STATE OF INDIANA

Specific curriculum area standards can be found at the Indiana 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)

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

**Indiana Educational Benchmarks:**

A. **Science (Third Grade)**
   Standard 3. The Physical Setting
   - 3.3.9 Demonstrate that things that make sound do so by vibrating, such as vocal cords and musical instruments.

B. **Science (Sixth Grade)**
   Standard 3. The Physical Setting
   - 6.3.17 Recognize and describe that energy is a property of many objects and is associated with heat, light, electricity, mechanical motion, and sound.
   - 6.3.22 Demonstrate that vibrations in materials set up wavelike disturbances, such as sound and earthquake waves, that spread away from the source.

C. **Science (Seventh Grade)**
   Standard 3. The Physical Setting
   - 7.3.18 Describe that light waves, sound waves, and other waves move at different speeds in different materials.

D. **Science (Eighth Grade)**
   Standard 3. The Physical Setting
   - 8.3.15 Identify different forms of energy that exist in nature.
   - CP.1.24. Recognize and explain that waves are described by their velocity, wavelength, frequency or period, and amplitude.
   - CP.1.25 Understand and explain that waves can superpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.

E. **Physics I**
   Standard 1. Principles of Physics
   - P.1.22 Describe waves in terms of their fundamental characteristics of velocity, wavelength, frequency or period, and amplitude. Know that radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves, whose speed in a vacuum is approximately $3 \times 10^8$ m/s (186,000 miles/second).
- P.1.23 Use the principle of superposition to describe the interference effects arising from propagation of several waves through the same medium.
- P.1.24 Use the concepts of reflection, refraction, polarization, transmission, and absorption to predict the motion of waves moving through space and matter.

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

Indiana Educational Benchmarks:
A. Science (Third Grade)
   Standard 3. The Physical Setting
   ● 3.3.9 Demonstrate that things that make sound do so by vibrating, such as vocal cords and musical instruments.
B. Science (Sixth Grade)
   Standard 3. The Physical Setting
   ● 6.3.17 Recognize and describe that energy is a property of many objects and is associated with heat, light, electricity, mechanical motion, and sound.
   ● 6.3.22 Demonstrate that vibrations in materials set up wavelike disturbances, such as sound and earthquake waves, that spread away from the source.
   Standard 4. The Living Environment
   ● 6.4.11 Describe that human beings have body systems for obtaining and providing energy, defense, reproduction, and the coordination of body functions.
   ● 6.4.11 Describe that human beings have body systems for obtaining and providing energy, defense, reproduction, and the coordination of body functions.
   Standard 7. Common Themes
   ● 6.7.1 Describe that a system, such as the human body, is composed of subsystems.

C. Science (Seventh Grade)
   Standard 3. The Physical Setting
   ● 7.3.18 Describe that light waves, sound waves, and other waves move at different speeds in different materials.
   ● CP.1.24. Recognize and explain that waves are described by their velocity, wavelength, frequency or period, and amplitude.
   ● CP.1.25 Understand and explain that waves can superpose on one another, bend around corners, reflect off surfaces, be absorbed by materials they enter, and change direction when entering a new material.

D. Anatomy and Physiology
   ● AP 5.2 Explain how information on stimulus intensity and stimulus quality is signaled to the brain.
• AP 5.6 Describe the three regions of the ear. Distinguish the structure and function of the vestibular apparatus from the auditory apparatus. Describe how sound is transmitted from the external auditory meatus to the cochlea.
• AP 5.7 Explain how the hair cells in the vestibular apparatus and cochlea respond to head tilt, linear acceleration, rotation, and sound.

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.

Indiana Educational Benchmarks:

A. Health and Wellness (Kindergarten)
Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  • K.1.1. Name healthy behaviors.
B. Health and Wellness (First Grade)
Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
  • 1.5.1. Describe a health-related decision.
Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  • 2.7.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.
C. Physical Education (Third Grade)
Standard 5. Responsible Personal and Social Behavior
  • 3.5.2 Recognize and avoid unsafe practices and situations.
D. Health and Wellness (Third Grade)
Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  • 3.7.3. Recognize actions to avoid health risks.
E. Health and Wellness (Fourth Grade)
Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  • 4.1.4. Explain ways to prevent common health problems.
Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  • 4.7.1. Describe positive health behaviors.
  • 4.7.3. Describe behaviors due to health risks.
F. Health and Wellness (Fifth Grade)
Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  • 5.1.1. Describe the relationship between healthy behaviors and personal health.
  • 5.1.4 Describe ways to prevent common childhood injuries and health problems
Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
  - 5.5.1. Identify health-related situations that may require a thoughtful decision.
  - 5.5.4. Predict the potential outcomes of each option when making a health-related decision.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  - 5.7.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
  - 5.7.3. Demonstrate a variety of behaviors to avoid or reduce health risks.

G. Health and Wellness (Sixth Grade)
Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  - 6.1.3 Examine how one’s surroundings impact health and wellness.

Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
  - 6.5.4 Identify healthy and unhealthy options to health-related issues or problems.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  - 6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others.

H. Health and Wellness (Sixth Grade)
Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  - 7.1.5 Explain ways to reduce or prevent health risks among adolescents.
  - 7.1.8 Predict the risk of injury or illness if engaging in unhealthy behaviors.

I. Health and Wellness (Seventh Grade)
Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
  - 7.5.6 Choose healthy choices over unhealthy choices when making a decision.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  - 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others.
  - 7.7.3 Describe behaviors to avoid or reduce health risks to self and others.

J. Health and Wellness (Eighth Grade)
Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  - 8.1.5 Describe ways to reduce or prevent adolescent health problems and injuries.

Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  - 8.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others.
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.

**Indiana Educational Benchmarks:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>Standard 5</td>
<td>Students will demonstrate the ability to use decision-making skills to enhance health.</td>
</tr>
<tr>
<td></td>
<td>1.5.1.</td>
<td>Describe a health-related decision.</td>
</tr>
<tr>
<td></td>
<td>Standard 7</td>
<td>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</td>
</tr>
<tr>
<td></td>
<td>1.7.1.</td>
<td>Describe healthy practices to maintain personal health and wellness.</td>
</tr>
<tr>
<td></td>
<td>1.7.2.</td>
<td>Describe behaviors that reduce health risks.</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>Standard 7</td>
<td>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</td>
</tr>
<tr>
<td></td>
<td>4.7.1.</td>
<td>Describe positive health behaviors.</td>
</tr>
<tr>
<td></td>
<td>4.7.3.</td>
<td>Describe behaviors due to health risks.</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>Standard 5</td>
<td>Students will demonstrate the ability to use decision-making skills to enhance health.</td>
</tr>
<tr>
<td></td>
<td>5.5.1.</td>
<td>Identify health-related situations that may require a thoughtful decision.</td>
</tr>
<tr>
<td></td>
<td>5.5.4.</td>
<td>Predict the potential outcomes of each option when making a health-related decision.</td>
</tr>
<tr>
<td></td>
<td>Standard 7</td>
<td>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</td>
</tr>
<tr>
<td></td>
<td>5.7.2.</td>
<td>Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</td>
</tr>
<tr>
<td></td>
<td>5.7.3.</td>
<td>Demonstrate a variety of behaviors to avoid or reduce health risks.</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>Standard 1</td>
<td>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</td>
</tr>
<tr>
<td></td>
<td>6.1.3.</td>
<td>Examine how one’s surroundings impact health and wellness.</td>
</tr>
<tr>
<td></td>
<td>Standard 5</td>
<td>Students will demonstrate the ability to use decision-making skills to enhance health.</td>
</tr>
<tr>
<td></td>
<td>6.5.4.</td>
<td>Identify healthy and unhealthy options to health-related issues or problems.</td>
</tr>
<tr>
<td></td>
<td>6.7.2.</td>
<td>Indicate healthy behaviors that will maintain or improve the health of self and others.</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>Standard 1</td>
<td>Students will comprehend concepts related to health and wellness.</td>
</tr>
<tr>
<td></td>
<td>7.1.8.</td>
<td>Predict the risk of injury or illness if engaging in unhealthy behaviors.</td>
</tr>
<tr>
<td></td>
<td>Standard 5</td>
<td>Students will demonstrate the ability to use decision-making skills to enhance health.</td>
</tr>
</tbody>
</table>
7.5.6 Choose healthy choices over unhealthy choices when making a decision.

F. Health and Wellness (Eighth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 8.1.5 Describe ways to reduce or prevent adolescent health problems and injuries.

**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.

**Indiana Educational Benchmarks:**

A. Health and Wellness (Kindergarten)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - K.1.1. Name healthy behaviors.

B. Health and Wellness (First Grade)
   Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
   - 1.5.1. Describe a health-related decision.
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 1.7.1. Describe healthy practices to maintain personal health and wellness.
   - 1.7.2. Describe behaviors that reduce health risks.

C. Health and Wellness (Second Grade)
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 2.7.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.

D. Health and Wellness (Third Grade)
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 3.7.3. Recognize actions to avoid health risks.

E. Health and Wellness (Fourth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 4.1.4. Explain ways to prevent common health problems.
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 4.7.1. Describe positive health behaviors.
   - 4.7.3. Describe behaviors due to health risks.
F. Health and Wellness (Fifth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 5.1.1. Describe the relationship between healthy behaviors and personal health.
   - 5.1.4 Describe ways to prevent common childhood injuries and health problems.
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 5.7.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
   - 5.7.3. Demonstrate a variety of behaviors to avoid or reduce health risks.

G. Health and Wellness (Sixth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 6.1.3 Examine how one’s surroundings impact health and wellness.
   Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
   - 6.5.4 Identify healthy and unhealthy options to health-related issues or problems.
   - 6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others.

H. Health and Wellness (Seventh Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 7.1.8 Predict the risk of injury or illness if engaging in unhealthy behaviors.
   Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
   - 7.5.6 Choose healthy choices over unhealthy choices when making a decision.
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others.
   - 7.7.3 Describe behaviors to avoid or reduce health risks to self and others.

I. Health and Wellness (Eighth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 8.1.5 Describe ways to reduce or prevent adolescent health problems and injuries.
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 8.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

J. Science (Second Grade)
   Standard 2. Scientific Thinking
   - 2.2.1 Give estimates of numerical answers to problems before doing them formally.
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.

**Indiana Educational Benchmarks:**

**A. Mathematics (Eighth Grade)**
Standard 3. Algebra and Functions
- 8.3.7 Demonstrate an understanding of rate as a measure of one quantity with respect to another quantity.

**B. Science (First Grade)**
Standard 1. The Nature of Science and Technology
- 1.1.4 Use tools, such as rulers and magnifiers, to investigate the world and make observations.

**C. Science (Second Grade)**
Standard 1. The Nature of Science and Technology
- 2.1.2 Use tools — such as thermometers, magnifiers, rulers, or balances — to gain more information about objects.
- 2.1.6 Use tools to investigate, observe, measure, design, and build things.

**D. Science (Fourth Grade)**
Standard 1. The Nature of Science and Technology
- 4.1.5 Demonstrate how measuring instruments, such as microscopes, telescopes, and cameras, can be used to gather accurate information for making scientific comparisons of objects and events. Note that measuring instruments, such as rulers, can also be used for designing and constructing things that will work properly.

**E. Science (Fifth Grade)**
Standard 5. The Mathematical World
- 5.5.1 Make precise and varied measurements and specify the appropriate units.

**F. Science (Seventh Grade)**
Standard 2. Scientific Thinking.
- 7.2.6 Read analog and digital meters on instruments used to make direct measurements of length, volume, weight, elapsed time, rates, or temperatures, and choose appropriate units.

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.

**Indiana Educational Benchmarks:**
K. Physical Education (Kindergarten)
   Standard 5. Responsible Personal and Social Behavior.
   - K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities

L. Physical Education (First Grade)
   Standard 5. Responsible Personal and Social Behavior.
   - 1.5.1 Identify and demonstrate safety practices and personal responsibility during physical education class, recess and after school physical activities.

M. Health and Wellness (First Grade)
   Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
   - 1.5.1 Describe a health-related decision.
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 1.7.1 Describe healthy practices to maintain personal health and wellness.
   - 1.7.2 Describe behaviors that reduce health risks.

N. Health and Wellness (Third Grade)
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 3.7.1 Name healthy behaviors.
   - 3.7.3 Identify a healthy practice to maintain personal health and wellness.

O. Physical Education (Second Grade)
   Standard 5. Responsible Personal and Social Behavior.
   - 2.5.1 Identify and demonstrate safety practices and personal responsibility for an active class and games.

P. Health and Wellness (Second Grade)
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

Q. Health and Wellness (Fourth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 4.1.4 Explain ways to prevent common health problems.
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 4.7.1 Describe positive health behaviors.
   - 4.7.3 Describe behaviors due to health risks.

R. Health and Wellness (Fifth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health
   - 5.1.4 Describe ways to prevent common childhood injuries and health problems.
   Standard 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
   - 5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
   - 5.7.3 Demonstrate a variety of behaviors to avoid or reduce health risks.
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.

**Indiana Educational Benchmarks:**

**G. Health and Wellness (Kindergarten)**

- Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
  - K.1.1. Name healthy behaviors.
- Standard 2. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
  - K.2.1. Identify how the family influences behaviors.
  - K.2.3. State how the media influences behaviors.
- Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
  - K.4.3. State ways to respond when in an unwanted situation.

**B. Health and Wellness (First Grade)**

- Standard 2. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
  - 1.2.1 Describe how the family influences personal health behaviors.
  - 1.2.3 Identify how the media can influence health.
- Standard 8. Students will demonstrate the ability to advocate for personal, family and community health.
  - 2.8.2. Encourage peers to make positive health choices.

**C. Health and Wellness (Second Grade)**

- Standard 2. Students will analyze the influence of family, peers, culture, media and technology and other factors on health behaviors.
  - 2.2.3. Describe how the media can influence health behaviors.
- Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.
  - 2.8.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.

**D. Health and Wellness (Third Grade)**

- Standard 2. Students will analyze the influence of family, peers, culture, media and technology and other factors on health behaviors.
  - 3.2.3. State how peers can influence healthy behaviors.
  - 3.2.5. Identify how media and technology influence health behaviors.
- Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.
  - 3.8.2. Tell how to help others to make positive choices.
State of Indiana: Dangerous Decibels Educational Benchmarks: 2012.04
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

E. Health and Wellness (Fourth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 4.1.4. Explain ways to prevent common health problems.
   Standard 2. Students will analyze the influence of family, peers, culture, media and technology and other factors on health behaviors.
   - 4.2.1. Describe how the family influences personal health and behaviors.
   - 4.2.3. Determine how peers can influence unhealthy behaviors and promote wellness.
   Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.
   - 4.8.2 Illustrate how to assist others to make positive health choices.

F. Health and Wellness (Fifth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 5.1.1. Describe the relationship between healthy behaviors and personal health.
   Standard 2. Students will analyze the influence of family, peers, culture, media and technology and other factors on health behaviors.
   - 5.2.1. Describe how the family influences personal health practices and behaviors.
   - 5.2.2. Identify how peers can influence healthy and unhealthy behaviors.
   Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
   - 5.5.1. Identify health-related situations that may require a thoughtful decision.
   - 5.5.4. Predict the potential outcomes of each option when making a health-related decision.
   Standard 8. Students will demonstrate the ability to advocate for personal, family and community health.
   - Encourage others to make positive health choices.

G. Health and Wellness (Sixth Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 6.1.3 Examine how one’s surroundings impact health and wellness.
   Standard 2. Students will analyze the influence of family, peers, culture, media and technology and other factors on health behaviors.
   - 6.2.1 Identify how family practices influence the health of adolescents.
   - 6.2.3 Explain how peers influence healthy behaviors.
   Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
   - 6.5.4 Identify healthy and unhealthy options to health-related issues or problems.

H. Health and Wellness (Seventh Grade)
   Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
   - 7.1.5 Explain ways to reduce or prevent health risks among adolescents.
   Standard 2. Students will analyze the influence of family, peers, culture, media and technology and other factors on health behaviors.
   - 7.2.3 Describe how peers influence unhealthy behaviors.
   Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.
7.5.6 Choose healthy choices over unhealthy choices when making a decision.

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

- 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.7.3 Describe behaviors to avoid or reduce health risks to self and others.

I. Health and Wellness (Eighth Grade)

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

- 8.1.5 Describe ways to reduce or prevent adolescent health problems and injuries.

Standard 2. Students will analyze the influence of family, peers, culture, media and technology and other factors on health behaviors.

- 8.2.3 Describe how peers influence healthy and unhealthy behaviors.

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

- 8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.

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

- 8.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

J. Social Studies – Psychology (Kindergarten – Grade 12)


- P.5.16 Describe how a social group can influence the behavior of an individual or another group.