



HEADS UP

REAL NEWS ABOUT DRUGS AND YOUR BODY

Marijuana: Breaking Down the Buzz

Amid changing marijuana laws, surveys of teens nationwide show an increasing perception that marijuana is safe. But the fact is, marijuana use can have serious short- and long-term consequences for the developing teen brain. The teaching resources below and on the corresponding student work sheet highlight crucial scientific facts on the risks of marijuana while challenging students to apply skills in reading comprehension and critical thinking to informational texts.



SUBJECT	COMMON CORE STATE STANDARDS	NEXT GENERATION SCIENCE STANDARDS	NATIONAL SCIENCE EDUCATION STANDARDS	NATIONAL COUNCIL FOR THE SOCIAL STUDIES
<ul style="list-style-type: none"> Science Literacy English Language Arts Health/Life Skills Current Events 	<ul style="list-style-type: none"> RI.1 Cite textual evidence RI.2 Central idea and details W.2 Write informative texts 	<ul style="list-style-type: none"> LS1.A Structure and Function LS1.D Information Processing 	<ul style="list-style-type: none"> Structure and Function in Living Things Personal and Community Health 	<ul style="list-style-type: none"> Individual Development and Identity

Critical-Thinking Questions:

Grades 6–8:

- What are some similarities and differences between marijuana and tobacco? Consider the scientific understanding and history of both in your response.
- How do you think people might view marijuana in the next ten years? Explain your reasoning.

Grades 9–10:

- What are some parallels between marijuana and tobacco? Conversely, how do they differ? Include the scientific understanding and history of both.
- Predict how attitudes toward marijuana may change over the next ten years. Explain your reasoning.

Grades 11–12:

- Develop an argument supporting the claim that the history of tobacco has implications for the unfolding story of marijuana. Describe the parallels and contrasts using both historical and scientific information.
- Give your assessment of how people's attitudes toward marijuana may shift in the next decade. Explain your reasoning.

Additional Tools for Lesson:

Visit scholastic.com/headsup/marijuana/tools for grade-tiered resources that support teaching this lesson and article:

- Answer Key and Additional Critical-Thinking Questions
- Academic and Domain-Specific Vocabulary Lists
- Additional Writing Prompts
- Additional Paired-Text Reading Suggestions
- Expanded Standards Charts for Grades 6–12

Resources and Support:

- Teaching resources and drug info: scholastic.com/headsup/teachers and teens.drugabuse.gov
- Immediate help for a crisis: 1-800-273-TALK
- To locate a treatment center: 1-800-662-HELP or findtreatment.samhsa.gov

Writing Prompts:

Instruct students to use evidence from the article in their responses to the writing prompts.

- Grades 6–8:** Describe the ways in which marijuana use can affect a young person's brain and life.
- Grades 9–10:** Summarize the reasons why marijuana use has risks for teens.
- Grades 11–12:** Explain how you would convince a friend to avoid marijuana use.

Paired Reading:

- Grades 6–8:** "Marijuana: Mind Over Matter," teens.drugabuse.gov/mindovermatter/marijuana
- Grades 9–12:** "Marijuana: Facts for Teens," drugabuse.gov/marijuana-teens-faqs

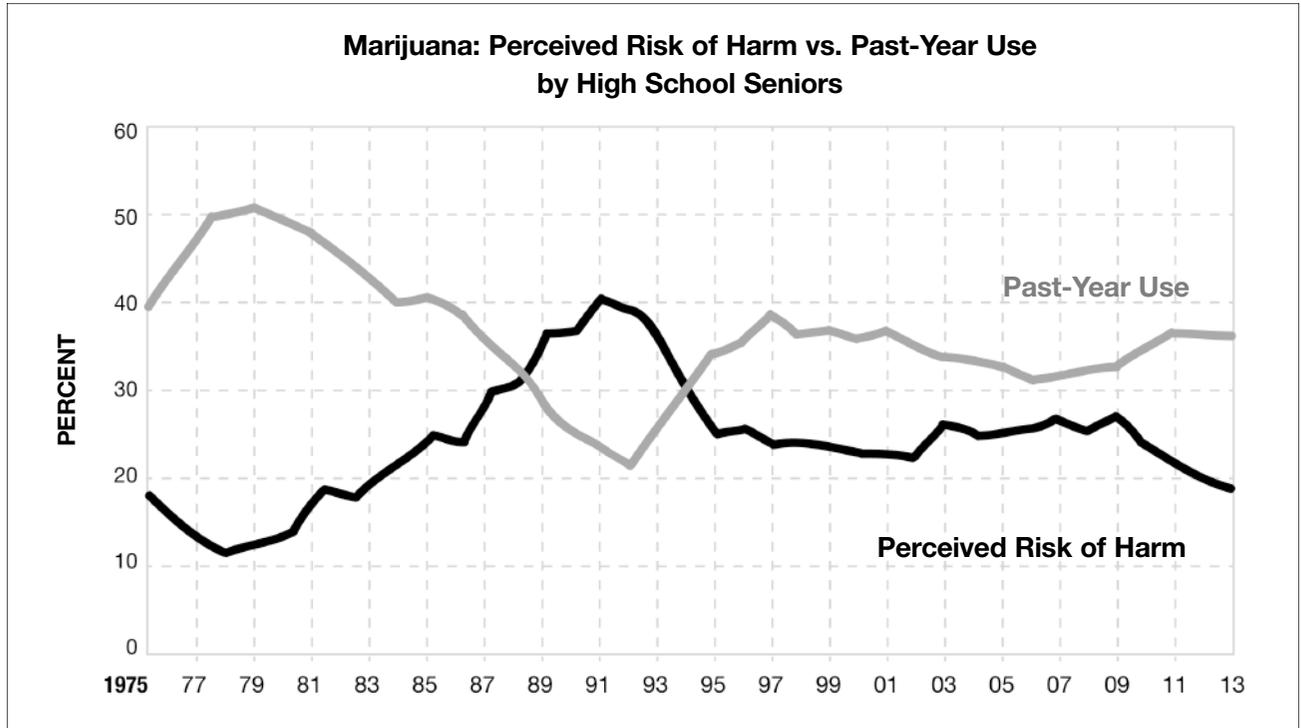
Additional Sources:

- Website:** "Drug Facts—Marijuana" teens.drugabuse.gov/drug-facts/marijuana
- Website:** "BeTobaccoFree.gov" betobaccofree.hhs.gov/laws
- Web Interactive:** "Drugs + Your Body: It Isn't Pretty" scholastic.com/drugs-and-your-body

STUDENT WORK SHEET: The work sheet on the reverse side provides statistical information regarding attitudes toward marijuana compared to actual use. Additional critical-thinking questions help students synthesize what they have learned.

Marijuana: Perception of Harm vs. Use

Science shows that smoking marijuana on a regular basis can impair development of the teen brain, lower IQ, and also increase the risk for addiction. But recent studies show that fewer young people now think marijuana is harmful than in the past. To find out more, study the graph below and then answer the questions that follow.



SOURCE: University of Michigan, 2013 Monitoring the Future Study

Questions *(Write your answers on separate paper as needed.)*

1. **a)** According to the graph, around what year did high school seniors increasingly start thinking of marijuana as harmful? _____ When did this trend change? _____
- b)** When did past-year use of marijuana among high school seniors begin to rise? _____
2. According to the graph, how does understanding the harms of marijuana affect use?

3. Referring to the article "Marijuana: Breaking Down the Buzz," identify at least two harmful effects marijuana could have on teens.

4. Referring again to the article, why might teens today be confused about how safe marijuana is?

