

Week 4 Day	Monday	Tuesday	Wednesday	Thursday	Friday
Topic	Tying It All Together	Tying It All Together	Group Preparation For Culminating Activity	Group Preparation For Culminating Activity	Group Preparation For Culminating Activity
Objective	<ul style="list-style-type: none"> <li>Students begin to formulate a holistic picture of the role and treatment of drugs in our society.</li> </ul>	<ul style="list-style-type: none"> <li>Students begin to analyze their picture of drugs and society and formulate their own ideal for how drug use and abuse should be handled</li> </ul>	<ul style="list-style-type: none"> <li>Stimulate individual and group thinking for student's final project</li> </ul>	<ul style="list-style-type: none"> <li>Stimulate individual and group thinking for student's final project</li> </ul>	<ul style="list-style-type: none"> <li>Stimulate individual and group thinking for student's final project</li> </ul>
Activities	<ul style="list-style-type: none"> <li>Culminating activity is introduced to students. Students are told that work in the next two days will give them a start on group work later in the week</li> <li>Students Read Davey D.'s article "When The War On Drugs Meets The Hip Hop Economy" on Hip Hop Culture and the war on drugs obtained via the Hip Hop Circuit website.</li> <li>Students are instructed on how to create a concept map</li> <li>Students work individually to create a concept maps for drugs with an emphasis on how they function and how that function leads to societal issues</li> <li>Homework: Revise concept map for group work tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>In groups, students compare concept maps. Students are asked to find connections that they don't believe are correct or fair to everyone.</li> <li>Students redraw their concept maps making new connections that highlight more correct or fair connections between elements of their maps.</li> <li>Students are divided into groups for their culminating activity</li> </ul>	<ul style="list-style-type: none"> <li>Students work in groups to develop their culminating project</li> <li>During group work each day a new question is written on the board. Today's question. "What are the harmful and positive effects of drugs on the human body? Does one outweigh the other? Why or why not?"</li> <li>Homework: Continue group work for culminating activity</li> </ul>	<ul style="list-style-type: none"> <li>Students work in groups to develop their culminating project</li> <li>Question of the day "Given the harmful nature of addiction, is our government protecting its people (which it has a constitutional obligation to do) by enacting the drug policies which it has? If so, do these policies protect all people equally?"</li> <li>Homework: Continue group work for culminating activity</li> </ul>	<ul style="list-style-type: none"> <li>Students work in groups to develop their culminating project</li> <li>Question of the day "What can we do as concerned members of US society to educate people on the affects of drugs and the nature of addiction and/or how might we affect change in polices regarding drugs.</li> <li>Homework: Continue group work for culminating activity</li> </ul>
Literacy Aspect	Concept mapping provides students with a method for organizing the large volume of information they have been given over the past three weeks	Redrawing concept map requires critical thinking about the student's beliefs about drug function and policy	Students synthesize learned information into their own personal viewpoint	Students synthesize learned information into their own personal viewpoint	Students synthesize learned information into their own personal viewpoint