

**New Jersey Student Learning Standards—
Comprehensive Health and Physical Educationⁱ**
Correlated to
***Puberty: The Wonder Years* 2021 Editionⁱⁱ**
for Grades 4, 5, and 6



The chart below describes how *Puberty: The Wonder Years* for grades 4, 5, and 6 addresses the New Jersey Student Learning Standards for Grades 4-6. The grade and lesson number from *Puberty: The Wonder Years* is indicated for each standard that is addressed.

New Jersey Student Learning Standards By the end of grade 5		Puberty: The Wonder Years		
		Grade 4	Grade 5	Grade 6
2.1 Personal and Mental Health	Personal Growth and Development			
	2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness.	4-6	5-5	
	2.1.5.PGD.2 Examine how the body changes during puberty and how these changes influence personal self-care.	4-4 4-5	5-2 5-3	
	2.1.5.PGD.3 Explain the physical, social, and emotional changes that occur during puberty and adolescents and why the onset and progression of puberty can vary.	4-4 4-5	5-2 5-3	
	2.1.5.PGD.4 Explain common human sexual development and the role of hormones.		5-6	
	2.1.5.PGD.5 Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.	4-1	5-1	
	Pregnancy and Parenting			
	2.1.5.PP.1 Explain the relationship between sexual intercourse and human reproduction.		5-4	
	2.1.5.PP.2 Explain the range of ways pregnancy can occur.		5-4	
	Emotional Health			
	2.1.5.EH.1 Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.	4-1	5-1	
	2.1.5.EH.2 Explain how to cope with rejection, loss, difficult learning situations, and/or separation from family or others.		5-6 5-7	
	2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions.	4-2`		
	2.1.5.EH.4 Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.		5-7	
	Social and Sexual Health			
	2.1.5.SSH.1 Describe gender-role stereotypes and their potential impact on self and others.	4-3		

	2.1.5.SSH.2 Differentiate between sexual orientation and gender identity	4-3	E	
	2.1.5.SSH.3 Demonstrate ways to promote dignity and respect for all people.	4-2	E	
	2.1.5.SSH.4 Describe how families can share common values, offer emotional support, and set boundaries and limits.	4-1	5-1	
	2.1.5.SSH.5 Explain the importance of communication with family members, caregivers, and other trusted adults about a variety of topics.	4-1	5-1	
	2.1.5.SSH.6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.	4-2	F	
	2.1.5.SSH.7 Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.		5-7 F	
Personal Safety				
2.3 Safety	2.3.5.PS.5 communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.	F	5-7 F	
	2.3.5.PS.6 Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situations, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.	F	5-7 F	

New Jersey Student Learning Standards By the end of grade 8		Puberty: The Wonder Years		
		Grade 4	Grade 5	Grade 6
2.1 Personal and Mental Health	2.1 Personal Growth and Development			
	2.1.8.PGD.1 Explain how appropriate health care can promote personal health.			6-7
	2.1.8.PGD.3 Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.			6-2 6-3
	2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health.			6-10
	Pregnancy and Parenting			
	2.1.8.PP.2 Summarize the stages of pregnancy from fertilization to birth.			C
	2.1.8.PP.3 Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.			C
	2.1.8.PP.4 Predict challenges that may be faced by adolescent parents and their families.			6-6
	Community Health Services and Support			
	2.1.8.CHSS.1 Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed.			6-1 6-9
	2.1.8.CHSS.4 Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.			E

	2.1.8.CHSS.5 Identify medically accurate sources of information about STIs, including HIV, such as local STIs/HIV prevention, steps to obtain PrEP and PEP, testing, and treatment.			6-7 H
	2.1.8.CHSS.6 Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.			6-10
Emotional Health				
	2.1.8.EH.1 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.			6-8
Social and Sexual Health				
	2.1.8.SSH.1 Differentiate between gender identity, gender expression, and sexual orientation.			E
	2.1.8.SSH.2 Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.			6-10
	2.1.8.SSH.3 Demonstrate communication skills that will support healthy relationships.			6-1 6-4 6-5
	2.1.8.SSH.4 Compare and contrast the characteristics of healthy and unhealthy relationships.			6-4 6-5
	2.1.8.SSH.5 Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships.			6-4
	2.1.8.SSH.7 Identify factors that are important in deciding whether and when to engage in sexual behaviors.			6-6
	2.1.8.SSH.8 Identify factors that can affect that ability to give or perceive consent to sexual activity.			6-4 6-5
	2.1.8.SSH.9 Define vaginal, oral, and anal sex.			6-6 G
	2.1.8.SSH.10 Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them.			6-6 G
	2.1.8.SSH.11 Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs.			G
Personal Safety				
2.3 Safety	Personal Safety			
	2.3.8.PS.1 Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others.			6-8 6-9
	2.3.8.PS.2 Define sexual consent and sexual agency.			6-4 6-5
	2.3.8.PS.3 Define interpersonal and sexual violence and describe their impacts on sexual health.			6-8

ⁱ <https://www.nj.gov/education/standards/chp/index.shtml>

ⁱⁱ <https://pubertycurriculum.com/curriculum/>