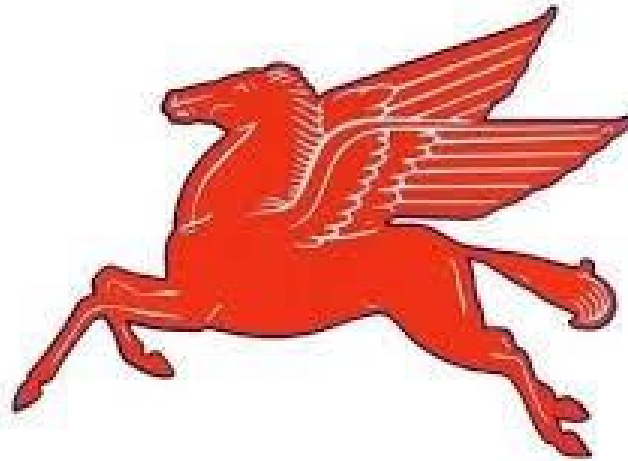


# Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



(Health/Grade 3)

UPDATED (08/20/2022)

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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# Paulsboro Public Schools

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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 21<sup>st</sup> Century and is rich in tradition and pride.

3rd GRADE PACING CHART (2021-2022)

TOPIC	# OF DAYS	DATES	COMMENTS
Personal and Mental Health	15	Day 1-15	Personal Growth & Development
			Social and Sexual Health
			Emotional Health
Physical Wellness	30	Day 16-45	Movement Skills and Concepts
			Physical Fitness
			Lifelong Fitness
			Nutrition
Safety	5	Day 46-50	Personal Safety

## Focus Standard: 2.1 Personal and Mental Health

NJSLS - HPE	Critical Knowledge and Skills	
<p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness</p> <p>Related Interdisciplinary Standards:            SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.            RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> <p>MODIFICATIONS:            Advanced Learner:            Lesson skill extension            Peer mentoring</p> <p>Students with Disabilities:            IEP's            504's            Instructional aides</p> <p>English Language Learners:            Translation</p>	<p>Concept(s)/Core Idea: Personal Growth and Development            Health is influenced by the interaction of body systems.</p>	
	Students are able to (performance expectations):	Learning Goal(s)/Activity:
	<p>Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g. adequate sleep, balanced nutrition, ergonomics, regular physical activity)</p>	<p>Personal growth and development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal growth and development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.</p>
	Formative/Summative Assessments	Primary & Supplementary Resources

<p>Peer mentors Allow extra time</p>	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment Centers for Disease Control and Prevention (CDC) EVERFI Health Resources (K-12) Kids Health (K-8)</p>
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<p>Focus Standard 2.1 Personal and Mental Health</p>	
<p>NJSLS - HPE</p>	<p>Critical Knowledge and Skills</p>

<p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p> <p>Related Interdisciplinary Standards:  SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> <p>MODIFICATIONS:  Advanced Learner:  Lesson skill extension  Peer mentoring</p> <p>Students with Disabilities:  IEP’s  504’s  Instructional aides</p> <p>English Language Learners:</p>	<p>Concept(s)/Core Idea: Social and Sexual Health  All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p>	
	<p>Students are able to (performance expectations):</p>	<p>Learning Goal(s)/Activity:</p>
	<p>Describe gender-role stereotypes and their potential impact on self and others.  Differentiate between sexual orientation and gender identity.  Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p>	<p>Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.</p>
	<p>Formative/Summative Assessments</p>	<p>Primary &amp; Supplementary Resources</p>
<p>FORMATIVE:</p>	<p>Level reading books</p>	



<p>Translation Peer mentors Allow extra time</p>	<p>Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Promethean board PE equipment EVERFI Digital Wellness National Sexual Violence Resource Center National Sex Education Standards</p>
<p><b>Focus Standard</b> <b>2.1 Personal and Mental Health</b></p>		
<p>NJSLS - HPE</p>	<p>Critical Knowledge and Skills</p>	

<p>2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>Related Interdisciplinary Standards:  SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> <p>MODIFICATIONS:  Advanced Learner:  Lesson skill extension  Peer mentoring</p>	<p>Concept(s)/Core Idea: Emotional Health  Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p>	
	<p>Students are able to (performance activity):</p>	
	<p>Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.  Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p>	<p>Learning Goal(s)/Activity:</p> <p>Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with</p>

<p>Students with Disabilities:  IEP’s  504’s</p>		<p>confidence, and recognize support systems.</p>
	<p>Formative/Summative Assessments</p>	<p>Primary &amp; Supplementary Resources</p>

<p>Instructional aides</p> <p>English Language Learners: Translation Peer mentors Allow extra time</p>	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment Classroom Wise Mental Health Resources for Teacher Mental Health First Aid National Alliance on Mental Illness NJDOE Quick Reference Mental Health Guide</p>
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**Focus Standard 2.2  
Physical Wellness**

<p>NJSLS - HPE</p> <p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>Related Interdisciplinary Standards:</p>	<b>Critical Knowledge and Skills</b>	
	<p>Concept(s)/Core Idea: Movement Skills and Concepts</p> <p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p>	
	<p>Students are able to (performance expectations):</p>	<p>Learning Goal(s)/Activity:</p>
<p>Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p>	<p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main</p>	

<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p>	<p>Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>Develop the necessary body control to improve stability and balance during movement and physical activity.</p>	<p>categories: locomotor, nonlocomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p>
<p>MODIFICATIONS:</p> <p>Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's Instructional aides</p> <p>English Language Learners: Translation Peer mentors Allow extra time</p>	<p>Formative/Summative Assessments</p> <p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Primary &amp; Supplementary Resources</p> <p>Level reading books Promethean board PE equipment Special Olympics NJ Unified Physical Education Learn. Practice. Play. UNIFIED Guide to Inclusive Physical Education</p>
<p><b>Focus Standard 2.2 Physical Wellness</b></p>		
<p>NJSLS - HPE</p>	<p>Critical Knowledge and Skills</p>	

<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p>	<p>Concept(s)/Core Idea: Physical Fitness The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	
<p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p>	<p>Students are able to (performance expectation):</p>	<p>Learning Goal(s)/Activity:</p>
<p>2.2.5.PF.3: Participate in moderate to vigorous age appropriate physical fitness activities and build the skills that address each component of health-related</p>	<p>Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</p>	<p>Physical Fitness is the ability to move, perform daily tasks and</p>

<p>fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p> <p>Related Interdisciplinary Standards:</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> <p>MODIFICATIONS:</p> <p>Advanced Learner: Lesson skill extension Peer mentoring</p> <p>Students with Disabilities: IEP's 504's Instructional aides</p> <p>English Language Learners: Translation</p>	<p>Accept and respect others of all skill levels and abilities during participation.</p> <p>Participate in moderate to vigorous age appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</p>	<p>unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.</p>
	Formative/Summative Assessments	Primary & Supplementary Resources

Peer mentors	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE:</p>	<p>Level reading books Promethean board PE equipment OPEN Physical Education Modules</p>
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Allow extra time	Written and oral responses	
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<p><b>Focus Standard</b> <b>2.2 Physical Wellness</b></p>		
NJSL - HPE	Critical Knowledge and Skills	

<p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p> <p>Related Interdisciplinary Standards:  SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> <p>MODIFICATIONS:  Advanced Learner:  Lesson skill extension  Peer mentoring</p>	<p>Concept(s)/Core Idea: Lifelong Fitness  Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p>	
	<p>Students are able to (performance expectation):</p>	<p>Learning Goal(s)/Activity:</p>
	<p>Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.  Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.  Proactively engage in movement and physical activity for enjoyment individually or with others.  Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</p>	<p>Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on selfevaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisuretime fitness activities.</p>
	<p>Formative/Summative Assessments</p>	<p>Primary &amp; Supplementary Resources</p>



<p>Students with Disabilities: IEP's 504's Instructional aides</p> <p>English Language Learners: Translation Peer mentors Allow extra time</p>	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment All Kids Bike First Tee New Jersey Health moves minds SEL NFL Play 60 Discovery Education</p>
<p><b>Focus Standard</b> <b>2.2 Physical Wellness</b></p>		
<p>NJSLS - HPE</p>	<p>Critical Knowledge and Skills</p>	

<p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p> <p>Related Interdisciplinary Standards:  SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p>	<p>Concept(s)/Core Idea: Nutrition</p> <p>Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.</p>	
	<p>Students are able to (performance expectation):</p> <p>Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>	<p>Learning Goal(s)/Activity:</p> <p>Nutrition is the intake of food, considered in relation to the body's nutritional needs. An adequate and well-balanced nutritional plan, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise,</p>

<p>MODIFICATIONS:</p> <p>Advanced Learner:  Lesson skill extension  Peer mentoring</p> <p>Students with Disabilities:  IEP's</p>		<p>tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.</p>
	<p>Formative/Summative Assessments</p>	<p>Primary &amp; Supplementary Resources</p>

504's  
Instructional aides  
  
English Language Learners:  
Translation  
Peer mentors  
Allow extra time

FORMATIVE:  
Teacher Observation  
  
SUMMATIVE:  
Written and oral responses

Level reading books  
Promethean board  
PE equipment  
National Alliance for Eating Disorders  
New Jersey Farm to School Program  
Rutgers New Jersey Health Kids Initiative

**Focus Standard**  
**2.3 Safety**

NJSLS - HPE

Critical Knowledge and Skills

<p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>Related Interdisciplinary Standards:  SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.  RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or</p>	<p>Concept(s)/Core Idea: Personal Safety  Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p>	
	<p>Students are able to (performance expectations):</p> <p>Develop strategies to reduce the risk of injuries at home, school, and in the community.  Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).  Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p>	<p>Learning Goal(s)/Activity:</p> <p>Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are</p>
<p>steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</p> <p>MODIFICATIONS:  Advanced Learner:  Lesson skill extension  Peer mentoring</p> <p>Students with Disabilities:  IEP’s  504’s</p>	<p>unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.</p>	
	<p>Formative/Summative Assessments</p>	<p>Primary &amp; Supplementary Resources</p>

<p>Instructional aides</p> <p>English Language Learners: Translation Peer mentors Allow extra time</p>	<p>FORMATIVE: Teacher Observation</p> <p>SUMMATIVE: Written and oral responses</p>	<p>Level reading books Promethean board PE equipment CDC Youth Violence Prevention Cyberwise New Jersey Safe Routes</p>
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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%20NJSL-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.*

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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 \_\_\_\_\_

