



**Marietta City Schools**  
**2024–2025 District Unit Planner**

*Health*

|                   |  |                              |                |
|-------------------|--|------------------------------|----------------|
| <b>Unit title</b> | <i>E-Cigarette and Vape Pen Module</i> | <b>Unit duration (hours)</b> | <i>3 hours</i> |
|-------------------|--|------------------------------|----------------|

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

**GA DoE Standards**

**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**

**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.*

**Formative Assessment(s):**

- 1) Unit 1 quiz and review.
- 2) Unit 2 quiz and review
- 3) Unit 3 quiz and review
- 4) Unit 4 quiz and review
- 5) Unit 5 quiz and review
- 6) Unit 6 certification

**Learning Experiences**

Add additional rows below as needed.

| Objective or Content   | Learning Experiences  | Personalized Learning and Differentiation<br><br>All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB. |
|--|---|---|
| <a href="#">GA HE H.S. 1</a><br><a href="#">GA HE H.S. 2</a><br><a href="#">GA HE H.S. 4</a><br><a href="#">GA HE H.S. 5</a><br><a href="#">GA HE H.S. 7</a> | Students will compare and contrast the harmful effects of vaping and cigarettes.<br><br>Students will create a 30 second public service announcement addressing vaping.<br><br>Students will write a letter to someone who vapes/smokes addressing the health concerns. | Multiple retakes on assignments will be given for those who need it.  |

|   |  |   |
|---|--|---|
|   |  | Extended time will be prepared for those that require it. |
| Content Resources   |  |   |
| <a href="https://med.stanford.edu/tobaccopreventiontoolkit/curriculum-decision-maker/by-module/E-Cigs.html">https://med.stanford.edu/tobaccopreventiontoolkit/curriculum-decision-maker/by-module/E-Cigs.html</a> |  |   |