

**Health Education Middle School
Canterbury Public Schools**

Subject	Health Education													
Grade Level	Middle School Grades 5 -8													
Unit Title	Tobacco / E-Cigarettes													
Unit Goals	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> ● Develop a basic understanding of what tobacco is, it's health effects, health concerns and dangers of it. ● Develop and understanding of how tobacco is packaged, how it is sold and what are the age restrictions for adults. ● Students will be able to describe the visual and internal differences between a cigarette and an electronic cigarette. ● Develop a basic understanding of refusal skills that students could use in different situations. ● Students will develop health-enhancing goals that they can use within their everyday lives relating to tobacco and electronic cigarette products. <p>Grade 7 and 8</p> <ul style="list-style-type: none"> ● Students will be able to develop an understanding of how social media portrays tobacco and electronic cigarette products, and how they try to trick you into purchasing them. ● Learn and be able to role play their way out of various situations using mature refusal skills. ● Students will develop their health-enhancing values. ● Learn self-advocacy and be able to advocate for what their values are. 													
Pacing (# of weeks)	3 weeks - All grades 5 -8													
Standards	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #d3d3d3;">CT Health Education Standards</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Students will comprehend concepts related to health-promotion and disease prevention to enhance health.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Students will demonstrate the ability to access valid health information and products and services to enhance health.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Students will analyze the influence of family, peers, culture, media, technology and other factors on health.</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Students will demonstrate the ability to use interpersonal</td> </tr> </tbody> </table>		CT Health Education Standards		1	Students will comprehend concepts related to health-promotion and disease prevention to enhance health.	2	Students will demonstrate the ability to access valid health information and products and services to enhance health.	3	Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.	4	Students will analyze the influence of family, peers, culture, media, technology and other factors on health.	5	Students will demonstrate the ability to use interpersonal
CT Health Education Standards														
1	Students will comprehend concepts related to health-promotion and disease prevention to enhance health.													
2	Students will demonstrate the ability to access valid health information and products and services to enhance health.													
3	Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks.													
4	Students will analyze the influence of family, peers, culture, media, technology and other factors on health.													
5	Students will demonstrate the ability to use interpersonal													

	<table border="1"> <tr> <td data-bbox="435 191 573 306"></td> <td data-bbox="573 191 1528 306">communication skills to enhance health and avoid or reduce health risks.</td> </tr> <tr> <td data-bbox="435 306 573 407">6</td> <td data-bbox="573 306 1528 407">Students will demonstrate the ability to use decision-making skills to enhance health.</td> </tr> <tr> <td data-bbox="435 407 573 474">7</td> <td data-bbox="573 407 1528 474">Students will use goal-setting skills to enhance health.</td> </tr> <tr> <td data-bbox="435 474 573 625">8</td> <td data-bbox="573 474 1528 625">Students will demonstrate the ability to advocate for personal, family and community health.</td> </tr> </table>		communication skills to enhance health and avoid or reduce health risks.	6	Students will demonstrate the ability to use decision-making skills to enhance health.	7	Students will use goal-setting skills to enhance health.	8	Students will demonstrate the ability to advocate for personal, family and community health.
	communication skills to enhance health and avoid or reduce health risks.								
6	Students will demonstrate the ability to use decision-making skills to enhance health.								
7	Students will use goal-setting skills to enhance health.								
8	Students will demonstrate the ability to advocate for personal, family and community health.								
Content/Conceptual Knowledge (know)	<p>By using healthy decision making skills and strategies you have the skills necessary for leading towards a long happy and healthy life.</p> <ul style="list-style-type: none"> ● Refusal Strategies for eliminating yourself from a situation where peer pressure is present. ● What are the healthy individual concepts necessary for living a happy and healthy life. 								
Skills (be able to do)	<ul style="list-style-type: none"> ● Be able to identify a wide variety of tobacco products, and be able to make a health enhancing decision to stay away, and always say no! ● Be able to use mature refusal and decision making skills to eliminate yourself from a situation where peer pressure is present. ● Be able to self-advocate for one’s own values. ● Be able to identify the dangers, risks and causes of consuming any of a wide variety of tobacco products. ● Be able to verbally tell someone the difference between psychological dependence and physical dependence as well as tolerance and withdrawal. ● Understand the importance of why we are learning about this in middle school, and be able to describe the mature and important facts to other students in the class using an advocacy type mindset. ● Be able to set goals and understand/demonstrate the skills that need to be done in order to achieve their goal. <p>Students will also...</p> <ul style="list-style-type: none"> ● comprehend concepts related to tobacco and electronic cigarettes. ● access valid, reliable and current health information, products and services that promote health-enhancing behaviors. ● avoid and reduce health risks that are related to tobacco and electronic cigarettes. ● analyze the influences that family, peers, culture, media and technology have on a student’s decision to not smoke tobacco / electronic cigarettes. ● demonstrate different communication skills to enhance health and avoid or reduce health risks relating to tobacco and electronic cigarettes. ● use decision making skills to enhance health and how to advocate for self and others. 								

	<ul style="list-style-type: none"> ● set achievable goals for enhancing one’s own health. ● advocate their health enhancing values related towards tobacco / electronic cigarettes to family, peers and community members.
Essential Questions	<p>What do I need to know to stay healthy?</p> <p>How and where do I find information and resources?</p> <p>What can I do to avoid or reduce health risks?</p> <p>What influences my healthy behaviors and decisions?</p> <p>How can communication enhance my personal health?</p> <p>How do I make good decisions to keep myself healthy?</p> <p>How do I use the goal-setting process to improve my health?</p> <p>What can I do to promote accurate health information and healthy behaviors.</p>
Enduring Understandings	<p>Students will understand a variety of concepts and “application to life” strategies that are related to the vocabulary below.</p>
Vocabulary	<ul style="list-style-type: none"> ● Tobacco & Tobacco Tar ● Cigarettes ● Cigars & Pipes ● Electronic Cigarettes ● Specialty Cigarettes ● Lung Disease ● Heart Disease ● Cancer <ul style="list-style-type: none"> ○ Lung ○ Mouth ○ Bladder ● Smokeless Tobacco ● Nicotine ● Addiction / Addictive ● Risk Factors ● Advocacy ● Blood Pressure ● Systems of the Body <ul style="list-style-type: none"> ○ Circulatory ○ Respiratory ○ Nervous ○ Digestive ○ Excretory ● Emphysema

	<ul style="list-style-type: none"> ● Values ● Media Influences ● Psychological & Physical Dependence ● Tolerance ● Withdrawal ● Peer Pressure ● Heart Rate (<u>B</u>eats <u>P</u>er <u>M</u>inute)
Common Learning Experiences broken down by standard addressed in the unit	<p>Student Can:</p> <ul style="list-style-type: none"> ● Participate in and practice with a variety of health enhancing skills that lead towards a happy and healthy lifestyle. (Psychomotor Standard / Domain) ● Understand how using a variety of different refusal, decision making and advocacy skills will lead towards a healthy lifestyle. (Cognitive Standard / Domain) ● Talk and communicate effectively and efficiently using health enhancing skills with a variety of different people, regardless of background, culture or skill level. (Affective Standard / Domain)
Assessments	<ul style="list-style-type: none"> ● Formative and Summative Assessments ● Knowledge checks ● Peer assessments ● Self Assessment ● Teacher Assessment <p>** Students will be assessed daily on their understanding and proficient recollection of the content in the previous class. This daily assessment will be in the form of a “Do Now” assignment that students will receive as they walk into class.</p>
Resources	<ul style="list-style-type: none"> ● Various Levels of Technology <ul style="list-style-type: none"> ○ Ipad / Laptop ○ Projection ○ Various Pre-made Powerpoints by me. ○ Handouts ○ “Do Now” Activities ○ Project Papers ○ Situation Sheets ● EVERFI (https://platform.everfi.net/)
Student Resources	<ul style="list-style-type: none"> ● Pencils ● Paper ● ChromeBooks ● Projection ● “Do Now” Activities ● Project Papers ● Situation Sheets ● EVERFI (https://platform.everfi.net/)

Teacher Resources	<ul style="list-style-type: none"> ● Ipad / Laptop ● Projection ● Clean and Engaged Classroom ● EVERFI (https://platform.everfi.net/)
Strategies	<ul style="list-style-type: none"> ● Situational Practices ● Partner Work / Partner Feedback ● Individual Work ● Divergent Problem-solving ● Direct Teaching
Behaviors	<p>Students will learn to...</p> <ul style="list-style-type: none"> ● Persevere ● Work hard ● Problem solve with each other ● Peer assess