STATE OF FLORIDA

Specific curriculum area standards can be found at the Florida State Board of Education 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)
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

Florida Educational Benchmarks:
A. Science (K)
   Big Idea 10: Forms of Energy
   • A. Energy is involved in all physical processes and is a unifying area in many areas of science
   • B. Energy exists in many forms and has the ability to do work or cause a change
      o Observe that things that make sound vibrate. (SC.K.P.10.1)

   Big Idea 12: Motion of Objects
   • A. Motion is a key characteristic of all matter that can be observed, described, and measured.
   • B. The motion of objects can be changed by forces
      o Investigate that things move in different ways, such as fast, slow, etc. (SC.K.P.12.1)

   Big Idea 13: Forces and Changes in Motion
   • A. It takes energy to change the motion of objects
   • B. Energy change is understood in terms of forces – pushes or pulls
   • C. Some forces act through physical contact, while others act at a distance
      o Observe that a push or a pull can change the way an object is moving. (SC.K.P.13.1)

B. Science (1)
   Big Idea 10: Forms of Energy
   • A. Energy is involved in all physical processes and is a unifying area in many areas of science
   • B. Energy exists in many forms and has the ability to do work or cause a change
      o Demonstrate that the way to change the motion of an object is by applying a push or a pull. (SC.1.P.13.1)

C. Science (3)
   Big Idea 10: Forms of Energy
A. Energy is involved in all physical processes and is a unifying area in many areas of science
B. Energy exists in many forms and has the ability to do work or cause a change
   o Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical (SC.3.P.10.1)

D. Science (4)
   Big Idea 10: Forms of Energy
   • A. Energy is involved in all physical processes and is a unifying area in many areas of science
   • B. Energy exists in many forms and has the ability to do work or cause a change
      o Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion (SC.4.P.10.1)

Big Idea 12: Motion of Objects
   • A. Motion is a key characteristic of all matter that can be observed, described, and measured
   • B. The motion of objects can be changed by forces
      o Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds. (SC.4.P.12.2)

E. Science (5)
   Big Idea 10: Forms of Energy
   • A. Energy is involved in all physical processes and is a unifying area in many areas of science
   • B. Energy exists in many forms and has the ability to do work or cause a change
      o Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical (SC.5.P.10.1)

F. Science (6)
   Big Idea 10: Forms of Energy
   • A. Energy is involved in all physical processes and is a unifying area in many areas of science
   • B. Energy exists in many forms and has the ability to do work or cause a change
      o Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship. (SC.6.P.12.1)

G. Science (7)
   Big Idea 10: Forms of Energy
   • A. Energy is involved in all physical processes and is a unifying area in many areas of science
   • B. Energy exists in many forms and has the ability to do work or cause a change
      o Recognize that light waves, sound waves, and other waves move at different speeds in different materials. (SC.7.P.10.3)

H. Science (9-12)
   Body of Knowledge: Physical Science
D. Waves are the propagation of a disturbance. They transport energy and momentum but do not transport matter.
   - Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another. (SC.912.P.10.20)
   - Qualitatively describe the shift in frequency in sound or electromagnetic waves due to the relative motion of a source or a receiver. (SC.912.P.10.21)

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

Florida Educational Benchmarks:
A. Science (K)
   Big Idea 10: Forms of Energy
   - A. Energy is involved in all physical processes and is a unifying area in many areas of science
   - B. Energy exists in many forms and has the ability to do work or cause a change
     - Observe that things that make sound vibrate. (SC.K.P.10.1)
   Big Idea 12: Motion of Objects
   - A. Motion is a key characteristic of all matter that can be observed, described, and measured.
   - B. The motion of objects can be changed by forces
     - Investigate that things move in different ways, such as fast, slow, etc. (SC.K.P.12.1)
   Big Idea 13: Forces and Changes in Motion
   - A. It takes energy to change the motion of objects
   - B. Energy change is understood in terms of forces – pushes or pulls
   - C. Some forces act through physical contact, while others act at a distance
     - Observe that a push or a pull can change the way an object is moving. (SC.K.P.13.1)

B. Science (1)
   Big Idea 10: Forms of Energy
   - A. Energy is involved in all physical processes and is a unifying area in many areas of science
   - B. Energy exists in many forms and has the ability to do work or cause a change
     - Demonstrate that the way to change the motion of an object is by applying a push or a pull. (SC.1.P.13.1)

C. Science (3)
   Big Idea 10: Forms of Energy
A. Energy is involved in all physical processes and is a unifying area in many areas of science
B. Energy exists in many forms and has the ability to do work or cause a change
   - Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical (SC.3.P.10.1)

D. Science (4)
Big Idea 10: Forms of Energy
A. Energy is involved in all physical processes and is a unifying area in many areas of science
B. Energy exists in many forms and has the ability to do work or cause a change
   - Observe and describe some basic forms of energy, including light, heat, sound, electrical, and the energy of motion (SC.4.P.10.1)

E. Science (5)
Big Idea 10: Forms of Energy
A. Energy is involved in all physical processes and is a unifying area in many areas of science
B. Energy exists in many forms and has the ability to do work or cause a change
   - Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical (SC.5.P.10.1)

F. Science (6)
Big Idea 10: Forms of Energy
A. Energy is involved in all physical processes and is a unifying area in many areas of science
B. Energy exists in many forms and has the ability to do work or cause a change
   - Measure and graph distance versus time for an object moving at a constant speed. Interpret this relationship. (SC.6.P.12.1)

G. Science (7)
Big Idea 10: Forms of Energy
A. Energy is involved in all physical processes and is a unifying area in many areas of science
B. Energy exists in many forms and has the ability to do work or cause a change
   - Recognize that light waves, sound waves, and other waves move at different speeds in different materials. (SC.7.P.10.3)

H. Science (9-12)
Body of Knowledge: Physical Science
D. Waves are the propagation of a disturbance. They transport energy and momentum but do not transport matter.
   - Describe the measurable properties of waves and explain the relationships among them and how these properties change when the wave moves from one medium to another. (SC.912.P.10.20)
   - Qualitatively describe the shift in frequency in sound or electromagnetic waves due to the relative motion of a source or a receiver. (SC.912.P.10.21)
How Do We Damage Our Hearing?

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

Florida Educational Benchmarks:
A. Health Education (K)
   - Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health
     - Recognize healthy behaviors (HE.K.C.1.1)
     - Recognize ways to prevent common communicable diseases (HE.K.C.1.2)
     - Recognize there are body parts inside and outside of the body (HE.K.1.5)
   - Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
     - Explain the importance of rules to maintain health. (HE.C.2.3)

B. Health Education (1)
   Strand: Health Literacy: Concepts
   - Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
     - Recognize health consequences for not following rules. (HE.1.C.2.3)

C. Health Education (2)
   Strand: Health Literacy: Promotion
   - Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
     - Demonstrate behaviors to maintain or improve personal health. (HE.2.P.1.1)
     - Show behaviors that avoid or reduce health risks (HE.2.P.1.2)

D. Health Education (5)
   Strand: Health Literacy: Concepts
   - Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
     - Explain ways a safe, healthy home environment and school environment promote personal health. (HE.5.C.1.3)
     - Recognize how appropriate health care can promote personal health. (HE.5.C.1.5)
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.

**Florida Educational Benchmarks:**

**A. Health Education (K)**
   - Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
     - Explain the importance of rules to maintain health. (HE.C.2.3)

**B. Health Education (1)**
   Strand: Health Literacy: Concepts
   - Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
     - Recognize health consequences for not following rules. (HE.1.C.2.3)

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.

**Florida Educational Benchmarks:**

**A. Health Education (K)**
   - Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health
     - Recognize healthy behaviors (HE.K.C.1.1)
     - Recognize there are body parts inside and outside of the body. (HE.K.C.1.5)
   Strand: Health Literacy: Responsible Behavior
     - Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.
       - Recognize warning labels and signs on hazardous products and places (HE.K.B.1.2)
     - Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
       - Recognize healthy options to health-related issues or problems. (HE.K.B.3.2)
- Recognize the consequences of not following rules/practices when making healthy and safe decisions. (HE.K.B.3.3)

Strand: Health Literacy: Promotion
- Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
  - Identify healthy practices and behaviors to maintain or improve personal health. (HE.K.P.1.1)
- Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
  - Help others to make positive health choices. (HE.K.P.2.1)

B. Health Education (1)
- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health
  - Identify healthy behaviors (HE.1.C.1.1)
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
  - Recognize health consequences for not following rules. (HE.1.C.2.3)

Strand: Health Literacy: Responsible Behavior
- Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  - Identify healthy options to health-related issues or problems. (HE.1.B.3.2)
  - Explain the consequences of not following rules/practices when making healthy and safe decisions. (HE.1.B.3.3)

C. Health Education (2)
- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health
  - Describe ways a safe, healthy home environment can promote personal health. (HE.2.C.1.3)
  - Describe ways to prevent childhood injuries. (HE.2.C.1.4)

Strand: Health Literacy: Responsible Behavior
- Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.
  - Understand the meaning of warning labels and signs on hazardous products. (HE.2.B.1.2)
- Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  - Name healthy options to health-related issues or problems. (HE.2.B.3.2)

D. Health Education (3)
Strand: Health Literacy: Concepts
- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health
  - Describe healthy behaviors that affect personal health. (HE.3.C.1.1)
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
o Discuss how the community can influence healthy and unhealthy behaviors. (HE.3.C.2.7)

E. Health Education (4)
Strand: Health Literacy: Concepts
- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
  o Identify the relationship between healthy behaviors and personal health. (HE.4.C.1.1)

F. Health Education (5)
Strand: Health Literacy: Concepts
- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
  o Describe the relationship between healthy behaviors and personal health. (HE.5.C.1.1)
  o Recognize how appropriate health care can promote personal health. (HE.5.C.1.5)
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
  o Predict how friends/peers may influence various health practices of children. (HE.5.C.2.2)

G. Health Education (6)
Strand: Health Literacy: Concepts
- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
  o Describe the relationship between healthy behaviors and personal health. (HE.6.C.1.1)

H. Health Education (7)
Strand: Health Literacy: Concepts
- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
  o Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. (HE.7.C.1.1)
  o Analyze how environmental factors affect personal health. (HE.7.C.1.3)
  o Describe ways to reduce or prevent injuries and adolescent health problems. (HE.7.C.1.5)
  o Explain how appropriate health care can promote personal health. (HE.7.C.1.6)
  o Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. (HE.7.C.1.7)

I. Health Education (8)
Strand: Health Literacy: Concepts
- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
  o Analyze the relationship between healthy behaviors and personal health. (HE.8.C.1.1)
  o Predict how environmental factors affect personal health. (HE.8.C.1.3)

J. Health Education (9-12)
State of Florida: Dangerous Decibels Educational Benchmarks: 2012.11

Strand: Health Literacy: Concepts
- Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.
  - Predict how healthy behaviors can affect health status. (HE.912.C.1.1)
  - Evaluate how environment and personal health are interrelated (HE.912.C.1.3)
  - Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors. (HE.912.C.1.7)

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.

Florida Educational Benchmarks:
A. Health Education (K)
   Strand: Health Literacy: Responsible Behavior
   - Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
     - Identify the appropriate responses to unwanted and threatening situations. (HE.K.B.2.3)

B. Health Education (1)
   Strand: Health Literacy: Responsible Behavior
   - Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
     - Tell about ways to respond when in an unwanted, threatening, or dangerous situation. (HE.1.B.2.3)

C. Health Education (2)
   Strand: Health Literacy: Responsible Behavior
   - Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
     - Demonstrate ways to respond to unwanted, threatening or dangerous situations. (HE.2.B.2.3)
   - Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
     - Name healthy options to health-related issues or problems. (HE.2.B.3.2)

D. Health Education (3)
   Strand: Health Literacy: Responsible Behavior
Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  o Demonstrate refusal skills that avoid or reduce health risks (HE.3.B.2.2)

E. Health Education (4)
  Strand: Health Literacy: Responsible Behavior
  • Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
    o Identify circumstances that can help or hinder healthy decision-making. (HE.4.B.3.1)
    o Choose a healthy option when making decisions for yourself and/or others. (HE.4.B.3.5)

F. Health Education (5)
  Strand: Health Literacy: Responsible Behavior
  • Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
    o Illustrate techniques of effective verbal and nonverbal communication skills to enhance health. (HE.5.B.2.1)
    o Discuss refusal skills and negotiation skills that avoid or reduce health risks. (HE.5.B.2.2)
  • Standard 3: Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
    o Describe circumstances that can help or hinder healthy decision making. (HE.5.B.3.1)
    o Select a healthy option when making decisions for yourself and/or others. (HE.5.B.3.5)

Strand: Health Literacy: Promotion
  • Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
    o Model responsible personal health behaviors.

G. Health Education (6)
  Strand: Health Literacy: Responsible Behavior
  • Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
    o Choose healthy alternatives over unhealthy alternatives when making a decision. (HE.6.B.3.6)

Strand: Health Literacy: Promotion
  • Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
    o Demonstrate healthy practices and behaviors that will maintain or improve personal health. (HE.6.P.1.2)

H. Health Education (7)
  Strand: Health Literacy: Responsible Behavior
  • Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
    o Distinguish between healthy and unhealthy alternatives to health-related issues or problems. (HE.7.B.3.4)
    o Select healthy alternatives over unhealthy alternatives when making a decision. (HE.7.B.3.6)
State of Florida: Dangerous Decibels Educational Benchmarks: 2012.11

I. Health Education (8)
   Strand: Health Literacy: Responsible Behavior
   • Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
     o Adopt healthy alternatives over unhealthy alternatives when making a decision. (HE.8.B.3.6)
   Strand: Health Literacy: Promotion
   • Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
     o Generate healthy practices and behaviors that will maintain or improve personal health. (HE.8.P.1.2)

J. Health Education (9-12)
   Strand: Health Literacy: Responsible Behavior
   • Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
     o Employ the healthiest choice when considering all factors in making a decision. (HE.912.B.3.6)
   Strand: Health Literacy: Promotion
   • Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
     o Demonstrate a variety of healthy practices and behaviors that will maintain or improve health. (HE.912.P.1.2)

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.

A. Health Education (K)
   Strand: Health Literacy: Promotion
   • Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
     o Identify healthy practices and behaviors to maintain or improve personal health. (HE.K.P.1.1)

B. Health Education (5)
   Strand: Health Literacy: Promotion
   • Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
     o Model responsible personal health behaviors.

C. Health Education (6)
   Strand: Health Literacy: Promotion
• Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
  o Demonstrate healthy practices and behaviors that will maintain or improve personal health. (HE.6.P.1.2)

D. Health Education (7)
Strand: Health Literacy: Responsible Behavior
• Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  o Distinguish between healthy and unhealthy alternatives to health-related issues or problems. (HE.7.B.3.4)
  o Select healthy alternatives over unhealthy alternatives when making a decision. (HE.7.B.3.6)

E. Health Education (8)
Strand: Health Literacy: Promotion
• Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
  o Generate healthy practices and behaviors that will maintain or improve personal health. (HE.8.P.1.2)

F. Health Education (9-12)
Strand: Health Literacy: Promotion
• Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
  o Demonstrate a variety of healthy practices and behaviors that will maintain or improve health. (HE.912.P.1.2)

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.

Florida Educational Benchmarks:
A. Health Education (K)
Strand: Health Literacy: Concepts
• Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
  o Explain the importance of rules to maintain health. (HE.K.C.2.3)

Strand: Health Literacy: Responsible Behavior
• Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  o Identify the appropriate responses to unwanted and threatening situations. (HE.K.B.2.3)

• Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
Recognize healthy options to health-related issues or problems (HE.K.B.3.2)
Recognize the consequences of not following rules/practices when making healthy and safe decisions. (HE.K.B.3.3)

Strand: Health Literacy: Promotion
- Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
  - Identify healthy practices and behaviors to maintain or improve personal health. (HE.K.P.1.1)
- Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
  - Help others to make positive health choices. (HE.K.P.2.1)

B. Health Education (1)
Strand: Health Literacy: Concepts
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
  - Identify how children learn health behaviors from family and friends. (HE.1.C.2.1)

Strand: Health Literacy: Responsible Behavior
- Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - Tell about ways to respond when in an unwanted, threatening, or dangerous situation. (HE.1.B.2.3)
- Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  - Identify healthy options to health-related issues or problems. (HE.1.B.3.2)

Strand: Health Literacy: Promotion
- Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
  - Encourage others to make positive health choices. (HE.1.P.2.1)

C. Health Education (2)
Strand: Health Literacy: Concepts
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
  - Describe how friends’ health practices influence health behaviors of others. (HE.2.C.2.2)
  - Describe how the school and community influence health behaviors of children. (HE.2.C.2.3)

Strand: Health Literacy: Responsible Behavior
- Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - Demonstrate ways to respond to unwanted, threatening or dangerous situations. (HE.2.B.2.3)
- Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  - Name healthy options to health-related issues or problems. (HE.2.B.3.2)

Strand: Health Literacy: Promotion
• Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
  o Support peers when making positive health choices. (HE.2.P.2.1)

D. Health Education (3)
  Strand: Health Literacy: Concepts
  • Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
    o Discuss how the community can influence healthy and unhealthy behaviors. (HE.3.C.2.7)

  Strand: Health Literacy: Responsible Behavior
  • Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
    o Demonstrate refusal skills that avoid or reduce health risks. (HE.3.B.2.2)
  • Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
    o List healthy options to health-related issues or problems. (HE.3.B.3.3)

  Strand: Health Literacy: Promotion
  • Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
    o Suggest others make positive health choices. (HE.3.P.2.1)

E. Health Education (4)
  Strand: Health Literacy: Concepts
  • Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
    o Explain the importance of family on health practices and behaviors. (HE.4.C.2.1)
    o Explain the important role that friends/peers may play on health practices and behaviors. (HE.4.C.2.2)

  Strand: Health Literacy: Responsible Behavior
  • Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
    o Identify refusal skills and negotiation skills that avoid or reduce health risks. (HE.4.B.2.2)
  • Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
    o Choose a healthy option when making decisions for yourself and/or others. (HE.4.B.3.5)

  Strand: Health Literacy: Promotion
  • Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
    o Assist others to make positive health choices. (HE.4.P.2.1)

F. Health Education (5)
  Strand: Health Literacy: Concepts
  • Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
    o Predict how families may influence various health practices of children. (HE.5.C.2.1)
Predict how friends/peers may influence various health practices of children. (HE.5.C.2.2)
Predict how the school and community influence various health practices of children. (HE.5.C.2.3)

Strand: Health Literacy: Responsible Behavior
- Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - Discuss refusal skills and negotiation skills that avoid or reduce health risks. (HE.5.B.2.2)
- Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  - Select a healthy option when making decisions for yourself and/or others. (HE.5.B.3.5)

Strand: Health Literacy: Promotion
- Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
  - Persuade others to make positive health choices. (HE.5.P.2.1)

G. Health Education (6)

Strand: Health Literacy: Concepts
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
  - Examine how family influences the health of adolescents. (HE.6.C.2.1)
  - Explain the influence of personal values and beliefs on individual health practices and behaviors. (HE.6.C.2.2)
  - Examine how peers influence the health of adolescents. (HE.6.C.2.3)

Strand: Health Literacy: Responsible Behavior
- Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - Practice refusal skills and negotiation skills to reduce health risks. (HE.6.B.2.2)
- Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  - Investigate circumstances that can help or hinder healthy decision-making. (HE.6.B.3.2)
  - Choose healthy alternatives over unhealthy alternatives when making a decision. (HE.6.B.3.6)

Strand: Health Literacy: Promotion
- Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
  - Practice how to influence and support others when making positive health choices. (HE.6.P.2.2)
  - Work cooperatively to advocate for healthy individuals, families, and schools. (HE.6.P.2.3)

H. Health Education (7)

Strand: Health Literacy: Concepts
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Examine how family health behaviors influence health of adolescents. (HE.7.C.2.1)
Examine how peers may influence the health behaviors of adolescents. (HE.7.C.2.2)
Examine how the school and community may influence the health behaviors of adolescents. (HE.7.C.2.3)

Strand: Health Literacy: Responsible Behavior
- Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - Use skills for communicating effectively with family, peers, and others to enhance health. (HE.7.B.2.1)
  - Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. (HE.7.B.2.2)
  - Demonstrate how to ask for assistance to enhance the health of self and others. (HE.7.B.2.4)

- Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  - Determine when individual or collaborative decision-making is appropriate. (HE.7.B.3.3)
  - Distinguish between healthy and unhealthy alternatives to health-related issues or problems. (HE.7.B.3.4)

Strand: Health Literacy: Promotion
- Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
  - Utilize others’ influence and support to promote positive health choices. (HE.7.P.2.2)
  - Work cooperatively to advocate for healthy individuals, peers, and families. (HE.7.P.2.3)
  - Analyze ways health messages and communication techniques can be targeted for different audiences. (HE.7.P.2.4)

I. Health Education (8)
Strand: Health Literacy: Concepts
- Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
  - Assess the role of family health beliefs on the health of adolescents. (HE.8.C.2.1)
  - Assess how the health beliefs of peers may influence adolescent health. (HE.8.C.2.2)
  - Analyze how the school and community may influence adolescent health. (HE.8.C.2.3)

Strand: Health Literacy: Responsible Behavior
- Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - Illustrate skills necessary for effective communication with family, peers, and others to enhance health. (HE.8.B.2.1)
  - Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. (HE.8.B.2.2)
  - Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. (HE.8.B.2.4)
Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  - Explain circumstances that can help or hinder healthy decision-making. (HE.8.B.3.2)
  - Evaluate the outcomes of a health-related decision. (HE.8.B.3.7)

Strand: Health Literacy: Promotion

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
  - Justify a health-enhancing position on a topic and support it with accurate information. (HE.8.P.2.1)
  - Promote positive health choices with the influence and support of others. (HE.8.P.2.2)
  - Work cooperatively to advocate for healthy individuals, peers, families, and schools. (HE.8.P.2.3)

J. Health Education (9-12)

Strand: Health Literacy: Concepts

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
  - Analyze how the family influences the health of individuals. (HE.912.B.2.1)
  - Compare how peers influence healthy and unhealthy behaviors. (HE.912.B.2.2)
  - Assess how the school and community can affect personal health practice and behaviors. (HE.912.C.2.3)

Strand: Health Literacy: Responsible Behavior

Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - Explain skills needed to communicate effectively with family, peers, and others to enhance health. (HE.912.B.2.1)
  - Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. (HE.912.B.2.2)

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.
  - Examine barriers that can hinder healthy decision-making. (HE.912.B.3.2)
  - Assess whether individual or collaborative decision-making is needed to make a healthy decision. (HE.912.B.3.3)

Strand: Health Literacy: Promotion

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.
  - Demonstrate how to influence and support others in making positive health choices. (HE.912.P.2.2)
  - Work cooperatively as an advocate for improving personal, family and community health. (HE.912.P.2.3)