Specific curriculum area standards can be found at the Center for Disease Control and Prevention website, located at the above address. Links to the specific standards are found under the current curriculum frameworks with the PDFs specific goals within each educational category located on the page. The benchmark interpretations are those of the Dangerous Decibels® program and do not represent official state board of education interpretation or review.

THE DANGEROUS DECIBELS PROGRAM is designed to reduce the incidence of noise induced hearing loss and tinnitus by changing knowledge, attitudes, and behaviors about sound exposures. Common underlying educational messages:

1. What are the sources of dangerous sounds
2. What are the consequences of dangerous sounds
3. How do I protect myself from dangerous sounds.

RATIONALE:
The Centers for Disease Control Division of Adolescent and School Health (DASH) recognizes noise induced hearing loss as a health risk for young people. http://www.cdc.gov/healthyyouth/noise/

The U.S. national health initiative; Healthy People 2020 has indicated three related health goals for the prevention of noise induced hearing loss in youth; http://www.healthypeople.gov/2020/topicsobjectives2020/objectiveslist.aspx?topicid=20 (Ear-Nose-Throat (ENT) and Educational and Community-Based Program (ECBP) Objectives

1. ENT-VSL-6: Increase the use of hearing protection devices
   a. ENT-VSL-6.2: Adolescents aged 12 to 19 years who have ever used hearing protection devices (earplugs, earmuffs) when exposed to loud sounds or noise.

2. ENT-VSL-7 Reduce the proportion of adolescents who have elevated hearing thresholds or audiometric notches, in high frequencies (3, 4, or 6 kHz) in both ears, signifying noise-induced hearing loss.

3. ECBP-3: Increase the proportion of elementary, middle, and senior high schools that have health education goals or objects that address the knowledge and skills articulated in the National Health Education Standards (high school, middle, elementary).
   a. ECBP-3.1: Comprehending Concepts related to health promotion and disease prevention (knowledge)
   b. ECBP-3.2: Accessing valid information and health promoting products and services (skills)
   c. ECBP-3.3: Advocating for personal, family, and community health (skills)
   d. ECBP-3.5: Practicing health-enhancing behaviors and reducing health risks (skills)
   e. ECBP-3.6: Using goal-setting and decision-making skills to enhance health (skills)
   f. ECBP-3.7: Using interpersonal communication skills to enhance health (skills)
4. **ECBP–4**: Increase the proportion of elementary, middle, and senior high schools that provide school health education to promote personal health and wellness in the following areas: hand washing or hand hygiene; oral health; growth and development; sun safety and skin cancer prevention; benefits of rest and sleep; ways to prevent vision and hearing loss; and the importance of health screenings and checkups.
   a. **ECBP–4.6**: Ways to prevent vision and hearing loss

**DANGEROUS DECIBELS (DD) PROGRAM CONTENT:**

**What is Sound?**

**DD Educational Objectives:** Students will know that:
1. Sound is a result of vibrations
2. Sound vibrations are called sound waves
3. You cannot have sound without vibrations
4. The energy in sound is what can cause damage to our ears

**How Do We Hear?**

**DD Educational Objective:**
Students will have a general understanding of how sound waves and vibrations travel through the parts of the ear to enable hearing

**How Do We Damage Our Hearing?**

**DD Educational Objective:**
1. Students will know how loud sounds create strong vibrations that can permanently damage hair cells in the cochlea.

**CDC Educational Benchmarks:**
A. Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   **Pre-K-Grade 2**
   1. 1.2.1 Identify that healthy behaviors impact personal health.
   2. 1.2.3 Describe ways to prevent communicable diseases.
   **Grades 3-5**
   1. 1.5.1 Describe the relationship between healthy behaviors and personal health.
   **Grades 6-8**
   1. 1.8.1 Analyze the relationship between healthy behaviors and personal health.
   2. 1.8.3 Analyze how the environment affects personal health.
   3. 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
What's that Sound?

**DD Educational Objectives:**
1. Students will understand one of the consequences of being exposed to dangerous sound levels.
2. Students will understand what it is like to try to identify sounds with a high frequency hearing loss.

**CDC Educational Benchmarks:**
A. Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - Pre-K-Grade 2
     - 1.2.1 Identify that healthy behaviors impact personal health.
   - Grades 3-5
     - 1.5.1 Describe the relationship between healthy behaviors and personal health.
   - Grades 6-8
     - 1.8.1 Analyze the relationship between healthy behaviors and personal health.
     - 1.8.3 Analyze how the environment affects personal health.
     - 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
   - Grades 9-12
     - 1.12.3 Analyze how environment and personal health are interrelated.

B. Standard 4. Students will demonstrate the ability to use decision-making skills to enhance health.
   - Pre-K-Grade 2
     - 5.2.1 Identify situations when a health-related decision is needed.
   - Grades 3-5
     - 5.5.3 List healthy options to health-related issues or problems.
   - Grades 6-8
     - 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

C. Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - Pre-K-Grade 2
     - 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

How Loud is Too Loud?

**DD Educational Objectives:**
1. Students begin to associate different sounds with decibel levels.
2. Students identify which method of hearing protection is the best to practice when exposed to dangerous decibels from different sources.
3. Students identify and discuss the social norms and challenges associated with practicing hearing protection.

**CDC Educational Benchmarks:**

**A. Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- **Pre-K-Grade 2**
  - 1.2.1 Identify that healthy behaviors impact personal health.

- **Grades 3-5**
  - 1.5.1 Describe the relationship between healthy behaviors and personal health.

- **Grades 6-8**
  - 1.8.1 Analyze the relationship between healthy behaviors and personal health.
  - 1.8.3 Analyze how the environment affects personal health.
  - 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.

- **Grades 9-12**
  - 1.12.1 Predict how healthy behaviors can affect health status.
  - 1.12.3 Analyze how environment and personal health are interrelated.
  - 1.12.5 Propose ways to reduce or prevent injuries and health problems.
  - 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
  - 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

**B. Standard 4. Students will demonstrate the ability to use decision-making skills to enhance health.**

- **Pre-K-Grade 2**
  - 5.2.1 Identify situations when a health-related decision is needed.

- **Grades 3-5**
  - 5.5.3 List healthy options to health-related issues or problems.

- **Grades 6-8**
  - 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

**C. Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- **Pre-K-Grade 2**
  - 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
  - 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

- **Grades 3-5**
  - 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
  - 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

- **Grades 6-8**
  - 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
  - 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

- **Grades 9-12**
  - 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Measuring Decibels with Sound Level Meters

DD Educational Objectives:
1. Students will measure sound intensities with a sound level meter.
2. Students learn how effective walking away from dangerous sound levels can be to reduce their exposure to dangerous sound.

CDC Educational Benchmarks:
A. Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   Pre-K-Grade 2
   • 1.2.1 Identify that healthy behaviors impact personal health.
   Grades 3-5
   • 1.5.1 Describe the relationship between healthy behaviors and personal health.
   Grades 6-8
   • 1.8.1 Analyze the relationship between healthy behaviors and personal health.
   • 1.8.3 Analyze how the environment affects personal health.
   • 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
   Grades 9-12
   • 1.12.1 Predict how healthy behaviors can affect health status.
   • 1.12.3 Analyze how environment and personal health are interrelated.
   • 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
   • 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

B. Standard 4. Students will demonstrate the ability to use decision-making skills to enhance health.
   Pre-K-Grade 2
   • 5.2.1 Identify situations when a health-related decision is needed.
   Grades 3-5
   5.5.3 List healthy options to health-related issues or problems.
   Grades 6-8
   5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

C. Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   Pre-K-Grade 2
   • 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
How to use Earplugs

DD Educational Objectives:
1. Students will observe the proper technique and fitting of preformed earplugs
2. Optional: Students will have the opportunity to practice fitting earplugs in their ears.

CDC Educational Benchmarks:
A. Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   Pre-K-Grade 2
   • 1.2.1 Identify that healthy behaviors impact personal health.
   • 1.2.3 Describe ways to prevent communicable diseases.
   Grades 3-5
   • 1.5.1 Describe the relationship between healthy behaviors and personal health.
   Grades 6-8
   • 1.8.1 Analyze the relationship between healthy behaviors and personal health.
   • 1.8.3 Analyze how the environment affects personal health.
   • 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
   Grades 9-12
   • 1.12.3 Analyze how environment and personal health are interrelated.
   • 1.12.5 Propose ways to reduce or prevent injuries and health problems.
   • 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

B. Standard 4. Students will demonstrate the ability to use decision-making skills to enhance health.
   Grades 3-5
   • 5.5.3 List healthy options to health-related issues or problems.
   Grades 6-8
   • 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

C. Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   Pre-K-Grade 2
   • 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
   • 7.2.2 Demonstrate behaviors that avoid or reduce health risks.
   Grades 3-5
   • 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
   • 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.
   Grades 6-8
   • 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
   • 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.
   Grades 9-12
   • 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

Rock Your World: Time to Act!

DD Educational Objectives:
1. To bring awareness to peer pressure that a person can encounter when practicing smart hearing.
2. Students practice making personal decisions on individual behavior in social settings and discuss their answers with the class and educator.

CDC Educational Benchmarks:
A. Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Pre-K-Grade 2
- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.3 Describe ways to prevent communicable diseases.

Grades 3-5
- 1.5.1 Describe the relationship between healthy behaviors and personal health.

Grades 6-8
- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

Grades 9-12
D. 1.12.1 Predict how healthy behaviors can affect health status.
E. 1.12.3 Analyze how environment and personal health are interrelated.
F. 1.12.5 Propose ways to reduce or prevent injuries and health problems.
G. 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
H. 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

B. Standard 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Pre-K-Grade 2
- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.2.3 Describe how the media can influence health behaviors.

Grades 3-5
- 2.5.1 Describe how family influences personal health practices and behaviors.
- 2.5.2 Identify the influence of culture on health practices and behaviors.
- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.
- 2.5.5 Explain how media influences thoughts, feelings, and health behaviors.
2.5.6 Describe ways that technology can influence personal health.

**Grades 6-8**
- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

**Grades 9-12**
- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

C. **Standard 4.** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Grades 3-5**
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.

**Grades 6-8**
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.

**Grades 9-12**
- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

D. **Standard 4.** Students will demonstrate the ability to use decision-making skills to enhance health.

**Pre-K-Grade 2**
- 5.2.1 Identify situations when a health-related decision is needed.
Grades 6-8
- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Grades 9-12
- 5.12.1 Examine barriers that can hinder healthy decision making.

E. Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Pre-K-Grade 2
- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

F. Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

Pre-K-Grade 2
- 8.2.2 Encourage peers to make positive health choices.

Grades 3-5
- 8.5.2 Encourage others to make positive health choices.

Grades 6-8
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.

Grades 9-12
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.