

Standard Number	Massachusetts Health Education Standards for Grades 3-5	Puberty: The Wonder Years Lessons		
		Grade 4	Grade 5	Add-On Lessons
Practice 2: Self-management and Goal Setting.				
Mental and Emotional Health [5.2.MH]				
5.2.MH.2	Discuss how feelings and emotions can impact behavior. [HPE; SE]	4-1	5-1	
5.2.MH.4	Identify how a person's brain and body influence mental and emotional well-being. [HPE]	4-4, 4-5	5-2, 5-3, 5-6	
5.2.MH.5	Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways. [HPE; SE]	4-1	5-1	
5.2.MH.10	Demonstrate strategies and behaviors (which may include getting help) to help meet personal responsibilities and identify strategies to overcome barriers to meeting personal responsibilities. [HPE; SE]	4-1	5-1, 5-5	G
Physical Health and Hygiene [5.2.PH]				
5.2.PH.1	Describe the physical, social, and emotional changes that occur during puberty and adolescence, how the timing of puberty and adolescent development varies considerably, and the role of puberty in overall development. [HE]	4-4, 4-5	5-2, 5-3, 5-4, 5-6	E
5.2.PH.2	Recognize and respect that all bodies are different. [HPE]	4-3, 4-4, 4-5	5-2, 5-3, 5-6	
5.2.PH.3	Explain a variety of health-promoting practices to manage the social, physical, and emotional changes associated with puberty and into adolescence. [HPE]	4-6	5-5, 5-6	
5.2.PH.4	Describe health-promoting behaviors during menstruation, including ways to maintain personal hygiene, cope with emotional changes, manage pain and identify when help or support is needed. [HE]	4-5	5-3, 5-4, 5-5	
5.2.PH.5	Describe personal behaviors and strategies that promote health and/or avoid health risks (e.g., pedestrian safety, sun safety, protecting oneself from infectious diseases, adequate sleep, good nutrition, ergonomics, protective equipment, appropriate amounts of screen time, hearing protection, being physically active). [HPE]	4-6	5-7	F, G
5.2.PH.6	Discuss influences on and barriers to maintaining or enhancing physical health and hygiene. [PE]		5-5	
5.2.PH.7	Set a goal related to personal health (e.g., tooth brushing, sleep, hydration, ergonomics, sun safety, limiting screen time, hearing protection, physical activity, wearing protective equipment), identify resources to assist in achieving it, and track progress toward its achievement. [HPE; SE]	4-6	5-5	

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Personal Safety [5.2.PS]				
5.2.PS.1	Describe ways to promote personal safety and reduce the risk of unintentional injuries in a variety of situations (e.g., at home, at school, during physical activity, around motor vehicles, around firearms, around water, fire prevention, during a fire, as a pedestrian). [HPE]			F
5.2.PS.6	Define and provide examples of behaviors that would be considered child abuse and neglect (including physical, emotional, and sexual abuse), and describe actions and behaviors to take if feeling threatened by either someone known or not known. [HE]			F
5.2.PS.7	Demonstrate the ability to set and maintain developmentally-appropriate boundaries (including physical, verbal, sexual, and emotional boundaries) and how to respond if those boundaries are violated. [HPE]	4-6	5-6, 5-7	
5.2.PS.8	Distinguish among safe, unsafe, and inappropriate touch and demonstrate strategies for getting help including how to tell a trusted adult if this happens. [HE]		5-7	F
5.2.PS.9	Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. [HPE; SE]		5-7	F
Practice 3: Social Awareness, Relationship, and Communication				
Healthy Relationships [5.3.HR]				
5.3.HR.1	Identify characteristics of healthy and unhealthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers). [HE; SE]	4-1, 4-2, 4-3	5-1, 5-6, 5-7	
5.3.HR.2	Define and demonstrate ways to determine and respect the boundaries of self and others. HPE; SE]	4-1, 4-3	5-1, 5-6, 5-7	F
5.3.HR.3	Demonstrate strategies for addressing one's own feelings and the feelings and perspectives of others in order to support positive relationships. [HPE; SE]	4-1, 4-2, 4-3	5-1, 5-6, 5-7	
5.3.HR.4	Differentiate between conflict and bullying, and articulate the importance of the difference to avoid escalating conflicts into bullying or violence. [HE; SE]		5-6, 5-7	
5.3.HR.6	Identify and practice non-violent communication skills. [HPE, SE]		5-6, 5-7	
5.3.HR.9	Describe the differences between assigned sex at birth and gender identity and explain how one's outward appearance and behavior does not define one's gender identity or sexual orientation. [HE; SE]	4-3		E
5.3.HR.10	Describe a range of ways people may express their gender and that some people's gender identity (how they think about themselves) matches others' expectations about what their bodies look like on the outside and others do not. [HPE; SE]	4-3		E
5.3.HR.11	Describe ways that stereotypes, perceived stereotypes, prejudice, discrimination, inequality and injustice can impact relationships, and demonstrate strategies to address these factors. [HPE; SE]	4-2		

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Mental and Emotional Health [5.3.MH]				
5.3.MH.2	Explain the importance of talking with friends, parents, guardians or other trusted adults about feelings and emotions. [HPE; SE]	4-1, 4-2, 4-6	5-1, 5-3, 5-4, 5-5, 5-6	F
5.3.MH.3	Demonstrate how to ask for assistance with mental health questions, issues or concerns (e.g., challenges with friends, feeling anxious). [HE; SE]		5-6, 5-7	E, F
Practice 5: Self Awareness and Analyzing Influences.				
Mental and Emotional Health [5.5.MH]				
5.5.MH.5	Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors. [HE; SE]		5-6	
Practice 6: Information and Resource Seeking.				
Sexual Health [5.6.SH]				
5.6.SH.2	Locate resources from home, school, and community that provide medically accurate sources of information about human sexual and reproductive anatomy, puberty, and personal hygiene. [HE]	4-1, 4-6	5-1, 5-3, 5-5	E, G
5.6.SH.3	Use valid, reliable, and medically accurate resources (e.g., school nurse, doctor, digital resources, health teacher, community organizations) to find information about the human reproductive systems, human sexual development, and the effects of hormones (e.g., romantic and sexual feelings, mood swings). [HE]	4-1, 4-4	5-5	G, H
5.6.SH.4	Explain how gender identity and sexual orientation can vary in each individual. [HE]	4-3		E
5.6.SH.5	Explain the relationship between sexual intercourse and human reproduction, the range of ways pregnancy can occur, and valid and reliable resources for information or support related to these topics. [HE]		5-4	G
5.6.SH.6	Identify parents, guardians, or other trusted adults (e.g., counselors and other health care professionals) whom students can ask questions about puberty and adolescent health issues (including abuse and neglect). [HE]	4-1, 4-4, 4-5, 4-6	5-1, 5-2, 5-3, 5-5, 5-7	E
5.6.SH.7	Locate trusted adults (including parents/guardians) from whom to get help if boundaries are being violated or one is being physically, emotionally, or sexually harassed or assaulted. [HE]		5-6, 5-7	F
Practice 7: Self-Advocacy and Health Promotion.				
Public, Community, and Environmental Health [5.7.CE]				
5.7.CE.7	Demonstrate ways to treat people – including other students, their family members, and members of the school community – with dignity, respect, and empathy without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or personal characteristics such as body shape or weight. [HPE]	4-1, 4-2, 4-3	5-1, 5-6, 5-7	E, F
5.7.CE.8	Propose and support classroom policies and behaviors that promote dignity and respect. [HPE]	4-1	5-1	