

## Step 1: Plan and Prepare Instruction

Use the Deconstructing Standards Template below to create student-friendly learning targets.

Type out the full standard:

**ATOD - CC. Explain short and long term effects of alcohol, tobacco, inhalants, and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.**

Mark the standard type: \_\_\_ Knowledge \_\_\_  Reasoning \_\_\_ Performance Skill \_\_\_ Product

List the nouns...

effects, alcohol, tobacco, inhalants, drug, steroids, controlled substances

Define each noun...

inhalants = include household products, controlled substances = include unauthorized use of prescription medication

List the verbs...

explain

Define each verb...

### Learning Targets

Use the columns below to record the knowledge, reasoning, skill or product target underpinning this objective.

**Knowledge Targets:**

**Reasoning Targets:**

**Performance Skill Targets:**

**Product Targets:**

What must students know?

How are students using knowledge to solve a problem, make a decision, etc.?

What must students be able to do?  
How are they using knowledge and reasoning to perform a task?

What are students asked to produce or create?

Identify short term effects.

Explain the short term effects of alcohol, tobacco, inhalants.

Identify long term effects.

Explain the short term effects anabolic steroids and performance enhancing drugs.

Define Inhalants.

Explain the short term effects of controlled substances.

Define Anabolic Steroids.

Explain the long term effects of alcohol, tobacco, inhalants.

Define Performance enhancing drugs.

Explain the long term effects anabolic steroids and performance enhancing drugs.

Define Controlled Substances.

Explain the long term effects of controlled substances.

Next steps: - Use the learning targets created above to complete the Unit Curriculum Map below. - Determine what proficiency looks like for the standard(s) - Create a common assessment at the appropriate depth of knowledge and Bloom's level - Create a scoring rubric - Develop a pre/post

## Unit Curriculum Map

School:	Grade Level:	Subject(s):						
Month	Days	Standards	Enduring Understanding	Essential Questions	Content and Vocabulary	Suggested Learning Targets (Knowledge, Skills, Reasoning, Product)	Assessment	Instructional Strategies
May	12	<b>CC. Explain short and long term effects of alcohol, tobacco, inhalants, and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.</b>	Understanding short and long term effects of drugs and alcohol leads to better decision making, avoidance and advocacy skills	What are the short terms effects of drug and alcohol use?  What are the long term effects of drug and alcohol use?	short term long term inhalants anabolic steroids performance enhancing drugs controlled substances meth drug addiction tolerance withdrawal denial enabling tobacco marijuana carcinogen stimulants depressants opiates hallucinogens steroids club drugs alcoholism binge drinking alcohol poisoning	<b>Knowledge:</b> I can identify short term effects. I can identify long term effects. I can define Inhalants. I can define Anabolic Steroids. I can define Performance enhancing drugs. I can define Controlled Substances.  <b>Reasoning:</b> I can explain the short term effects of alcohol, tobacco, inhalants. I can explain the short term effects anabolic steroids and performance enhancing drugs. I can explain the short term effects of controlled substances. I can explain the long term effects of alcohol, tobacco, inhalants. I can explain the long term effects anabolic steroids and performance enhancing drugs. I can explain the long term effects of controlled substances.	Concepts: Alcohol, Tobacco, and Other Drug Prevention (CC) – Unit Test  Advocacy (AV) – Cigarette package; Pictochart Assignment  Progress Monitors: TBD Ticket out the door short term effects, long term effects, definitions of key terms, observation of turn/talks	Lecture series, using graphic organizer for unit notes. (To intro each concept)  Drugs effect on brain pictorial input chart, word card review (two day)  Team Sort (short vs long term, sort effects reversible/non reversible)  Categories of drugs, impact on body, examples (double t-chart)  McGraw-Hill Text Books Lessons: 1, 2, skip 3-5 replace with above strategies, 6, skip 7, use 8-10. Categories of drugs, impact on body, examples (double t-chart)  Video: Intervention (A&E) w/ note taking tool. Then partner/class discussion.
		IC. Demonstrate refusal skills related to alcohol, tobacco, inhalants and other drug use, including anabolic steroids, performance enhancing drugs and controlled substances.						
		CC. Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.						
		GS. Set a personal goal to avoid driving when under the influence of alcohol or other drugs or riding in a vehicle when the driver is under the influence of alcohol or other drugs. (GS)*						
		AI. Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco, and other drug use. (AI)						