STATE OF WASHINGTON

Specific curriculum area standards can be found at the Washington 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/](http://www.cdc.gov/healthyyouth/noise/)


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

**Washington Educational Benchmarks**:

A. Physical Science (K-1)
   - Force and Motion: Students learn how to describe the position and motion of objects and the effects of forces on objects. Forces are introduced as pushes and pulls that can change the motion of objects.
     o K-1 PS1B: Motion is defined as a change in position over time.
     o K-1 PS1C: A force is a push or a pull. Pushing or pulling can move an object.
     o K-1 PS1D: Some forces act by touching and other forces can act without touching.

B. Physical Science (2-3)
   - Force and Motion: Describe how forces change the motion of objects; students are expected to measure the position of objects using measuring instruments such as rulers.
     o 2-3 PS1A: Motion can be described as a change in position over a period of time
     o 2-3 PS1B: There is always a force involved when something starts moving or changes its speed or direction of motion.

   - Energy: Transfer, Transformation, and Conservation
     o 2-3 PS3A: Heat, light, motion, electricity, and sound are all forms of energy.

C. Physical Science (4-5)
   - Energy: Transfer, Transformation, and Conservation
     o 4-5 PS3A: Energy has many forms, such as heat, light, sound, motion, and electricity.
     o 4-5 PS3D: Sound energy can be generated by making things vibrate
     o 4-5 PS3E: Electrical energy in circuits can be changed to other forms of energy, including light, heat, sound, and motion.

D. Physical Science (6-8)
   - Energy: Transfer, Transformation, and Conservation
     o 6-8 PS3A: Energy exists in many forms which include: heat, light, chemical, electrical, motion of objects, and sound.
     o 6-8 PS3F: Energy can be transferred from one place to another through waves. Waves include vibrations in materials. Sound and earthquake waves are examples.

E. Physical Science (9-12)
- Energy: Transfer, Transformation, and Conservation
  - 9-11 PS3D: Waves (including sound, seismic, light, and water waves) transfer energy when they interact with matter. Waves can have different wavelengths, frequencies, and amplitudes, and travel at different speeds.

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.

**Washington Educational Benchmarks:**
A. Physical Science (K-1)
  - Force and Motion: Students learn how to describe the position and motion of objects and the effects of forces on objects. Forces are introduced as pushes and pulls that can change the motion of objects.
    - K-1 PS1B: Motion is defined as a change in position over time.
    - K-1 PS1C: A force is a push or a pull. Pushing or pulling can move an object.
    - K-1 PS1D: Some forces act by touching and other forces can act without touching.
B. Physical Science (2-3)
  - Force and Motion: Describe how forces change the motion of objects; students are expected to measure the position of objects using measuring instruments such as rulers.
    - 2-3 PS1A: Motion can be described as a change in position over a period of time.
    - 2-3 PS1B: There is always a force involved when something starts moving or changes its speed or direction of motion.
C. Physical Science (6-8)
  - Energy: Transfer, Transformation, and Conservation
    - 6-8 PS3A: Energy exists in many forms which include: heat, light, chemical, electrical, motion of objects, and sound.
    - 6-8 PS3F: Energy can be transferred from one place to another through waves. Waves include vibrations in materials. Sound and earthquake waves are examples.
D. Physical Science (9-12)
  - Energy: Transfer, Transformation, and Conservation
    - 9-11 PS3D: Waves (including sound, seismic, light, and water waves) transfer energy when they interact with matter. Waves can have different wavelengths, frequencies, and amplitudes, and travel at different speeds.

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.
Washington Educational Benchmarks:
A. Health and Fitness (K)
   • 2.1 Understands foundations of health
      o 2.1.1 Understands dimensions and indicators of health (emotional, physical, intellectual, and social).
         ▪ Understands well and not well
         ▪ Discusses ways to care for body
   • 2.2 Understands stages of growth and development
      o 2.2.1 Recognizes the structure and function of body systems
         ▪ Name the five senses and their functions
   • 2.4 Acquires skills to live safely and reduce health risks
      o 2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.
      o 2.4.2 Recognizes emergency situations and demonstrates skills to respond appropriately and safely.
B. Health and Fitness (1)
   • 2.1 Understands foundations of health
      o 2.1.1 Understands dimensions and indicators of health
   • 2.2 Understands stages of growth and development
      o 2.2.1 Recognizes the structure and function of body systems
         ▪ Identifies parts of the five sensory organs and their basic function
   • 2.4 Acquires skills to live safely and reduce health risks
      o 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.
         ▪ Describe risky situations
      o 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely
C. Health and Fitness (2)
   • 2.1 Understand foundations of health
      o 2.1.1 Understands dimensions and indicators of health
   • 2.2 Understand stages of growth and development
      o 2.2.1 Recognizes structure and function of body systems
         ▪ Identifies function of body systems
   • 2.4 Acquires skills to live safely and reduce health risks
      o 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
      o 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely
D. Health and Fitness (3)
   • 2.1 Understands foundations of health
      o 2.1.1 Understands dimensions and indicators of health
   • 2.2 Understands stages of growth and development
      o 2.2.1 Understand the structure and function of body systems
   • 2.4 Acquires skills to live safely and reduce health risks
      o 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
      o 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely
E. Health and Fitness (4)
   • 2.1 Understands foundations of health
     o 2.1.1 Understands dimensions and indicators of health
   • 2.2 Understands stages of growth and development
     o 2.2.1 Understands the structure and function of body systems
     o 2.2.3 Understands hereditary factors that affect growth, development, and health
   • 2.4 Acquires skills to live safely and reduce health risks
     o 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
     o 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

F. Health and Fitness (5)
   • 2.1 Understands foundations of health
     o 2.1.1 Understands dimensions and indicators of health
   • 2.2 Understands stages of growth and development
     o 2.2.1 Understands the structure and function of body systems
     o 2.2.3 Understands hereditary factors that affect growth, development, and health
   • 2.4 Acquires skills to live safely and reduce health risks
     o 2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community
     o 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

G. Health and Fitness (6)
   • 2.1 Understands foundations of health
     o 2.1.1 Understands dimensions and indicators of health
   • 2.2 Understands stages of growth and development
     o 2.2.1 Understands the structure and function of body systems
     - Describes structure and function of major body systems
     o 2.2.3 Understands hereditary factors that affect growth, development, and health
     o 2.2.4 Understands benefits of maintaining a balance of healthy habits
   • 2.4 Acquires skills to live safely and reduce health risks
     o 2.4.1 Understands abusive and risky situations
     o 2.4.2 Understands emergency situations, ways to prevent injuries, and skills to respond appropriately and safely

H. Health and Fitness (7)
   • 2.1 Understands foundations of health
     o 2.1.1 Understands the dimensions of health and relates to personal health behaviors
   • 2.2 Understands stages of growth and development
     o 2.2.1 Understands structure and functions of body systems
     o 2.2.3 Understands hereditary factors affecting growth, development, and health
     o 2.2.4 Understands benefits of maintaining a balance of healthy habits
   • 2.4 Acquires skills to live safely and reduce health risks
     o 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community

I. Health and Fitness (8)
   • 2.1 Understands foundations of health
     o 2.1.1 Analyzes the dimensions of health and relates to personal health behaviors
   • 2.2 Understands stages of growth and development
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.

**Washington Educational Benchmarks:**

**A. Health and Fitness (K)**
- 2.1 Understands foundations of health
  - 2.1.1 Understands dimensions and indicators of health (emotional, physical, intellectual, and social).
    - Understands well and not well
    - Discusses ways to care for body
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.1 Recognizes how to prevent or reduce the risks of non-communicable disease
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.
  - 2.4.2 Recognizes emergency situations and demonstrates skills to respond appropriately and safely.

**B. Health and Fitness (1)**
- 2.1 Understands foundations of health
  - 2.1.1 Understands dimensions and indicators of health
- 2.3 Understands the concepts of prevention and control of disease
S. State of Washington: Dangerous Decibels Educational Benchmarks: 2013.09
http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx

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- 2.3.1 Recognizes how to prevent or reduce the risks of non-communicable disease
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.
    - Describe risky situations
  - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

C. Health and Fitness (2)
- 2.1 Understand foundations of health
  - 2.1.1 Understands dimensions and indicators of health
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
  - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

D. Health and Fitness (3)
- 2.1 Understands foundations of health
  - 2.1.1 Understands dimensions and indicators of health
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
  - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

E. Health and Fitness (4)
- 2.1 Understands foundations of health
  - 2.1.1 Understands dimensions and indicators of health
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
  - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

F. Health and Fitness (5)
- 2.1 Understands foundations of health
  - 2.1.1 Understands dimensions and indicators of health
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community
  - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

G. Health and Fitness (6)
- 2.1 Understands foundations of health
  - 2.1.1 Understands dimensions and indicators of health
  - 2.2.3 Understands hereditary factors that affect growth, development, and health
  - 2.2.4 Understands benefits of maintaining a balance of healthy habits
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understand skills that prevent and control non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations
  - 2.4.2 Understands emergency situations, ways to prevent injuries, and skills to respond appropriately and safely

H. Health and Fitness (7)
- 2.1 Understands foundations of health
  - 2.1.1 Understands the dimensions of health and relates to personal health behaviors
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understands skills that prevent and control non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community

I. Health and Fitness (8)
- 2.1 Understands foundations of health
  - 2.1.1 Analyzes the dimensions of health and relates to personal health behaviors
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Develops skills that prevent and control non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community

J. Health (HS)
- 2.1 Understands foundations of health
  - 2.1.1 Evaluates dimensions of health and relates to personal health behaviors
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely
  - 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely
State of Washington: Dangerous Decibels Educational Benchmarks: 2013.09
http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx

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.

Washington Educational Benchmarks:
A. Health and Fitness (K)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.1 Recognizes how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.
     - 2.4.2 Recognizes emergency situations and demonstrates skills to respond appropriately and safely.
   - 3.1 Understands how family, culture, and environmental factors affect personal health
     - 3.1.1 Understands how family factors affect health
   - 3.3 Evaluates the impact of social skills on health
     - 3.3.1 Understands that social skills are necessary to promote health and safety

B. Health and Fitness (1)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.1 Recognizes how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.
       - Describe risky situations
     - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely.
   - 3.1 Understands how family, culture, and environmental factors affect personal health
     - 3.1.1 Understands how family factors affect health
   - 3.3 Evaluates the impact of social skills on health
     - 3.3.1 Understands that social skills are necessary to promote health and safety

C. Health and Fitness (2)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
     - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely
   - 3.1 Understands how family, culture, and environmental factors affect personal health
     - 3.1.1 Understands how family factors affect health
   - 3.3 Evaluates the impact of social skills on health
     - 3.3.1 Understands that social skills are necessary to promote health and safety

D. Health and Fitness (3)
2.3 Understands the concepts of prevention and control of disease
   - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease

2.4 Acquires skills to live safely and reduce health risks
   - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
   - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

3.1 Understands how family, culture, and environmental factors affect personal health
   - 3.1.1 Understands how family factors affect health
   - 3.1.2 Understands the effects of environmental and external factors on personal, family, and community health

3.3 Evaluates the impact of social skills on health
   - 3.3.1 Understands necessary social skills to promote health and safety

E. Health and Fitness (4)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
     - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

F. Health and Fitness (5)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community
     - 2.4.2 Understands emergency situations, ways to prevent injuries, and skills to respond appropriately and safely

G. Health and Fitness (6)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.2 Understands skills that prevent and control non-communicable diseases
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations
     - 2.4.2 Understands emergency situations, ways to prevent injuries, and skills to respond appropriately and safely

   - 3.1 Understands how family, culture, and environmental factors affect personal health
     - 3.1.1 Understands how family and cultural factors affect health
     - 3.1.2 Understands how environmental factors affect health
   - 3.3 Evaluates the impact of social skills on health
     - 3.3.1 Applies necessary social skills to promote health and safety
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- 3.1.2 Understands how environmental factors affect health

H. Health and Fitness (7)
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understands skills that prevent and control non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community
- 3.1 Understands how family, culture, and environmental factors affect personal health
  - 3.1.1 Understands how family and cultural factors affect health
  - 3.1.2 Understands how environmental factors affect health

I. Health and Fitness (8)
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Develops skills that prevent and control non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community
- 3.1 Understands how family, culture, and environmental factors affect personal health
  - 3.1.1 Analyzes how family and cultural factors impact health
  - 3.1.2 Analyzes how environmental factors impact health

J. Health (HS)
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely
  - 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely
- 3.1 Understands how family, culture, and environmental factors affect personal health
  - 3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors
  - 3.1.2 Analyzes how environmental factors impact health
  - 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices

K. Mathematics (K)
- K.1.F Compare two sets of up to 10 objects each and say whether the objects are equal, greater than, or less than the objects in the set
- K.4.A Make direct comparisons using measurable attributes

L. Mathematics (6)
- 6.1.A Compare and order non-negative integers using number line, lists, or symbols of greater than, less than, equal to

M. Mathematics (7)
- 7.1.A Compare and order rational numbers using the number line, lists, or symbols
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.

**Washington Educational Benchmarks:**

A. Health and Fitness (K)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.1 Recognizes how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.
     - 2.4.2 Recognizes emergency situations and demonstrates skills to respond appropriately and safely.

B. Health and Fitness (1)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.1 Recognizes how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.
       - Describe risky situations
     - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

C. Health and Fitness (2)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
     - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

D. Health and Fitness (3)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
     - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

E. Health and Fitness (4)
   - 2.3 Understands the concepts of prevention and control of disease
     - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
- 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

F. Health and Fitness (5)
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understands how to prevent or reduce the risks of non-communicable disease
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community
  - 2.4.2 Understands emergency situations and demonstrates skills to respond appropriately and safely

G. Health and Fitness (6)
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understands skills that prevent and control non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations
  - 2.4.2 Understands emergency situations, ways to prevent injuries, and skills to respond appropriately and safely

H. Health and Fitness (7)
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Understands skills that prevent and control non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community

I. Health and Fitness (8)
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Develops skills that prevent and control non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community

J. Health (HS)
- 2.3 Understands the concepts of prevention and control of disease
  - 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases
- 2.4 Acquires skills to live safely and reduce health risks
  - 2.4.1 Understands abusive and risky situations and how to respond appropriately and safely
  - 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely

K. Mathematics (K)
- K.1.F Compare two sets of up to 10 objects each and say whether the objects are equal, greater than, or less than the objects in the set
- K.4.A Make direct comparisons using measurable attributes

L. Mathematics (6)
- 6.1.A Compare and order non-negative integers using number line, lists, or symbols of greater than, less than, equal to

M. Mathematics (7)
- 7.1.A Compare and order rational numbers using the number line, lists, or symbols
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.

**Washington Educational Benchmarks:**
A. Health and Fitness (K)
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.
     - 2.4.2 Recognizes emergency situations and demonstrates skills to respond appropriately and safely.

B. Health and Fitness (1)
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community
     - Describe risky situations

C. Health and Fitness (2)
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community

D. Health and Fitness (3)
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community

E. Health and Fitness (4)
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community

F. Health and Fitness (5)
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community

G. Health and Fitness (6)
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations

H. Health and Fitness (7)
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community

I. Health and Fitness (8)
   - 2.4 Acquires skills to live safely and reduce health risks
     - 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community
J. Health (HS)
- **2.4 Acquires skills to live safely and reduce health risks**
  - **2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely**
  - **2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely**

**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.

**Washington Educational Benchmarks:**

**A. Health and Fitness (K)**
- **2.4 Acquires skills to live safely and reduce health risks**
  - **2.4.1 Recognizes abusive and risky situations and identifies safe behaviors to prevent injury to self and others at home, school, and in the community.**

**B. Health and Fitness (1)**
- **2.4 Acquires skills to live safely and reduce health risks**
  - **2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.**
    - **Describe risky situations**
  - **3.5 Applies decision-making skills related to the promotion of health**
    - **3.5.1 Identifies decision-making skills**

**C. Health and Fitness (2)**
- **2.4 Acquires skills to live safely and reduce health risks**
  - **2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.**

**D. Health and Fitness (3)**
- **2.4 Acquires skills to live safely and reduce health risks**
  - **2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.**

**E. Health and Fitness (4)**
- **2.4 Acquires skills to live safely and reduce health risks**
  - **2.4.1 Understands abusive and risky situations and illustrates safe behaviors to prevent injury to self and others at home, school, and in the community.**
• 3.5 Applies decision-making skills related to the promotion of health
  o 3.5.1 Identifies decision-making skills

F. Health and Fitness (5)
• 2.4 Acquires skills to live safely and reduce health risks
  o 2.4.1 Analyzes abusive and risky situations and points out safe behaviors to prevent injury to self and others at home, school, and in the community
• 3.5 Applies decision-making skills related to the promotion of health
  o 3.5.1 Applies decision-making skills

G. Health and Fitness (6)
• 2.4 Acquires skills to live safely and reduce health risks
  o 2.4.1 Understands abusive and risky situations

H. Health and Fitness (7)
• 2.4 Acquires skills to live safely and reduce health risks
  o 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community

I. Health and Fitness (8)
• 2.4 Acquires skills to live safely and reduce health risks
  o 2.4.1 Understands abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community

J. Health (HS)
• 2.4 Acquires skills to live safely and reduce health risks
  o 2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely
  o 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely