

Week 1 Day	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Unit introduction/exploration of prior knowledge	What is a drug?	How do alcohol, nicotine, and caffeine effect the body	How do alcohol, nicotine, and caffeine effect the body	How do alcohol, nicotine, and caffeine effect the body
Objective	<ul style="list-style-type: none"> Students will be introduced to the thematic unit and oriented to the flow of instruction for the next month Students will explore their prior knowledge and expand their collective knowledge about drugs 	<ul style="list-style-type: none"> Introduce students to the various ways drugs interact with the human physiology Provide a framework for students to organize learned concepts and questions that arise from that learning Students begin to explore how alcohol, nicotine or caffeine effect the body 	<ul style="list-style-type: none"> Further explore alcohol, nicotine and caffeine's mode of action 	<ul style="list-style-type: none"> Further explore alcohol, nicotine and caffeine's modes of action 	<ul style="list-style-type: none"> Further explore alcohol, nicotine and caffeine's modes of action
Activities	<ul style="list-style-type: none"> Introduction to Thematic Unit on drugs and their effects on our society. Whole class activity in which students list off all of the drugs that they can think of. Students are not given a definition of what a "drug" is at this time. "Give One Get One" Activity on how drugs effect the human body Have students share one thing they knew and one thing they learned about drugs from their "Give One Get One Activity" 	<ul style="list-style-type: none"> Introduce a note taking strategy in which main ideas and questions on those ideas are recorded as the students listen to a lecture or read. Practice this strategy using the "How Brain Cell's Communicate" topic on PBS.com's animated lessons website (http://www.pbs.org/wnet/closetohome/science/html/animations.html) Have students ask questions they came up with from their exploration of the "How Brain Cell's communicate" web activity. Answer them as a class discussion that helps to explain the general ways which drugs act on the body Homework: Students receive an article on one of the following Topics: alcohol's mode of action, nicotine's mode of action or caffeine's mode of action. Students read and take notes on their article 	<ul style="list-style-type: none"> Students are broken in to six groups (2 groups each per substance). Each group will work together to put together a rap, skit, or song illustrating how their drug interacts with the body. Students meet with their group to go over how their substance works 	<ul style="list-style-type: none"> Students review the Hip Hop Circuit website in groups for ideas on how their performance can be structured Students work in groups to prepare their performance Homework: read a news article about an aspect of your drug. Take notes on it for class on monday 	<ul style="list-style-type: none"> Students Presentations. Students not presenting use the main ideas and questions note taking strategy to generate notes about the two drugs they are not presenting on.
Literacy Aspect	"Give One Get One" activity alerts students to their prior knowledge about the topic, builds on that knowledge and prepares them for future reading on the topic.	A note taking strategy is introduced which will allow students to see what they learned from their reading and listening and what questions they still have.	Student's begin to convert knowledge gleaned from what they have read into a presentation for the class	<ul style="list-style-type: none"> Students read newspaper to find an article about their substance and take notes using classes note taking strategy Students use the world wide web to access information that they will use in their rap/skit 	Student presentations promote deep understanding of their drug