Unit 2: Alcohol and Tobacco

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health Grade 8

Alcohol and Tobacco

Belleville Board of Education

56 Ralph Street

Belleville, NJ 07109

Prepared by: Mr. Joseph Pontoriero

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

Unit Overview

- The theme of this Unit is to provide 8th grade students with the knowledge of the harmful effects of Alcohol and Tobacco on the body. They will learn about safe ways to say NO and what to do when given access to these drugs.
- Educating students of the harmful effects of these drugs at a young age will allow them to live healthy and active lifestyles.
- **Topics:**
- **1. Facts About Tobacco.**
- **2. Health Risks of Tobacco Use**
- **3. Tobacco Addiction.**
- **4. Alcohol Use and Teens.**
- **5. Effects of Alcohol Use**
- **6. Giving students the foundation for managing their Health Goals**

Enduring Understanding

- **Lesson 1** identifies the forms of tobacco and the harmful ingredients in tobacco smoke.
- **Lesson 2** describes the harmful effects of tobacco on the body.

- **Lesson 3** explains how a person becomes addicted to nicotine and identifies the signs of dependence.
- **Lesson 4** explains why some teens may choose to use alcohol and how alcohol is harmful to teens.
- **Lesson 5** examines the dangers of using alcohol, short-term effects of alcohol use, how alcohol damages body systems, and how alcohol affects behavior. How members of the LGBTQ community are more likely to use alcohol as a coping method

- **Methods of Quitting Smoking, Nicotine's Effects on the Body, Tobacco Use and Cancer, The Effect of Restrictions on Teen Smoking,Quitting Tobacco Use, Emphysema – A Consequence of Smoking, Cirrhosis and Liver Damage, Risk Factors for Teen Drug Use, SADD: Students Against Destructive Decisions, Statistics on Underage Drinking, Binge Drinking and Teen Suicide**
- Giving students the knowledge they need so that the avoid dangerous behavior like tobacco use and underage drinking.
- ELA, Science, Social Studies. Adult Life Connection: Educating students of harmful effects of tobacco and alcohol will allow them to remain abstinent from these harmful drugs.
- **Active Learning Harmful Tobacco Products** Ask students to describe what they know about cigarettes and cigars. Then ask students whether they think one is less harmful to your health than the other. [Anno: *Both contain tobacco which is harmful*.]
- **Foldable or Study Organizer** Students are instructed to create a Foldable for Lesson 1 and a study organizer for all additional lessons.
- **Guided Notes** In the online program, ask students to open their online Notebook, click on the Guided Notes tab, and answer the three guided notes questions in the space provided.
- **Health Skills Practice Accessing Information** Ask students to research laws in their state about teens and alcohol, including age limits and penalties. Ask students to summarize what they learn in the form of a chart or other type of graphic organizer.
- Students can revisit their Anti-Tobacco and Alcohol ads they will create during this Unit

Essential Questions

1. Summarize: Why is tobacco harmful?
2. Identify: Name three substances in tobacco smoke that are harmful to the body.
3. Explain: What is harmful about the chemicals in tobacco?
4. Analyze: If many cigarettes have filters, why are they still not safe?
5. Analyze: Which of the health risks associated with tobacco use do you consider the most serious? Explain your answer.
6. Identify: What is the leading cause of death among people who smoke?
7. Summarize: Describe the ways in which smoking harms the systems in the body?
8. Identify: What is the substance in tobacco that causes addiction?
9. Recall: Explain the difference between physical dependence and psychological dependence.
10. Analyze: Why do you think it is important for a teen never to try tobacco?
11. Identify ways the LGBTQ can avoid using drugs and alcohol as a coping method

Exit Skills

- Explain why some teens may choose to use Tobacco?
- Why is Tobacco harmful to teens?
- What are the dangers of using Tobacco?
- What are some of the short-term effects of Tobacco use?
- How does Tobacco damage our body systems?
- How does alcohol affect behavior?
- **Describe** how alcohol use can lead to violence?
- Identify the stages of alcoholism?
- Describes the negative consequences of alcohol addiction and alcohol abuse?
- Explain why some teens may choose to use alcohol?
- How is alcohol harmful to teens?
- Examine the dangers of using alcohol?
- What are some long-term effects of tobacco use?
- How alcohol damages body systems?
- How does alcohol affects behavior?

New Jersey Student Learning Standards (NJSLS)

	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.
2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
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.
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.
	A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
2.3.8.DSDT.1	Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
2.3.8.DSDT.2	Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
	The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.
2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
2.3.8.DSDT.5	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Interdisciplinary Connections

ELA

Science

Social Studies

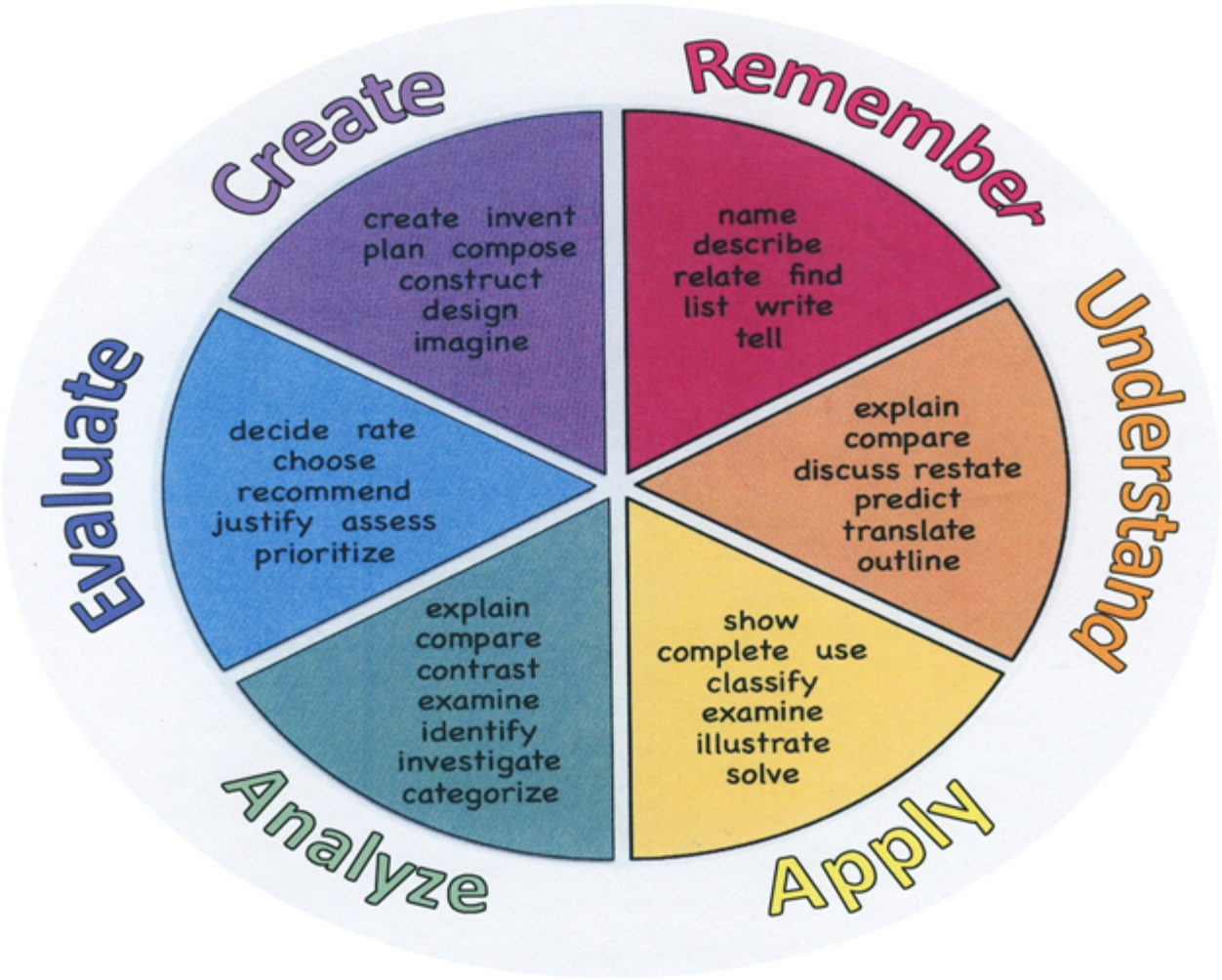
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Learning Objectives

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Students will be able to explain why some teens may choose to use Tobacco
- Students will be able to describe why is Tobacco harmful to teens.
- Students will be able to list what are the dangers of using tobacco
- Students will be able to express what are some of the short-term effects of Tobacco use
- Students will be able to outline how does Tobacco damage our body systems
- Students will be able to describe how does alcohol affect behavior
- Students will be able to assess how alcohol use can lead to violence
- Students will be able to identify the stages of alcoholism
- Students will be able to describe the negative consequences of alcohol addiction and alcohol abuse.
- Students will be able to analyze why some teens may choose to use alcohol
- Students will be able to recite how is alcohol harmful to teens.
- Students will be able to examine the dangers of using alcohol
- Students will be able to name what are some long-term effects of tobacco use
- Students will be able to express how alcohol damages body systems
- Students will be able to indicate how does alcohol affects behavior
- Students will be able to construct a plan to counteract the effects of secondhand smoke on Climate Change

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



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Suggested Activities & Best Practices

Lesson 1: **Active Learning Quick Demo** Go around the room and lead the class in a deep-breathing exercise, guiding students to breathe in, hold for a count of four, and breathe out. Then ask: If you were to breathe in the smoke from a cigarette, what habit-forming drug would you be taking into your body? *nicotine* What immediate effects does nicotine have on the body? [Sample answer: *Increases heart rate, raises blood pressure, causes dizziness and upset stomach, and reduces the amount of oxygen the blood carries to the brain.*]

Lesson 2: **Active Learning Role-Play** Have the class brainstorm about the negative effects of teen smoking. Then separate the class into groups. Each group will portray one of the effects in a skit.

Lesson 3: Active Learning Real-World Connection Ask students to observe smokers o outside of public buildings or restaurants. Have them think of ways the need to smoke controls the smokers' habits. The next day, lead a discussion about what they observed. Caution students against naming or otherwise identifying

specific people.

Lesson 4: Health Skills Practice Accessing Information Ask students to research laws in their state about teens and alcohol, including age limits and penalties. Ask students to summarize what they learn in the form of a chart or other type of graphic organizer.

Lesson 5: Active Learning Posters Ask groups of students to make posters titled "The Brain on Alcohol." Posters should show images (readily available online) of brains of teen users and nonusers of alcohol. Give students a chance to share their posters with the class. They should explain how and why the images are different and how the differences affect brain function.

Assessment Evidence - Checking for Understanding (CFU)

- Audio Summaries (summative assessment)
- Hands-On Health (formative assessment)
- Reading Review (formative assessment)
- Study Aids (formative assessment)
- Assessments (summative assessment)
- Chapter Assessment (summative assessment)
- eAssessment (summative assessment)
- Enrichment Activities (formative assessment)
- Reteaching Activities (formative assessment)
- Decision-Making Activities (alternative assessment)
- Health Labs (summative assessment)
- Parent Letter and Activities (formative assessment)
- Universal Access Activities (formative assessment)
- Homework (formative assessment)
- Do Nows (formative assessment)

- Exit Slips (formative assessment)
- Projects (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Glencoe Health Textbook

Ancillary Resources

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not not needed or used.

- Newsela
- Brain PoP
- Kidshealth.org
- Google Classroom
- McGraw Hill COnnect Ed

Technology Infusion

Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Microsoft Office 365
- Google classroom
- Chrome books
- Youtube



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student

learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

Media Literacy
Communication and Collaboration
Creativity and Innovation

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

Global Awareness
Civic Literacy
Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Differentiation

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

Hands-On Health Click on the Project Center tab in the navigation bar. Select Hands-On Health, and then select the activity for the current chapter for more information and an activity rubric.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Assessments

Chapter Assessment Instruct students to click on the Assessment tab on the navigation bar, and type their answers into the answer boxes, then click SAVE.

eAssessment In the Teacher Center, click on the Assess tab in the navigation bar. Click on the McGraw-Hill Assessment title, and follow the instructions to create a new test or question set.

Enrichment Activities These activities are designed to extend the concepts introduced in the student textbook. They are recommended for use with students showing a high degree of mastery of the health concepts and skills developed in each lesson. Enrichment activities challenge the students to apply the knowledge and critical thinking skills, analyze situations, and resolve problems presented in case studies.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Cross-Curriculum Activities These activities help students relate their understanding of health to other academic disciplines. The formats for the cross-curriculum activities are varied.

Decision-Making Activities These worksheets help students understand and apply the decision-making process described in the Health Skills Handbook. The activities enable students to put themselves in realistic decision-making situations and examine options and outcomes, consider different values, choose a course of action, and evaluate it.

Health Labs These activities give students experience in making observations and hypothesis, collecting and recording data, and forming conclusions based on analysis and interpretations of experimental results.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text

- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Group based projects
Center-Based Instruction

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Audio Summaries Encourage students to listen to the audio summaries for each lesson to review the lesson content. Audio summaries are available in English and Spanish.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

Study Aids Direct students to use the Foldable® to review the content of Lesson 1 and the study organizers for all other lessons.

Reteaching Activities The reteaching activities are recommended for use with students who need additional help learning the concepts presented in the textbook. A variety of formats include completion items, lists and charts, grapic organizers, acrostics, and other approaches.

Group based projects
Center-Based Instruction

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices

- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Sample Lesson

Unit Name: Tobacco

NJSLS: See linked standards

Interdisciplinary Connection:

ELA, Science

Statement of Objective:

- Students will be able to explain why some teens may choose to use Tobacco
- Students will be able to describe why is Tobacco harmful to teens.
- Students will be able to list what are the dangers of using tobacco
- Students will be able to express what are some of the short-term effects of Tobacco use
- Students will be able to outline how does Tobacco damage our body systems
- Students will discuss as a group the effect of tobacco plantations on Climate Change

Anticipatory Set/Do Now:

Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources

panel. Lead a class discussion asking:

1. Recall the year warning labels were required to be placed on cigarette packaging.
2. Identify the number of people the CDC estimates who currently smoke.

Learning Activity:

Before You Read
Building Vocabulary Vocabulary terms appear in yellow highlighted and bolded text in the online program. Clicking on the vocabulary term will open a pop-up box to reveal English and Spanish definitions.
Grade 8 – Explain to students that carbon monoxide is a chemical that is similar to the familiar carbon dioxide. The difference can be inferred from the prefixes mon-, which means "one," and di-, which means "two." A molecule of carbon monoxide has one oxygen atom, while a molecule of carbon dioxide has two oxygen atoms.

Health eSpotlight Video Instruct students to watch the video and answer the questions in the Lesson Resources panel. Lead a class discussion asking:

1. Recall the year warning labels were required to be placed on cigarette packaging.
2. Identify the number of people the CDC estimates who currently smoke.

Quick Write Make a list of as many tobacco products as you can think of prior to reading this lesson. Briefly describe each product. [Anno: Responses will vary.]

Real-Life Issues - Your Health Inventory Have students complete the health inventory. Tell students that they may keep their answers confidential. Explain that each topic in the inventory is covered in the chapter. Have students identify health strengths and weaknesses. Students will have a chance to complete the survey again after reading the chapter.

As You Read
Foldable or Study Organizer Students are instructed to create a Foldable for Lesson 1 and a study organizer for all additional lessons.

Guided Notes In the online program, ask students to open their online Notebook, click on the Guided Notes tab, and answer the three guided notes questions in the space provided.

Active Learning
Harmful Tobacco Products Ask students to describe what they know about cigarettes and cigars. Then ask students whether they think one is less harmful to your health than the other. [Anno: *Both contain tobacco which is harmful*.]

SCREEN 4

Critical Thinking
Analyzing Ask students: If tobacco contains chemicals that have such terrible effects on the body, why do so many people continue to smoke? [Anno: *Nicotine in tobacco is an addictive drug. Users develop intense cravings for it*.] Lead a brainstorming session asking students to name some of the negative effects of tobacco use. Prompt students to name negative effects that impact all sides of the health triangle. [Anno: *Physical*

effects include wrinkles, yellow skin and fingernails, heart disease, cancer, emphysema. Mental/Emotional effects include addiction to tobacco use. Social effects include being excluded from activities by non-smoking friends.]

Student Assessment/CFU's:

1. Summarize: Why is tobacco harmful?
2. Identify: Name three substances in tobacco smoke that are harmful to the body.
3. Explain: What is harmful about the chemicals in tobacco?
4. Analyze: If many cigarettes have filters, why are they still not safe?
5. Analyze: Which of the health risks associated with tobacco use do you consider the most serious? Explain your answer.
6. Identify: What is the leading cause of death among people who smoke?
7. Summarize: Describe the ways in which smoking harms the systems in the body?
8. Identify: What is the substance in tobacco that causes addiction?

Materials:

Smartboard

Chrome books

21st Century Themes and Skills:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications:

Videos

Groups

Integration of Technology:

Chromebooks

Youtube

2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
2.3.8.ATD.3	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.