



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Unit title	<i>E-Cigarette and Vape Pen Module</i>	Unit duration (hours)	7.5 Hours
------------	--	-----------------------	-----------

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

**GSE Standards**

[HEHS.1.b](#)

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

[HEHS.2.b.c](#)

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

[HEHS.4.a,b](#)

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

[HEHS.5.a, c, f](#)

Students will demonstrate the ability to use decision-making skills to enhance health.

[HEHS.6.a,b](#)

Students will demonstrate the ability to use goal-setting skills to enhance health.

[HEHS.7.a,b,c](#)

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Concepts/Skills to be Mastered by Students**

Where do E-Cigs/Vapes come from

So, What's Really in there E-Cigs/Vapes

What's so bad about E-cigs/Vapes

Why do E-Cigs/Vapes matter to young people

What can I do About E-Cigs/vapes

What are JUULs and other pod based Systems

### Essential Questions

#### **Where do E-Cigs/Vapes come from**

1. Learn about the history of tobacco messaging and marketing tactics.
2. Explore how the e-cigarettes/vape pen industry follows in these footsteps.
3. Identify predatory marketing strategies employed by tobacco and e-cigarettes/vape pen industry.

#### **What's really in these E-Cigarettes and Vape Pens?**

1. Obtain accurate knowledge about how e-cigarettes/vape pens are made to work.
2. Understand the mechanisms by which the products of e-cigarettes/vape pens enter into the body.
3. Obtain knowledge about the health consequences of using e-cigarettes/vape pens.
4. Learn that the aerosol products by e-cigarettes/vape pens are not just harmless water vapor through visual demonstration.

#### **What's so bad about E-Cigarettes and Vape Pens?**

1. To learn about the negative effects caused by e-cigarette and vape pen use.
2. To learn about the effects of nicotine on the body.
3. To learn about the harmful effects of e-juice flavors.

#### **Why do E-cigarettes and Vape Pens Matter to Young People**

1. Understand specific marketing strategies that e-cigarettes/vape pen manufactures and the tobacco industry use to increase use among adolescents.
2. Explore and understand the appeal of e-cigarettes/vape pens among adolescents in order to counter the appeal.

**What Can I do about it?**

1. Learn and practice skills that will allow students to resist e-cigarette/vape pen use
2. Review the information they learned from the e-cigarette/vape pen module activities.
3. Create individual projects to reflect on the impact of e-cigarettes/vape pens.

**What are JUULs and Other Pod Based systems**

1. Obtain accurate knowledge about pod based systems.
2. Identify marketing strategies employed by pod-based system manufactures.
3. Learn about the effects of nicotine in pod based systems.
4. Identify specific marketing strategies that the pod based system manufactures use that may increase use among adolescents.
5. Understand the appeal of pod- based systems among adolescents in order to counter the appeal.

**Assessment Tasks**

*List of common formative and summative assessments.*

- 1) 1) Unit 1 quiz and review.
- 2) 2) Unit 2 quiz and review
- 3) 3) Unit 3 quiz and review

- 4) 4) Unit 4 quiz and review
- 5) 5) Unit 5 quiz and review
- 6) 6) Unit 6 certification

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<a href="#">GA HE H.S. 1</a>  <a href="#">GA HE H.S. 2</a>	Students will compare and contrast the harmful effects of vaping and cigarettes.	Multiple retakes on assignments will be given for those who need it.
<a href="#">GA HE H.S. 4</a>  <a href="#">GA HE H.S. 5</a>  <a href="#">GA HE H.S. 7</a>	Students will create a 30 second public service announcement addressing vaping.  Students will write a letter to someone who vapes/smokes addressing the health concerns.	Extended time will be prepared for those that require it.

**Content Resources**

<https://med.stanford.edu/tobaccopreventiontoolkit-old/curriculums/Remote-LearningCurriculum.html>

**Curriculum Unit Approval Statement**

***Every team member is expected to read and review the unit planner and contents contained in the unit planner.***

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p><b>Criteria I: Standards Alignment:</b></p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p><b>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</b></p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p><b>Criteria III: Assessment Alignment:</b></p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
---	--	--

**Common Formative and Summative Assessments**

<p><b>Assessment Title</b></p>	<p><b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> <li><b>State Standards</b></li> <li><b>MYP/DP (if applicable) components</b></li> <li><b>Aligned to learning experiences</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p><b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li><b>Complexity of resources including text and vocabulary</b></li> <li><b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>
<p><b>Formative Assessment(s):</b></p>	<ol style="list-style-type: none"> <li>Quizzes at the end of each subcategory.</li> <li>Questions to check for understanding after videos.</li> <li>Summary paragraphs to check for understanding at the end of each subcategory.</li> </ol>	<p>N/A</p>
<p><b>Summative(s) Assessment:</b></p>	<ol style="list-style-type: none"> <li>Each unit is finalized with a cumulative exam.</li> </ol>	
<p>Plan to address issues or concerns noted:</p>		

### Learning Experiences

Add additional rows below as needed.

Learning Experience Title	<p><b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u></p> <ol style="list-style-type: none"> <li>1. <b>State Standards</b></li> <li>2. <b>MYP/DP (if applicable) components</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p><b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li>1. <b>Complexity of resources including text and vocabulary</b></li> <li>2. <b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>	<p><b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li>1. <b>Common Assessment alignment to instruction and/or standards</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>
LE 1:	N/A	N/A	N/A
LE 2:			
LE 3:			
Plan to address issues or concerns noted:			

**Resources listed on unit planner**

Add additional rows below as needed.

Resources	<b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. <b>State Standards</b> 2. <b>MYP/DP (if applicable) components</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	<b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Complexity of resources including text and vocabulary</b> 2. <b>Controversial topics and issues in learning experiences, materials or resources</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).	<b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Common Assessment alignment to instruction and/or standards</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
<b>Resource:</b>	N/A	N/A	N/A
Plan to address issues or concerns noted:			

***By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).***

Curriculum Team Signatures: Scott Brunet  
Kate Casagrande