Unit 3: Tobacco

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 10**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students explore ways to protect their health. They will learn the dangers of tobacco and examine reasons and strategies to refuse such substances.

Standards

HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
HPE.2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
HPE.2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
HPE.2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including

	the Internet.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
HPE.2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
HPE.2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
HPE.2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
HPE.2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
HPE.2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Essential Questions

- Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?

Application of Knowledge and Skills...

Students will know...

- The harmful substances contained in tobacco.
- The parts of the respiratory system and illnesses that affect it.
- The reasons why teens use tobacco.
- Ways to defend their rights as non-smokers.

Students will be able to...

- Analyze media messages about tobacco.
- Discuss psychological and physical dependence on substances.
- Discuss ways to help others break the tobacco habit.
- Discuss why staying tobacco-free is a positive health decision.
- Explain how substances in tobacco harm the body.
- Explain the process of breathing.
- Explain what they can do to keep the respiratory system healthy.

- Explain why all forms of tobacco are harmful.
- List the effects of tobacco on the body.

Assessments

- Chapter Quiz
- Diagnostic: Sample Assessment Item
- Formative: Other written assessments
- Pre-test will assess student knowledge on tobacco. 2.1.8.A.1,3,4, 2.1.8.C.1-3, 2.1.8.E.2-3, 2.2.8.A.2, 2.2.8.B.2, 2.2.8.E.1-2
- Summative: Written Test
- The students will take a unit test to assess their understanding of the content. 2.1.8.A.1-4, 2.1.8.C.1-3, 2.1.8.E.1-4, 2.2.8.A.2, 2.2.8.B.1-3, 2.2.8.D.2, 2.2.8.E.1-2, 2.3.8.B.1-4, 2.3.8.C.1-2
- Tobacco Chapter Test
- Tobacco Pre-Test
- Written quiz on effects of tobacco use/tobacco products. 2.1.8.A.1-4, 2.1.8.C.1-3, 2.1.8.E.1-4, 2.2.8.D.2, 2.3.8.C1-2

Activities

Workbook packet from Teen Health 2

Discovery Education- Talking about:Tobacco

Identify the different forms of tobacco.

Describe the harmful substances found in tobacco products.

Review the respiratory system and how the breathing process works. A straw activity will demonstrate how breathing diminishes when exercising from a tobacco-users point of view.

Discuss the power of addiction. Identify the differences between psychological and physical addiction.

Review why teens begin using tobacco and ways to avoid tobacco use.

Explain the differences between mainstream, sidestream and secondhand smoke.

Ticket to leave- daily

Chapter eight test

Talking about: Tobacco

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, respiratory system, dependence, substance abuse, habit

Differentiation to Extend Learning for Gifted Students May Include:

- Tiered Activities- Role-play situations where peer pressure is being used to have a student begin smoking. Students will have time to practice skits. When they perform they may use cards as prompts.

- 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

Math- Students will research the cost of a pack of cigarettes and calculate what it would cost for a week, a month and a year to maintain the habit.

Science- Students will research the chemicals found in tobacco products.

Resources

Teen Health 2- Glencoe McGraw-Hill

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=C5DB70B4-9F4E-440F-98EA-940D53AF346F&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.