Unit 07: Nicotine/Tobacco

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Week**
Status: **Published**

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the well-being of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well-being and success.

Students will learn and understand that physical activity and fitness benefits all aspects of health. Students will learn about the various activities and exercises that can help increase and maintain overall health. Students will also learn the importance of taking safety precautions when engaging in physical activity. Students will participate in various activities which will allow them to learn and apply knowledge of physical activity to personal life.

Revision Date: July 2020

Standards

2.1 Mental Health: Emotional and Social Wellness

Personal Growth and Development

Individual actions, genetics, and family history can play a role in an individual's personal health.

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

Responsible actions regarding behavior can impact the development and health of oneself and others.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

2.3 Safety

Alcohol, Tobacco and other Drugs

The use of alcohol, tobacco (including ecigarettes, 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.

Dependency, Substances Disorder and Treatment

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 across content areas

LA.WHST.6-8.2.D - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

LA.WHST.11-12.6 - Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Inclusion of the Career Ready Practice Standards

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

Integration of 21st Century Skills through NJSLS 9

CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards through the NJSLS

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Transfer

Essential Questions

Is nicotine as dangerous a drug as other illegal substances?

What is the typical cycle of addiction to nicotine products?

What makes experimentation with nicotine especially dangerous for pre- teenagers?

Essential Understandings

Nicotine use can have a permanent damaging effect on the body.

Nicotine use is an addicting behavior.

Nicotine use can be avoided through practicing refusal skills.

Electronic cigarette use/ vaping is not a safe alternative to traditonal tobacco use

Students Will Know

the different methods of nicotine ingestion.

the effects nicotine has on the body.

the factors that influence teens into nicotine usage.

methods for avoiding nicotine use.

the current laws surrounding nicotine use.

Students Will Be Skilled At

key terms and concepts, including: tobacco, nicotine, carbon monoxide, tar, emphysema, addiction, peer pressure, second hand smoke, refusal skills, cigarettes, cigars, smokeless tobacco, vaping, electronic cigarette, E.N.D.S. products

Evidence/Performance Tasks

When taking a Physical Education or Health course, students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

- participate in every class activity designed to enhance student knowledge of personal health.
- act respectfully and follow the rules.
- complete homework, group work, quizzes, tests, and projects that will evaluate understanding of proper ways to maintain personal hygiene, and what to look for when choosing personal hygiene products.
- apply knowledge of the importance of personal health and hygiene to one’s own personal life.
- develop personal health goals to improve one’s personal health and hygiene.
- answer the essential questions.

Learning Plan

- Introduce the unit: personal health
- Discuss key terms and concepts such as: hygiene, plaque, sunscreen, acne, dandruff, astigmatism, prescription, over the counter medication, side effects, tolerance, drug misuse.
- Apply knowledge of personal health and hygiene to personal life.
- Review all material covered as it pertains to personal health and hygiene.
- Assess understanding through class participation, class work, projects, group work, quizzes and tests that assess knowledge of the importance of maintaining personal health and hygiene.

Materials

Google classroom/ technology access

Projector

Construction paper

Markers

Course videos

Handouts

Associated web content and media sources are infused into the unit as applicable and available

In addition the materials above, the link connects to district approved textbooks and resources utilized in this course

CORE BOOK LIST

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environment.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1JN3XzsuRVs09JoqKayEQYWUZt4rJdwqQ3rQI5jqs5C4/edit?usp=sharing