

Week 3 Day	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	The nature of addiction: illicit drugs – cocaine and heroin	Addiction as a disease	Addiction as a disease	Addiction and society	Addiction and Society
Objective	<ul style="list-style-type: none"> Students understand the types of addiction that can occur after habitual heroin or cocaine use. 	<ul style="list-style-type: none"> Students Understand that drug addition is a societal problem that is akin to a disease 	<ul style="list-style-type: none"> Students understand that drug addition is a societal problem that is akin to a disease 	<ul style="list-style-type: none"> Students examine how society often treats substance addiction differently then a disease in spite of their similarities 	<ul style="list-style-type: none"> Students examine how society often treats substance addiction differently then a disease in spite of their similarities
Activities	<ul style="list-style-type: none"> Students work in groups to do a Group Mapping Activity (GMA) centered around what they learned about addiction from the “How Addiction Starts” article and their readings and work from last week. Students are encouraged to draw diagrams when applicable Large group discussion/sharing of GMA maps. Teacher guides students to fill in the pieces 	<ul style="list-style-type: none"> Directed inquiry Activity (DIA). Students are asked to assess: <ul style="list-style-type: none"> The ways in which the molecular action of Parkinson’s and cocaine or heroin addiction are similar. The ways which Parkinson’s and cocaine or heroin addiction are different. How are the physical symptoms of Parkinson’s and cocaine or heroine addiction similar. How are they different. Could the treatments used to treat Parkinson’s disease be used to treat a recovering cocaine or heroin addicts experiencing withdraw symptoms? If so why? If not, why not? Students Read “National Institute of Neurological Disorders and Stroke: Parkinson’s Disease – Hope Through Research” and take notes using the class note taking strategy to answer the above directed inquiry Homework: Finish article 	<ul style="list-style-type: none"> Students do a second DIA reading The Roots “Water” obtained from the Hip Hop Circuit link to the Ohhla.com’s hip hop lyrics database. This time questions are: <ul style="list-style-type: none"> How are the drug addiction related symptoms described in “Water” similar to those associated with Parkinson’s Disease? How are the symptoms different? How are the drug addiction related hardships described in “Water” similar to those associated with Parkinson’s Disease? How are the hardships different? Large group discussion comparing Tuesday’s DIA and today’s DIA. Focus on the similarities in action between disease and drug, similarities in symptoms and hardships between disease and drug. Ask the question “Is Drug Addiction a Disease?” Discuss. 	<ul style="list-style-type: none"> At the beginning of class ask the questions “If the nature of addiction is similar to the nature of disease (in, action, symptoms, and hardships placed on the victim) should our society treat addiction in similar ways to the way it treats diseases? If so, do you think our society lives up to this belief? Why or why not?” Students are urged to hold their thoughts and wait to discuss the questions until after they read two articles as a group Students read “Hip Hop and Friends Turn Up the Volume”, an article about the movement to repeal the Rockefeller drug laws obtained from Drugwar.com linked from the Hip Hop Circuit website, out loud. Students read “Officials Consider Vast Expansion Of Methadone” obtained from the SFgate.com website Large group discussion 	<ul style="list-style-type: none"> Students watch excerpts from the video “Sex, Drugs and Democracy” about drug policy in the Netherlands. Students are asked to take notes on how drug abuse treatment is handled in the Netherlands vs. in the US “Take a Stand” activity. Students are asked a series of questions probing their beliefs on use, abuse, and treatment. Students are allowed to question each other’s rational behind each belief (One turn per student)
Literacy Aspect	<ul style="list-style-type: none"> GMA activity helps solidify ideas presented in the “How Addiction Starts” reading and the readings from last week. 	<ul style="list-style-type: none"> Directed inquiry activity focuses student analysis of reading assignment. Note taking strategy helps organize ideas in the reading 	<ul style="list-style-type: none"> DIA focuses student reading. Comparing DIAs promotes critical analysis 	<ul style="list-style-type: none"> Directed group reading activity fosters critical thinking about the two articles 	<ul style="list-style-type: none"> Note taking during video helps integrate concepts “Take a Stand” activity develops students ability to defend their beliefs orally.