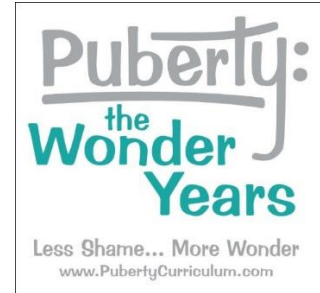


**California Health Standards:
 Growth & Development 3-6**
 Aligned to
***Puberty: The Wonder Years* for
 Grades 4, 5, and 6**



The chart below describes how *Puberty: The Wonder Years* for grades 4, 5, and 6 addresses the California Health Education Standards for Growth and Development Grades 3-6. The grade and lesson number from *Puberty: The Wonder Years* is indicated for each standard that is addressed.

California Health Education Standards for Growth and Development 3-6		Puberty: The Wonder Years		
		Grade 4	Grade 5	Grade 6
Grade 3	Standard 1: Essential Concepts			
	1.1.G Describe the cycle of birth, growth, aging, and death in living things.	Add-On D		
	1.2.G Recognize that there are individual differences in growth and development.	4-4, 4-5		
	1.3.G Identify major internal and external body parts and their functions.	4-4, 4-5		
	Standard 2: Analyzing Influences			
	2.1.G Explain how individual behaviors and one’s family and school influence growth and development.	4-2		
	Standard 3: Accessing Valid Information			
	3.1.G Identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things.	4-1		
	Standard 4: Interpersonal Communication			
	4.1.G Demonstrate how to communicate with parents, guardians, and trusted adults about growth and development.	4-1, 4-4		
	4.2.G Identify how to show respect for individual differences.		5-6	
	Standard 5: Decision Making			
	5.1.G Examine why a variety of behaviors promote healthy growth and development.	4-6		
	Standard 6: Goal Setting			
	Skills for this content area are not identified until grade five.			
	Standard 7: Practicing Health-Enhancing Behaviors			
	7.1.G Determine behaviors that promote healthy growth and development.	4-6	5-5	

California Health Education Standards for Growth and Development 3-6		Puberty: The Wonder Years		
		Grade 4	Grade 5	Grade 6
Grade 4	none			
Grade 5	Standard 1: Essential Concepts			
	1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.	Add-On D	5-4, Add-On D	
	1.2.G Explain the structure, function, and major parts of the human reproductive system.	4-4, 4-5	5-2, 5-3	6-2
	1.3.G Identify the physical, social, and emotional changes that occur during puberty.		5-2, 5-6, Add-On E	6-2, 6-3
	1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).		Add-On H	6-7
	1.5.G Describe how HIV is and is not transmitted.		Add-On H	6-7
	1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.	4-2, 4-4, 4-5	5-2, 5-3, 5-4, 5-6, Add-On E	6-2, 6-3, 6-4, 6-5, 6-10
	1.7.G Recognize that everyone has the right to establish personal boundaries.		5-6, 5-7	6-5, 6-6
	1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.		5-7, Add-On E	6-4, 6-5, 6-6
	1.9.G Explain that puberty and physical development can vary considerably and still be normal.		5-2, 5-3, 5-4, 5-6, Add-On E	6-2, 6.3
	1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).	4-6	5-4, 5-5	
	Standard 2: Analyzing Influences			
	2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.	4-3	Add-On E	6-9, 6-10
2.2.G Describe how heredity influences growth and development.		Add-On A, Add-On B, Add-On C		

California Health Education Standards for Growth and Development 3-6		Puberty: The Wonder Years		
		Grade 4	Grade 5	Grade 6
Grade 5 continued	2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.		5-2, 5-3, 5-6, 5-7	6-1, 6-3, 6-4
	Standard 3: Accessing Valid Information			
	3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.	4-1, 4-4, Add-On F	5-1, 5-4, Add-On F	6-1, 6-6
	3.2.G Differentiate between reliable and unreliable sources of information about puberty.		5-5	6-9, Add-On G
	Standard 4: Interpersonal Communication			
	4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.	4-1, 4-4	5-1, 5-4	6-1, 6-6, Add-On G
	4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.		5-6, 5-7	6-4, 6-5, 6-6
	4.3.G Demonstrate refusal skills to protect personal boundaries.		5-7, Add-On F	6-4, 6-5, 6-6, 6-8
	Standard 5: Decision Making			
	5.1.G Describe the importance of identifying personal boundaries.		5-6, 5-7	6-4, 6-5, 6-6, 6-8
	5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.		Add-On H	6-7
	Standard 6: Goal Setting			
	6.1.G Identify steps to achieve and maintain a healthy and accurate body image.		5-7	6-9
	6.2.G Develop plans to maintain personal hygiene during puberty.	4-6	5-4, 5-5	
Grade 6	none			

- + Use the HIV prevention lesson from *Michigan Model for Health*, which is available at the Michigan Model for Health Clearinghouse, <http://mmhclearinghouse.org/default.aspx?p=viewitem&item=OMA500&subno=&showpage=1&subcat=>
- + Use the free online Amaze.org video titled *What Is HIV?*, which is available at <http://amaze.org/video/what-is-hiv/>.

(Updated 2017-5-3)