Unit 3: Tobacco

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 17**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In the Tobacco unit, the students will learn about the dangers of tobacco use and ways to avoid harmful behaviors involving tobacco.

Standards

HPE.2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
HPE.2.3.6.B.2	Relate tobacco use and the incidence of disease.
HPE.2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
HPE.2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
HPE.2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
HPE.2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
HPE.2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Essential Questions

- Why do people choose to use tobacco when they are aware of the detrimental effects?
- How can the health impact of tobacco smoke on non-smokers be reduced?
- Why does one person become addicted to tobacco while another does not?

Application of Knowledge and Skills...

Students will know that...

- How they can stay tobacco free

- How using tobacco products damages their health
- How using tobacco products damages their health
- The harmful effects of smokeless tobacco
- Why people start using tobacco

Students will be able to...

- Describe the harmful effects of using tobacco products.
- Discuss strategies for staying tobacco free.
- Explain why tobacco leads to addiction.

Assessments

- Tobacco Unit Test Summative: Written Test The students will take a unit test to assess their understanding of the content of the unit. 2.3.6.B.1,2.3.6.B.2,2.3.6.B.3 ,2.3.6.C.1 ,2.3.6.C.2 ,2.3.6.C.3 ,2.3.6.C.4
- Tobacco Pre-test Diagnostic: Other written assessments Pre-test will assess knowledge of the effects of tobacco use. 2.3.6.B.1,2.3.6.B.2,2.3.6.C.3

Activities

Workbook Packet from Teen Health 1

Write a short paragraph describing why people choose to remain tobacco free.

List harmful effects of cigarette, pipe smoking and chewing tobacco. Explain differences among them.

Breathing Straw Activity- demonstrates reduced air intake in smokers.

Have students list and discuss the things that influence them not to smoke.

Ticket to Leave- Daily Activity

Discovery Education Video- "Tobacco Facts"

Health Review "Jeopardy"

Chapter nine test

Activities to Differentiate Instruction

General Modification for All Students May Include:

- Follow the differentiation pattern of:
    - Identification of Objectives

- Pre-Assessment of student understanding
- Differentiated Activity
- Whole-Group Discussion
- Post-Assessment
- Flexible Grouping strategies:
    - Readiness Groups – "readiness" refers to a student's grasp of a particular concept or task
    - Student Choice Groups
    - Interest Groups
    - Learning Profile Groups
    - When working in groups, students may benefit from having assigned roles in the group, which could be differentiated based on student's ability. Examples include, "facilitator", "materials coordinator", "time keeper", and "task master".
    - Provide student choice for assignments and activities that may appeal to their interests or particular abilities
    - Provide visual and auditory learning supports

Content Specific Modifications for Special Education Students May Include:

- Modifications and accommodations as listed the student's IEP
- One-on-one supports
- Prioritize tasks
- Modified or reduced assignments

Differentiation for ELL's May Include:

- General modifications may include:
    - Integrate activities into thematic units
    - Trigger student's prior knowledge and experience, which may be different from other students in the class
    - Scaffold complex texts
    - Collaboration with ELL teacher
    - Content specific vocabulary important for ELL students to understand include: tobacco, smokeless tobacco, addiction

Differentiation to Extend Learning for Gifted Students May Include:

- Tiered activities to challenge each student - Students will draw pictures to accompany the caption, "What makes you think I smoke?" Students will share their pictures and provide explanations for the details they included.

- When differentiating for gifted learners, consider the following three areas to differentiate: content, process, and product.

    - Content – consider leveling of resources, using additional resources, or developing learning centers. If modifying the content for students, consider various ways to modify content including acceleration of delivery, providing more depth or complexity in the topic, or creating

scenarios that utilize critical or creative thinking.
- Process – consider asking different questions or having students develop the questions, varying group patterns, or developing small groups that will enable you to target instruction
- Product – allow for student choice in work products, independent study options related to the content areas, or appealing to their particular strengths when considering the theory of multiple intelligences

Integrated/Cross-Disciplinary Instruction

Science- Research the chemicals/drugs that are found in tobacco products.

Visual Arts- Visually depict how tobacco alters a person's looks.

Resources

Teen Health I- Glencoe/McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=BE2E8BA0-27B7-472C-A2B8-0507CCDE5E53&blnFromSearch=1&productcode=US

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use

effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.