

Dear Teacher,

The following tools are additional support to enrich the teaching of the *Heads Up* lesson plan and student article “Recovery From Drug Addiction”:

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

For copies of the Teacher’s Guide and student article, visit: scholastic.com/headsup/addiction-recovery.

Note on Text Complexity: The “Recovery From Drug Addiction” student article has a text level optimized for students in grades 6–8. For readers at a lower reading level, a grades 4–5 version of the article is available at scholastic.com/headsup/addiction-recovery/leveled.

1A Suggested Answers for Lesson Critical-Thinking Questions

scholastic.com/headsup/addiction-recovery

Have students use evidence from the text of the article “Recovery From Drug Addiction” when responding to the Critical-Thinking Questions. Suggested answers are provided in *italics* after each question.

Question A (Tiered):

- **Grades 6–8:** How does drug addiction affect a person’s life?
- **Grades 9–10:** What impact might drug addiction have on a person’s emotions, relationships, and employment?
- **Grades 11–12:** How might drug addiction impact a person’s emotions, relationships, and employment? Infer how these impacts could have long-term consequences for the person’s future.

(Addiction is a brain disease because drugs change how the brain works. People who are addicted have trouble stopping their drug use even when they really want to. Their priorities change and getting drugs can become more important than their loved ones, responsibilities, and life goals. This means people who are addicted might become less interested in activities they used to find fun, such as spending quality time with family and friends, as well as less interested in aiming for success in school or work, exercising, and eating right. It could become harder to enjoy everyday life.)

For Grades 9–10, add: *A person addicted to drugs might have a hard time maintaining relationships with friends or coworkers or motivating themselves to go to school or work.*

For Grades 11–12, add: *This could set off a negative cycle of poor relationships, lower life achievements, poor mental health, unemployment, etc., that can be hard to escape, leading to lasting life struggles.)*

Question B (Tiered):

- **Grades 6–8:** Why is it important for a drug treatment plan to support a person’s mental, physical, and emotional health?
- **Grades 9–10:** In your own words, explain what makes an effective treatment plan and how it might help someone in recovery deal with triggers.
- **Grades 11–12:** Analyze the components of an effective treatment program described in the sidebar “Recovery: Getting the Right Support.” How might these components support a person through recovery and when experiencing a trigger?

(An effective drug treatment plan is customized for the individual and involves multiple components to address all mental and physical needs. This helps address some of the risk factors that led to the drug addiction and helps him or her avoid problems or stressful situations that might lead to relapse.)

For Grades 9–10, add: *Components could include receiving care from a doctor; a recovery support program [e.g., 12-step]; activities for exercise and for fun; support from friends and family; and treatment for other health issues [e.g., mental health]. This treatment plan could help someone in recovery develop the skills to deal with triggers and provide a community of support to turn to when the person recognizes he or she is in danger of relapse.*

For Grades 11–12, add: *But since there is no single treatment guaranteed to work for everyone [and what does exist can be too expensive for some], and since relapse can be so hard to avoid because of the brain changes caused by drugs, a person’s treatments may not be enough to prevent all relapses. Relapses can be seen as an opportunity to adjust the treatment plan for the future to better match the person’s needs.)*

1B Suggested Answers for Student Work Sheet

scholastic.com/headsup/addiction-recovery/worksheet

1. Select three risk factors and three protective factors from the list above. Then, for each factor (total of six), provide a specific, real-life example that shows how it

contributes to risk or protection. *(Answers will vary, but might be along the lines of: Mental illness, stress, and trauma could contribute to the risk of drug addiction because people dealing with mental distress might seek out drugs to alter their mental state in an attempt to cope. Close, supportive friends can be a protective factor because these relationships can raise life satisfaction, so people would be less drawn to escape life through drug use; these friendships could also raise self-esteem, which could decrease susceptibility to peer pressure from drug users.)*

2. Which factors are teens able to control? Which factors do teens have limited or no control over? *(Teens might be able to control how well they do in school, with whom they are friends and with whom they associate, how they perceive drugs, and which goals and activities will keep them away from situations in which drugs are used. For factors teens have limited control over, such as health or relationships with parents, teens can work to exercise some control by adopting healthy habits, seeking treatment for existing conditions, and speaking honestly with parents. Teens cannot control their genetics, certain family circumstances, and whether or not drugs are easy to get locally.)*

3. What are some ways teens can work to manage the factors they have limited or no control over? *(Teens might look to others in their lives [e.g., extended family, teachers and school counselors, clergy, and others in their community] for guidance and support, and try to create an atmosphere or environment in which drug use is discouraged. Teens can also build up the protective factors they can control to offset the risks they can't control. Teens can invest themselves in goals that challenge the brain and body to set themselves up for ongoing health.)*

4. According to the National Institute on Drug Abuse, the biggest risk is being around other teens who abuse drugs. Why do you think that would be particularly dangerous? *(Answers will vary, but may discuss how a large part of teens' identity and self-worth is built upon relationships with peers—e.g., the importance of being “cool” in the eyes of others. Being around others who use drugs can create an atmosphere where drug use is seen as normal and accepted, and there may be subtle or overt pressure to conform to this view. Teens may trust the opinions and experiences of their friends, want to avoid judgment or confrontation, and have little practice “breaking up” with a friend whose views on drugs and other behaviors they don't share. Teens could mitigate this risk by developing friendships with those who don't view drug use as cool, avoiding drug users and situations in which drug use occurs, and adopting habits and behaviors that raise their own self-esteem and limit the need for outside approval.)*

2

Academic and Domain-Specific Vocabulary Lists

scholastic.com/headsup/addiction-recovery/article

The vocabulary words below are drawn from the “Recovery From Drug Addiction” student article and work sheet. This vocabulary can be previewed with students prior to reading or reinforced with students afterward. Encourage students to incorporate these words into their writing and discussion of the “Recovery From Drug Addiction” article and work sheet.

Leveled definitions are provided for grades 6–8 and 9–12. Unless otherwise noted, all definitions below are sourced or adapted from:

- **Grades 6–8:** *Wordsmyth Children's Dictionary*
- **Grades 9–12:** *Merriam-Webster*

Suggested methods of learning and reinforcement:

Students can construct understanding by drawing the words' definitions; organizing concept maps that include word parts, synonyms, antonyms, and examples; composing memory-aiding songs that explain the words or use them in a meaningful context; and employing the words to create newspaper articles, stories, or poems.

Grades 6–8: Vocabulary From “Recovery From Drug Addiction” (article and work sheet)

- **addiction** (*noun*): not being able to give up doing or to give up using something. People who suffer from drug addiction have trouble stopping their drug use even when they really want to and even after it causes terrible consequences to their health and other parts of their lives. *(Source: National Institute on Drug Abuse)*
- **chronic** (*noun*): occurring over and over, not easily stopped; in the case of health, a chronic disease (such as drug addiction or asthma) is a condition that requires treatment throughout a person's life
- **craving** (*noun*): strong appetite, yearning
- **priority** (*noun*): something that is more important to a person than other things
- **protective** (*adjective*): preventing harm, shielding
- **recovery** (*noun*): period of getting healthier after an illness or difficulty. In the case of drug addiction, recovery means the process of stopping drug use, which often requires treatment throughout a person's life

- **relapse** (*noun*): falling back to a former condition. In the case of drug addiction, relapse means using drugs again after a period of avoiding them
- **subconscious** (*adjective*): happening in a person’s mind without him or her being aware of it
- **trigger** (*noun*): something that causes something else to happen. In the case of drug addiction, something that reminds a person of past drug use and causes cravings that may lead to relapse
- **vulnerable** (*adjective*): at risk, sensitive

Grades 9–12: Vocabulary From “Recovery From Drug Addiction” (article and work sheet)

- **addiction** (*noun*): not being able to give up doing or to give up using something. People who suffer from drug addiction compulsively have trouble stopping their drug use even when they really want to and even after it causes terrible consequences to their health and other parts of their lives. (Source: *National Institute on Drug Abuse*)
- **chronic** (*adjective*): recurring, long-term, habitual; in the case of health, a chronic disease (such as drug addiction or asthma) is a condition that requires treatment throughout a person’s life
- **craving** (*noun*): intense desires
- **priority** (*noun*): something that is a person’s chief focus or concern
- **protective** (*adjective*): preventing harm or injury
- **recovery [from drug addiction]** (*noun*): the process of ceasing drug use and returning to a drug-free lifestyle, which often requires treatment throughout a person’s life
- **relapse** (*noun*): a sudden return to drug use after a period of drug avoidance
- **subconscious** (*adjective*): mental activities or thoughts of which a person is unaware
- **trigger** (*noun*): something that causes something else to happen. In the case of drug addiction, things such as people, songs, situations, or even smells that can bring up the memory of drug use and causes cravings that can threaten a former drug user’s recovery
- **vulnerable** (*adjective*): susceptible, unprotected

3 Expanded Writing Prompts for “Recovery From Drug Addiction”

scholastic.com/headsup/addiction-recovery/article

To encourage and assess close reading of the student article “Recovery From Drug Addiction,” use the following writing prompts for quick five-minute “freewrites” of a few sentences each. Instruct students to include evidence from the text in their responses.

Grades 6–8

- **[Skill: Comprehension]** Explain two obstacles a person in recovery from drug addiction might face.
- **[Skill: Text Features]** Why does the article “Recovery From Drug Addiction” use an image of a rock climber as a metaphor for a person in recovery?

Grades 9–10

- **[Skill: Inference]** How could a local community center support people trying to recover from drug addiction?
- **[Skill: Compare and Contrast]** How are the treatment supports in the sidebar of the article “Recovery From Drug Addiction” related to the protective factors listed in the work sheet “Using Drugs: Who Becomes Addicted?” Why might this be?

Grades 11–12

- **[Skill: Inference]** How might the stigma currently associated with drug addiction be an obstacle to a person’s recovery? How can a strong support system help him or her overcome this?
- **[Skill: Argument]** Should people who are addicted to drugs be forced into treatment, even if they don’t want it? Why or why not? Use information from the article to support your argument.

4 Expanded Paired-Text Reading Suggestions for “Recovery From Drug Addiction”

scholastic.com/headsup/addiction-recovery/article

Deepen student learning of “Recovery From Drug Addiction” with the following paired-text reading suggestions and prompts for writing and discussion.

Informational Text: The Road to Recovery

- **Materials:** The article “The Truth About ‘Rehab’ and Drug Addiction”
scholastic.com/headsup/rehab

- **Writing Prompt:**
Grades 6–8
 - ▶ Using evidence from both “Recovery From Drug Addiction” and the “Drugs & Health Blog Teaching Guides,” assess the truth of this claim: “People addicted to drugs can quit whenever they want to; it’s just a matter of willpower.”
- **Writing Prompts:**
Grades 9–12
 - ▶ Evaluate the writing style used in “Drugs & Health Blog Teaching Guides.” Then study the content of the article “Recovery From Drug Addiction.” Consider how you would convey the article’s ideas in the form of a blog, and then write a post.

Informational Text: Marijuana FAQs for Teens

- **Materials:** The article “Drug Facts—Brain and Addiction”
teens.drugabuse.gov/drug-facts/brain-and-addiction
- **Writing Prompts:**
Grades 6–8
 - ▶ Focus on the risk factors for addiction in the articles “Recovery From Drug Addiction” and “Drug Facts: Brain and Addiction.” Include examples of two scientific facts that you learned more about by synthesizing details from both articles.
- **Writing Prompts:**
Grades 9–12
 - ▶ Using the articles “Recovery From Drug Addiction” and “Drug Facts: Brain and Addiction,” discuss how addiction affects the brain. Include examples of two scientific facts that you learned more about by synthesizing details from both articles.

5 Expanded Standards Chart for Grades 6–12
scholastic.com/headsup/addiction-recovery

The “Recovery From Drug Addiction” article, lesson plan, work sheet, and Additional Tools document support higher standards by giving students opportunities to practice key literacy skills while acquiring scientific knowledge relevant to health, life skills, and current events.

Subject	Common Core State Standards for English Language Arts	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 	<ul style="list-style-type: none"> • RI.1 & RST.1 Cite textual evidence • RI.2 & RST.2 Central idea and details • W.2 Write informative texts • W.7 Synthesize multiple texts when writing • W.9 Use evidence in analytical writing • RST.4 Domain-specific vocabulary • RST.6 Author’s purpose • RST.8 Evaluate a claim • RST.9 Compare and contrast two 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