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 the impact tobacco has on the body systems. The students will learn about tobacco facts, risks, addiction, and the effect tobacco has on society today. Students will learn and share strategies to promote a tobacco free school and community. Students will learn ways to apply knowledge gained during the unit to their own personal life.

Revision Date: July 2020

Essential Questions

- How do advertisements contribute to teenage experimentation with nicotine?
- What similarities do the use of vaping devices present for the adolescent body as compared to traditional tobacco use?
- Why does it become difficult to use refusal skills for resisting nicotine when in the presence of peers?
- How easily can one stop using nicotine once they are addicted?

Essential Understandings

- nicotine and tobacco use is damaging to the body and the body systems.
- nicotine and tobacco use contains many harmful chemicals, including nicotine, tar and carbon monoxide.
- nicotine use can lead to addiction.
- using nicotine, especially at a young age leaves one vulnerable for diseases and disorders.
- everyone plays a big part in promoting a nicotine and tobacco free school and community.

Students Will Know

- key terms and concepts, including: vaping, E.N.D.S., tobacco, nicotine, addictive, tar, bronchi, carbon monoxide, cigarettes, cigars, smokeless tobacco, surgeon general warning, cardiovascular disease, nervous system, circulatory system, respiratory system, digestive system, tolerance, physical dependence, psychological dependence, withdrawal, relapse, secondhand smoke, mainstream smoke, passive smoker, cancer, lung cancer.
- the various forms of nicotine use.

Students Will Be Skilled At

- the harmful substances found in vaping products, as well as in traditional tobacco products.
- the negative effects nicotine and tobacco have on the body and its systems.

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.

• work in groups to identify the harmful effects nicotine has on the body and it's systems.
• create posters promoting a tobacco- free school and community.
• present skits demonstrating refusal skills when confronted with peer pressure towards nicotine use.
• complete a written assessment on the ingredients in vaping products as well as tobacco products, the bo systems affected by tobacco use, strategies to avoid peer pressure, refusal skills, and the current laws on tobacco
• follow all class rules and regulations.
• answer the essential questions.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Introduce the nicotine/ tobacco unit, highlighting topics such as the ingredients in tobacco, ways of ingesting tobacco products, the current laws surrounding tobacco use, body systems affected by nicotine use, refusal skills, and avoiding negative peer pressure
- Discuss key terms and and concepts, including: vaping, E.N.D.S., tobacco, nicotine, addictive, tar, bronchi, carbon monoxide, cigarettes, cigars, smokeless tobacco, surgeon general warning, cardiovascular disease, nervous system, circulatory system, respiratory system, digestive system, tolerance, physical dependence, psychological dependence, withdrawal, relapse, secondhand smoke, mainstream smoke, passive smoker, cancer, lung cancer.
- Discuss the effects that tobacco use has on the body and on society.
- Create posters promoting a tobacco free school and community.
- Work in groups and discuss strategies for avoiding peer pressure towards tobacco use.
- Present skits demonstrating refusal skills when confronted with peer pressure towards tobacco use.

Materials

Laptops

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.

Standards

By the end of Grade 8:

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.

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

Personal Safety

Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations

Health Conditions, Diseases and Medicines

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

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.

Suggested Strategies for Modifications

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