

Week 2 Day	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Tying the effects of alcohol tobacco and nicotine to society; The nature of addiction	The nature of addiction: illicit drugs - cocaine	The nature of addiction: illicit drugs - cocaine	The nature of addiction: illicit drugs - heroin	The nature of addiction: illicit drugs –cocaine and heroin
Objective	<ul style="list-style-type: none"> <li>To illustrate the action of alcohol, tobacco and nicotine can have addictive properties and tie this nature in to the societal context</li> </ul>	<ul style="list-style-type: none"> <li>Students understand how cocaine makes you feel.</li> <li>Students understand how cocaine users feel when they stop using</li> <li>Students explore prior knowledge about cocaine’s action</li> <li>Illustrate cocaine’s action via a hands-on activity (Cocaine In The Brian)</li> </ul>	<ul style="list-style-type: none"> <li>Students understand how experience from “Cocaine In The Brain” lab connects to the biological model for cocaine’s action and addiction mechanism</li> </ul>	<ul style="list-style-type: none"> <li>Students understand the action of heroin on neurotransmission</li> </ul>	<ul style="list-style-type: none"> <li>Students understand the action of heroin on neurotransmission</li> <li>Students understand the similarities and differences between the action of cocaine and heroin</li> </ul>
Activities	<ul style="list-style-type: none"> <li>Discussion of physical addiction. Students will answer the question “is addiction a real societal problem?” Using a learning cycle approach i.e. students are asked what main ideas they got from their articles. The nature of addiction and its effects on society are discussed and students are made to see how their articles all connect to the societal addiction dilemma.</li> <li>Homework: Use the Hip Hop Circuit website to find 3 songs that describe the feeling of a cocaine or heroin “high” or “withdrawal”</li> </ul>	<ul style="list-style-type: none"> <li>Working in groups students generate a lists of feelings associated with cocaine or heroin as well as the feelings associated with “withdrawal” gathered from hip hop lyrics from links on the Hip Hop Circuit website</li> <li>Class K-W-L activity centered around the question: Why does cocaine and heroin make people feel the ways that they do? Why do people feel opposite ways when they stop using?</li> <li>Introduce “Cocaine In The Brain” Group ‘lab’</li> </ul>	<ul style="list-style-type: none"> <li>In lab groups students review PBS.org’s animation pages on the action of cocaine (<a href="http://www.pbs.org/wnet/closetohome/animation/coca-anim-main.html">http://www.pbs.org/wnet/closetohome/animation/coca-anim-main.html</a>) and take notes using class note taking strategy</li> <li>After reviewing these pages students draw parallels between the “Cocaine In The Brain” lab and the PBS.org pages by identifying each group members and lab material function during the lab in the cocaine action model presented by PBS.org. This is done as a reading response group</li> <li>Whole class discussion of what was discovered. Class fills in the “learned” part of the K-W-L activity</li> <li>Homework: Review notes/PBS.org website on “How Brain Cells Work”</li> </ul>	<ul style="list-style-type: none"> <li>In lab groups students review PBS.org page on opiate action (<a href="http://www.pbs.org/wnet/closetohome/animation/opi-anim-main.html">http://www.pbs.org/wnet/closetohome/animation/opi-anim-main.html</a>) and take notes using class note taking strategy</li> <li>Groups work to modify the “Cocaine In The Brain” lab to match the heroin model demonstrated on the PBS.org page</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion with students still in groups on how the “Cocaine In The Brain” lab should be modified to fit heroin. Teacher builds model in front of class based on what students agree by consensus to do.</li> <li>Review K-W-L Activity from Tuesday to map “learned” information</li> <li>Discussion of how Cocaine and heroin’s actions are similar and different.</li> <li>Homework: Read Discovery Health Article “How Addiction Starts”</li> </ul>
Literacy Aspect	<ul style="list-style-type: none"> <li>Students use their notes to advance their understanding of addiction.</li> </ul>	<ul style="list-style-type: none"> <li>K-W-L activity prepares students for what they will read and learn in class in the coming days.</li> </ul>	<ul style="list-style-type: none"> <li>Reading response group ties concepts from reading to experience from hands on activity</li> </ul>	<ul style="list-style-type: none"> <li>Note taking strategy helps highlight main parts of heroin’s action</li> </ul>	<ul style="list-style-type: none"> <li>K-W-L review ties reading and learning from the last three days together</li> </ul>