardian Signature _____ Date _____

Student's Health Teacher _____

