Unit 3: Tobacco

Content Area: **Health**
Course(s): **Health**
Time Period: **Week 10**
Length: **4 Weeks**
Status: **Published**

Unit Overview

The students will explore the dangers of using tobacco as well as reasons and strategies to refuse this substance. The unit emphasizes the value of using refusal skills and the decision-making process when confronted with the 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.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.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
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.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different 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.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
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.2.3.8.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 does one person become an addict and another does not?
- Why do people choose to use tobacco when they are aware of its detrimental effects?

Application of Knowledge and Skills...

Students will know that...

- Strategies for avoiding tobacco use.
- The damaging effects of tobacco to the body's systems.
- The different forms in which tobacco is sold and consumed.
- Why people become addicted to tobacco.

Students will be able to...

- Describe physical and psychological addiction to tobacco.
- Explain why some teens start using tobacco.
- Identify harmful substances in tobacco.
- List the harmful effects of secondhand smoke on non-smokers.
- List the harmful effects of tobacco on the body.

Assessments

- Tobacco Quiz Formative: Other written assessments Written quiz on tobacco dangers/use/abuse. 2.1.8.A.1,3,4, 2.1.8.C.2, 2.1.8.E.3-4, 2.3.8.B.1,2,3,4
- Tobacco Pre-Test Diagnostic: Other written assessments Pre-test will assess student knowledge on tobacco. 2.1.8.A.1,3,4, 2.1.8.C.2, 2.3.8.B.2-4, 2.3.8.C.1
- Tobacco Unit Test Summative: Written Test The students will take a unit test to assess their

understanding of unit content. 2.1.8.A.1,3,4, 2.1.8.C.2, 2.1.8.E.3-4, 2.2.8.A.1-2, 2.2.8.B.1-3, 2.2.8.C.1,3, 2.2.8.D.2, 2.2.8.E.1-2, 2.3.8.B.1,2,3,4, 2.3.8.C.1-2

Activities

Workbook packet from Teen Health 3

Have students create a list of the telltale signs that identify a person who smokes or chews tobacco.

Straw Activity- focus on breathing of a smoker.

Discuss how tobacco affects a user's body. Review the diagram of the human body highlighting each body system.

Describe the powers of addiction and where people can access professional help.

Explain the cost of tobacco products over a period of time.

Brainstorm and record ways to stay tobacco free.

Ticket to Leave-daily

Discovery Education Video-Talking About Tobacco

Chapter thirteen 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: addiction, substance abuse, secondhand smoke, tobacco

Differentiation to Extend Learning for Gifted Students May Include:

- 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- Nicotine is used in many insecticides because it is lethal. Students will discover other industrial uses of this chemical.

Social Studies- Research smoking laws in states other than New Jersey.

Resources

Teen Health 3- 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.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.