Unit I Questions – Adolescent Development:

a) How can we describe adolescents' thinking in middle schools and high schools? How does it change over time? What are the implications of these descriptions for instruction?

b) What are formal operations and how are they related to thinking in science and social studies?

c) What is the zone of proximal development and how can this concept be used in teaching? What is scaffolded instruction?

d) What are the advantages and disadvantages of stage models of thinking? What are the advantages and disadvantages of sociocultural models of thinking?

e) What are the effects of puberty on adolescent development? What implications do these changes have for teachers in middle and high school classrooms?

f) What psychosocial changes are adolescents going through and what are the implications of these changes for teaching in middle and high school classrooms?