

National Sexuality Education Standards Addressed by <i>Puberty: The Wonder Years</i> , Grades 4, 5, and 6			
Indicator # ¹	Indicator	If Addressed: Grade, Curriculum, Lesson	If Not Addressed: Reason or Recommended Addition
By Grade 5			
AP.5.CC.1	Describe male and female reproductive systems including body parts and their functions	Grade 4-4, 5 ; Grade 5-2, 3, 4	
AP.5.AI.1	Identify medically-accurate information about female and male reproductive anatomy	Grade 4-4 ; Grade 5-2, 3, 4	
PD.5.CC.1	Explain the physical, social, and emotional changes that occur during puberty and adolescence	Grade 4-4, Grade 5-2, 3, 4, 5, 6	
PD.5.INF.1	Describe how peers, media, family, society and culture influence ideas about body image	Grade 5-6	
PD.5.AI.1	Identify medically-accurate information and resources about puberty and personal hygiene	Grade 4-1, 6 ; Grade 5-5	
PD.5.SM.1	Explain ways to manage the physical and emotional changes associated with puberty	Grade 4-4, 5, 6 ; Grade 5, 6	
PD.5.CC.2	Explain how the timing of puberty and adolescent development varies considerably and can still be healthy	Grade 4-4, 5 ; Grade 5-1, 2, 3, 4, 6	
PD.5.AI.2	Identify parents or other trusted adults of whom they can ask questions about puberty and adolescent health issues	Grade 4-1, 2, 4, 5 ; Grade 5-1, 4, 6	
PD.5.CC.3	Describe how puberty prepares human bodies for the potential to reproduce	Grade 4-1, 3, 4, Grade 5-1, 2, 3, 4	
ID.5.CC.1	Define sexual orientation as romantic attraction to an individual of the same gender or of a different gender	Grade 5-6	
ID.5.AI.1	Identify parents or other trusted adults to whom they can ask questions about sexual orientation	Grade 5-6	
ID.5.SM.1	Demonstrate ways to treat others with dignity and respect	Grade 4-2 ; Grade 5-6, 7	
ID.5.ADV.1	Demonstrate ways students can work together to promote dignity and respect for all people	Grade 4-2 ; Grade 5-6, 7	
PR.5.CC.1	Describe the process of human reproduction	Grade 4-4, 5 ; Grade 5-4	
SH.5.CC.1	Define HIV and identify some age-appropriate methods of transmission, as well as ways to prevent transmission		Refer to <i>Michigan Model for Health HIV</i> lessons for Grades 4 & 5
HR.5.CC.1	Describe the characteristics of healthy relationships (e.g., family, friends, peers)	Grade 4-2 ; Grade 5-6	
HR.5.INF.1	Compare positive and negative ways friends and peers can influence relationships	Grade 5-6, 7	
HR.5.AI.1	Identify parents and other trusted adults they can talk to about relationships	Grade 4-1, 2, 4, 5 ; Grade 5-1, 4	
HR.5.IC.1	Demonstrate positive ways to communicate differences of opinion while maintaining relationships	Grade 5-6	
HR.5.SM.1	Demonstrate ways to treat others with dignity and respect	Grade 5-6, 7	
PS.5.CC.1	Define teasing, harassment and bullying and explain why they are wrong	Grade 5-6	
PS.5.INF.1	Explain why people tease, harass or bully others	Grade 5-6, 7	
PS.5.AI.1	Identify parents and other trusted adults students can tell is they are being teased, harassed or bullied	Grade 4-1, 2, 4, 5 ; Grade 5-6	
PS.5.IC.1	Demonstrate ways to communicate about how one is being treated	Grade 5-6	
PS.5.SM.1	Discuss effective ways in which students could respond when they are or someone else is being teased, harassed or bullied	Grade 5-6, 7	

¹ Refer to the National Sexuality Education Standards for an explanation of this code at <http://www.futureofsexed.org/nationalstandards.html>.

National Sexuality Education Standards Addressed by <i>Puberty: The Wonder Years</i> , Grades 4, 5, and 6			
Indicator # ¹	Indicator	If Addressed: Grade, Curriculum, Lesson	If Not Addressed: Reason or Recommended Addition
By Grade 5 (continued)			
PS.5.ADV.1	Persuade others to take action when someone else is being teased, harassed or bullied	Grade 5- 6	
PS.5.CC.2	Define sexual harassment and sexual abuse	Grade 5-6 (harassment)	
PS.5.AI.2	Identify parents or other trusted adults they can tell if they are being sexually harassed or abused	Grade 5-6 (harassment)	
PS.5.IC.2	Demonstrate refusal skills (clear “no” statement, walk away, repeat refusal)		Teach in Comprehensive Health Education. Reinforce in Grade 6 PWY.
By Grade 8			
AP.8.CC.1	Describe the male and female sexual and reproductive systems including body parts and their functions	Grade 4-4, 5 ; Grade 5-2, 3, 4 ; Grade 6-3	
AP.8.AI.1	Identify accurate and credible sources of information about sexual health	Grade 4-4, 5 ; Grade 5-2, 3, 4 ; Grade 6-1, D	
PD.8.CC.1	Describe the physical, social, cognitive and emotional changes of adolescence	Grade 4-4, 5, 6 ; Grade 5-2, 3, 4, 5, 6 ; Grade 6-1, 3, 4, 5	
PD.8.INF.1	Analyze how friends, family, media, society and culture can influence self-concept and body image	Grade 5-6 ; Grade 6-4, 5, 6, 7	
PD.8.AI.1	Identify medically-accurate sources of information about puberty, adolescent development and sexuality.	Grade 4-1, 6 ; Grade 5-5 ; Grade 6-1, D	
PD.8.DM.1	Demonstrate the use of a decision-making model and evaluate possible outcomes of decisions adolescents might make.	Grade 6-6	
ID.8.CC.1	Differentiate between gender identity, gender expression and sexual orientation	Grade 5-6 ; Grade 6-4, 5	
ID.8.INF.1	Analyze external influences that have an impact on one’s attitudes about gender, sexual orientation and gender identity.		
ID.8.AI.1	Access accurate information about gender identity, gender expression and sexual orientation.	Grade 5-6 ; Grade 6-4, 5	
ID.8.IC.1	Communicate respectfully with and about people of all gender identities, gender expressions and sexual orientations	Grade 5-6 ; Grade 6-4, 5	
ID.8.ADV.1	Develop a plan to promote dignity and respect for all people in the school community	Grade 4-2 ; Grade 5-6, 7 ; Grade 6-4, 5	
ID.8.CC.2	Explain the range of gender roles	Grade 4-2	
PR.8.CC.1	Define sexual intercourse and its relationship to human reproduction	Grade 4-4, 5 ; Grade 5-4 ; Grade 6-2, 3, 6, D	
PR.8.CC.2	Define sexual abstinence as it relates to pregnancy prevention	Grade 4-4, 5 ; Grade 5-4 ; Grade 6-2, 3, 6, D	
PR.8.INF.1	Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors.	Grade 6-6, 7	
PR.8.IC.1	Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors	Grade 5-5 ; 6-6, 7, C, D	
PR.8.CC.3	Describe the signs, symptoms and potential impacts of STDs, including HIV	Grade 6-D	

¹ Refer to the National Sexuality Education Standards for an explanation of this code at <http://www.futureofsexed.org/nationalstandards.html>.

National Sexuality Education Standards Addressed by <i>Puberty: The Wonder Years</i> , Grades 4, 5, and 6			
Indicator # ¹	Indicator	If Addressed: Grade, Curriculum, Lesson	If Not Addressed: Reason or Recommended Addition
By Grade 8 (continued)			
PR.8.AI.1	Identify medically-accurate resources about pregnancy prevention and reproductive health care	Grade 6-2, D	
PR.8.IC.2	Demonstrate the use of effective communication and negotiation skills about the use of contraception including abstinence and condoms	Grade 6-6, 7, C, D	
PR.8.DM.1	Apply a decision-making model to various sexual health decisions	Grade 6-6	Teach in Comprehensive Health Education. Reinforce in this lesson.
PR.8.SM.1	Describe the steps to using a condom correctly	Grade 6-D	
PR.8.CC.4	Define emergency contraception and its use		Teach at higher grades
PR.8.AI.2	Identify medically-accurate information about emergency contraception		Teach at higher grades
PR.8.CC.5	Describe the signs and symptoms of a pregnancy	Grade 6-2, A	
PR.8.AI.3	Identify medically-accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care	Grade 6-2, A, B	
PR.8.CC.6	Identify prenatal practices that can contribute to a healthy pregnancy	Grade 6-2, A, B	
SH.8.CC.1	Define STDs, including HIV, and how they are and are not transmitted	Grade 6-D	
SH.8.AI.1	Identify medically-accurate information about STDs, including HIV	Grade 6-D	
SH.8.CC.2	Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each		Teach at higher grades
SH.8.INF.1	Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors	Grade 6-6, 7, C, D	
SH.8.IC.1	Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV	Grade 6-D	
SH.8.GS.1	"Develop a plan to eliminate or reduce risk for STDs, including HIV"	Grade 6-D	
SH.8.SM.1	Describe the steps to using a condom correctly	Grade 6-D	
SH.8.CC.3	Describe the signs, symptoms and potential impacts of STDs, including HIV		Teach at higher grades
SH.8.AI.2	Identify local STD and HIV testing and treatment resources	Grade 6-D	
HR.8.CC.1	Compare and contrast the characteristics of healthy and unhealthy relationships	Grade 4-2 ; Grade 5-6 ; Grade 6-4, 5	
HR.8.INF.1	Analyze the ways in which friends, family, media, society and culture can influence relationships	Grade 5-6, 7 ; Grade 6-1, 4, 5, 7	
HR.8.SM.1	Explain the criteria for evaluating the health of a relationship	Grade 4-2 ; Grade 5-6 ; Grade 6-4, 5	
HR.8.CC.2	Describe the potential impacts of power differences such as age, status or position within relationships	Grade 6-7	
HR.8.CC.3	Analyze the similarities and differences between friendships and romantic relationships	Grade 6-4	

¹ Refer to the National Sexuality Education Standards for an explanation of this code at <http://www.futureofsexed.org/nationalstandards.html>.

National Sexuality Education Standards Addressed by <i>Puberty: The Wonder Years</i> , Grades 4, 5, and 6			
Indicator # ¹	Indicator	If Addressed: Grade, Curriculum, Lesson	If Not Addressed: Reason or Recommended Addition
By Grade 8 (continued)			
HR.8.IC.1	Demonstrate communication skills that foster healthy relationships	Grade 4-2 ; Grade 5-6 ; Grade 6-1, 4, 5, 7, C	
HR.8.CC.4	Describe a range of ways people express affection within various types of relationships	Grade 6-4, 6	
HR.8.IC.2	Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others	Grade 6-5, 7, C	
HR.8.CC.5	Describe the advantages and disadvantages of communicating using technology and social media	Grade 6-5	
HR.8.INF.2	Analyze the impact of technology and social media on friendships and relationships	Grade 6-5	
HR.8.IC.3	Demonstrate effective skills to negotiate agreements about the use of technology in relationships		Teach at higher grades
HR.8.GS.1	Develop a plan to stay safe when using social media		Teach at higher grades
HR.8.SM.2	Describe strategies to use social media safely, legally and respectfully		Teach at higher grades
PS.8.CC.1	Describe situations and behaviors that constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence	Grade 5-6, 7 ; Grade 6-4, 5	
PS.8.AI.1	Identify sources of support such as parents or other trusted adults that they can go to if they are or someone they know is being bullied, harassed, abused or assaulted	Grade 4-1, 2, 4, 5 ; Grade 5-6 ; Grade 6-1, 4, 5	
PS.8.IC.1	Demonstrate ways to communicate with trusted adults about bullying, harassment, abuse or assault	Grade 5- 6 ; Grade 6-3, 5	
PS.8.SM.1	Describe ways to treat others with dignity and respect	Grade 5-6, 7 ; Grade 6-4, 5, 7, C	
PS.8.ADV.1	Advocate for safe environments that encourage dignified and respectful treatment of everyone	Grade 6-6, 7	
PS.8.CC.2	Discuss the impacts of bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating violence and why they are wrong	Grade 5-6, 7 ; Grade 6-4, 5	
PS.8.SM.2	Demonstrate ways they can respond when someone is being bullied or harassed	Grade 5- 6 ; Grade 6-4, 5, 7, C	
PS.8.CC.3	Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched	Grade 6-5	
PS.8.CC.4	Explain why a person who has been raped or sexually assaulted is not at fault		Teach at higher grades

¹ Refer to the National Sexuality Education Standards for an explanation of this code at <http://www.futureofsexed.org/nationalstandards.html>.