

2022 - Tobacco Unit

Content Area: **Health & Physical Education**
Course(s): **Health I**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Overview:

During this unit the student will identify various forms of tobacco (including an emphasis on dangers of vaping), harmful substances in tobacco, long term and short term damage caused by tobacco use, tolerance to nicotine, withdrawal from tobacco and how tobacco effects nonsmokers.

Essential Questions:

1. What is nicotine?
2. What are three harmful substances found in all forms of tobacco?
3. What is smokeless tobacco?
4. What are some of the dangers associated with teenagers and vaping?
5. What is cardiovascular disease and how is this caused by smoking?
6. How can smoking damage different body systems such as: circulatory, digestive and respiratory?
7. How does a tolerance to nicotine form?
8. What specific dangers does trying tobacco pose for teens?
9. How can you avoid pressure to try tobacco?

Enduring Understandings:

1. Nicotine is an addictive drug found in all tobacco products.
2. Smokeless tobacco is ground tobacco that is chewed or inhaled through the nose.
3. Vaping is not a healthy alternative. Vaping affects a still developing teenage brain. Can cause mood swings, loss of memory etc.
4. Smoking can effect all body systems including: respiratory (shortness of breath, lung disease), digestive (stomach ulcers/cancer, dulled taste buds), cardiovascular (heart disease/stroke), circulatory (weakened and narrow blood vessels).

5. The more you smoke, the more tolerance you build up. Circular cycle.
6. Hang out with others who also do not smoke. Avoid situations like parties where smoking may occur. Make up a story that gets you out of the situation. Be assertive when saying No!

Standards/Indicators/Student Learning Objectives (SLOs):

HE.6-8.2.3.8.ATD	Alcohol, Tobacco and other Drugs
HE.6-8.2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
HE.6-8.2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

Lesson Titles:

Lesson 1 - Facts About Tobacco

Lesson 2 - Health Risks of Tobacco Use

Lesson 3 - Tobacco Addiction

Lesson 4 - Tobacco's Costs on Society

Lesson 5 - Choosing to Be Tobacco Free

Career Readiness, Life Literacies, & Key Skills:

WRK.9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Inter-Disciplinary Connections:

MA.7.SP	Statistics and Probability
PFL.9.1.4.B.1	Differentiate between financial wants and needs.

Equity Considerations

Amistad Mandate

Topic: Examining the historical and contemporary tobacco-related health disparities faced by Black and Indigenous communities.

Website: "The Legacy of Targeting: How the Tobacco Industry Has Exploited Black Communities" by the Truth Initiative: <https://truthinitiative.org/research-resources/targeted-communities/tracing-racist-tactics-tobacco-industry>

This lesson addresses Component 1 of the Amistad Mandate: "Promote student understanding of the historical and contemporary contributions of diverse populations to the advancement of public health and the health of all communities."

- Amistad
- Contributions of African Americans to our society
- Slavery in America

Holocaust Mandate

Topic: Examining the use of tobacco by the Nazi regime during the Holocaust and its impact on individual and community health.

Website: "Tobacco and the Holocaust" by the United States Holocaust Memorial Museum (USHMM): <https://www.pmi.com/our-transformation/cigarettes-belong-in-museums-philip-morris-international-s-ceo-calls-on-governments-to-accelerate-the-end-of-smoking>

This lesson addresses Component 1 of the Holocaust Mandate: "Analyze the causes and consequences of the Holocaust, emphasizing the systematic persecution and murder of European Jews."

- Bias
- Bigotry
- Bullying

- Prejudice

LGBTQ and Disabilities Mandate

Topic: Exploring the unique challenges and considerations for LGBTQ+ and Disabled individuals in addressing tobacco use and addiction.

Website: "Tobacco Free for All: LGBTQ+ and Disability" by the Truth Initiative: <https://truthinitiative.org/>

This lesson addresses Component 2 of the LGBTQ+ and Disabilities Inclusion Mandate: "Analyze the impact of historical and contemporary inequalities on the health and well-being of LGBTQ+ individuals and individuals with disabilities."

- Economic
- Political
- Social

Climate Change

<https://www.savethechildren.org/us/what-we-do/emergency-response/climate-change#:~:text=Extreme%20temperatures%20leave%20many%20families,sensitive%20to%20disease%20and%20pollution.>

How Climate Change is affecting the family unit. Illness, lack of work, etc.

Asian American Pacific Islander Mandate

Topic: Examining the diverse cultural perspectives and practices related to tobacco use within AAPI communities.

Website: "Asian Health Coalition: Tobacco Use Prevention" <https://www.asianhealth.org/>: <https://www.asianhealth.org/>

This lesson addresses Component 4 of the AAPI Mandate: "Infuse the contributions and perspectives of Asian American and Pacific Islander communities throughout history into all aspects of the curriculum."

- Economic
- Political
- Social

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Alternative Assessment
- Written Assessment

Resources & Materials:

- Unit Packet
- Unit Slide Presentation

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

1. The students will be able to recognize various forms of tobacco.
2. The students will be able to explain the negative effects tobacco use can have on appearance.
3. The students will be able to differentiate how tobacco affects different body systems.
4. The students will be able to plan different decision making skills to avoid peer pressure to use tobacco.
5. The students will be able to evaluate the costs tobacco use has on society.

Formative Assessment:

- Anticipatory Set

- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills

- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

TECH.8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
TECH.8.1.P.E.1	Use the Internet to explore and investigate questions with a teacher's support.

Computer Science and Design Thinking Standards
