

Study Guide

Directions. Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 19–1: Physical Development of Adolescents

1. Summarize the general pattern of growth for adolescents. How does the pattern differ between males and females?

2. What physical changes occur as a girl’s body increases its production of estrogen? _____

3. What is testosterone? How does it relate to puberty? _____

4. How does puberty impact nutritional needs? _____

5. Why are personal cleanliness routines particularly important for adolescents? _____

6. How can regular exercise benefit teens? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

7. Give three negative effects that teens may experience if they do not get enough sleep. _____

Section 19–2: Emotional, Social, and Moral Development of Adolescents

8. What is personal identity? _____

9. Describe how the following factors influence identity development.
- A. Family: _____

- B. Peers: _____

- C. The future: _____

10. According to Erik Erikson, what is an identity crisis? How is it related to conformity? _____

11. Summarize four paths to a sense of personal identity that teens may explore, according to James Marcia.

Adolescence

Chapter 19 continued

12. Identify three warning signs of depression. If you see these signs in a teen, what should you do?

13. Describe four possible symptoms of anxiety. If the problem is not addressed, what further problems may result?

14. Describe the two extremes that are characteristic of bipolar disorder. _____

15. How can teens' desire for independence lead to problems in the family? _____

16. What role does a close friend play in a teen's life? _____

17. Why is it important for teens to participate in a variety of activities? _____

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

Adolescence

Chapter 19 continued

18. What is a moral compass? _____

19. Why do teens need to develop a reliable moral compass? _____

20. According to Kohlberg, what increases as a person progresses through the six stages of moral development? _____

21. How does Kohlberg define *moral maturity*? _____

22. What positive effects can peer groups have on teens? _____

23. Why do some teens get involved in drugs, drinking, and other negative behaviors? _____

24. Give two examples of ways that popular culture might negatively influence teen behaviors.

25. How can parents promote morality and positive values in teens? Identify at least three ways.

26. What are some of the potential consequences for teens who lack a strong set of personal values?

(Continued on next page)

Section 19–3: Intellectual Development of Adolescents

27. What part of the brain undergoes the most dramatic changes during adolescence? What are its functions? _____

28. What functions does the *amygdala* control? What kinds of actions result when teens use this part of the brain more than the thinking part? _____

29. What happens to brain connections during adolescence? What does this indicate about the importance of intellectual pursuits during this time?

30. How does a teen’s intellect change once he or she is capable of abstract thought? _____

31. Describe two criticisms of Piaget’s four-stage theory. _____

32. In what major way did Vygotsky’s beliefs differ from Piaget’s? _____

33. What did Vygotsky believe students needed to reach the heights of their potential? _____

34. Describe some of the factors that can help a student learn more in school. _____

Developing Health Habits

Directions: Imagine you are the parent of Josh, age 13. Read the descriptions of some of Josh's behaviors. In the space below each description, write what you would say or do to guide Josh toward more healthful habits.

1. Every Friday, Cheesecakes Galore sponsors an all-you-can-eat buffet of desserts. Josh and his friends seldom miss this event.

2. Since he was ten, Josh has been taking showers every day. Now that he is an adolescent, you notice more body odor between showers.

3. Josh got in-line skates last year and usually skated with his friend Diego after school. Now, he and Diego are playing video games instead.

4. After Josh completes his homework, he watches television until 11:00 p.m. He says TV relaxes him. When you wake him at 6:00 a.m. to get ready for school, Josh is groggy and irritable. He has complained of difficulty concentrating in school.]

*Emotional, Social and Moral
Development of Adolescents*

SECTION 19-2

Recognizing Emotional Warning Signs

Directions: For each situation described below, judge whether the teen’s behavior is normal or a warning sign of an emotional problem. Write **Normal** or **Warning** in the space to the left of the description to indicate your assessment. In the spaces below each description, explain why you judged the behavior to be normal or a sign of a problem.

_____ 1. Amanda’s parents are concerned. Amanda seems moody and often is so absorbed in her own thoughts that she hardly talks to her family. When her friends ask her to do something she enjoys, she brightens up.

_____ 2. Cory’s friends are not sure what to think. When they go to the movies or to the mall, Cory refuses to go with them. He will not even go to parties if a lot of people will be there. “Crowds are a hassle,” Cory says.

_____ 3. While driving home from school on Friday, seventeen-year-old Jennifer chatters excitedly to her friends about her latest adventure as she weaves fearlessly through traffic. The next week, she does not want to drive and she stays home from school even though it means she will miss tryouts for the talent show.

Copyright © by the McGraw-Hill Companies. All rights reserved.

(Continued on next page)

_____ 4. Manuel just broke up with his girlfriend. He is sitting on his front porch staring into space when his friend Dustin arrives. Dustin suggests that they play basketball. “Maybe shooting hoops will help me feel better,” Manuel says. “Let’s go.”

_____ 5. “What’s wrong with me?” seventeen-year-old Dante wondered. “I feel very sad most of the time and just don’t want to do anything. I don’t even like to play video games anymore.”

_____ 6. Cathleen sits in a corner as the party goes on around her. Making friends at her new school is not easy for her. She wishes that she could just blend into the wall so that no one will notice her. She goes in the bathroom and takes a bottle of wine from her bag. “At least this drink will help me get through this,” she says to herself.

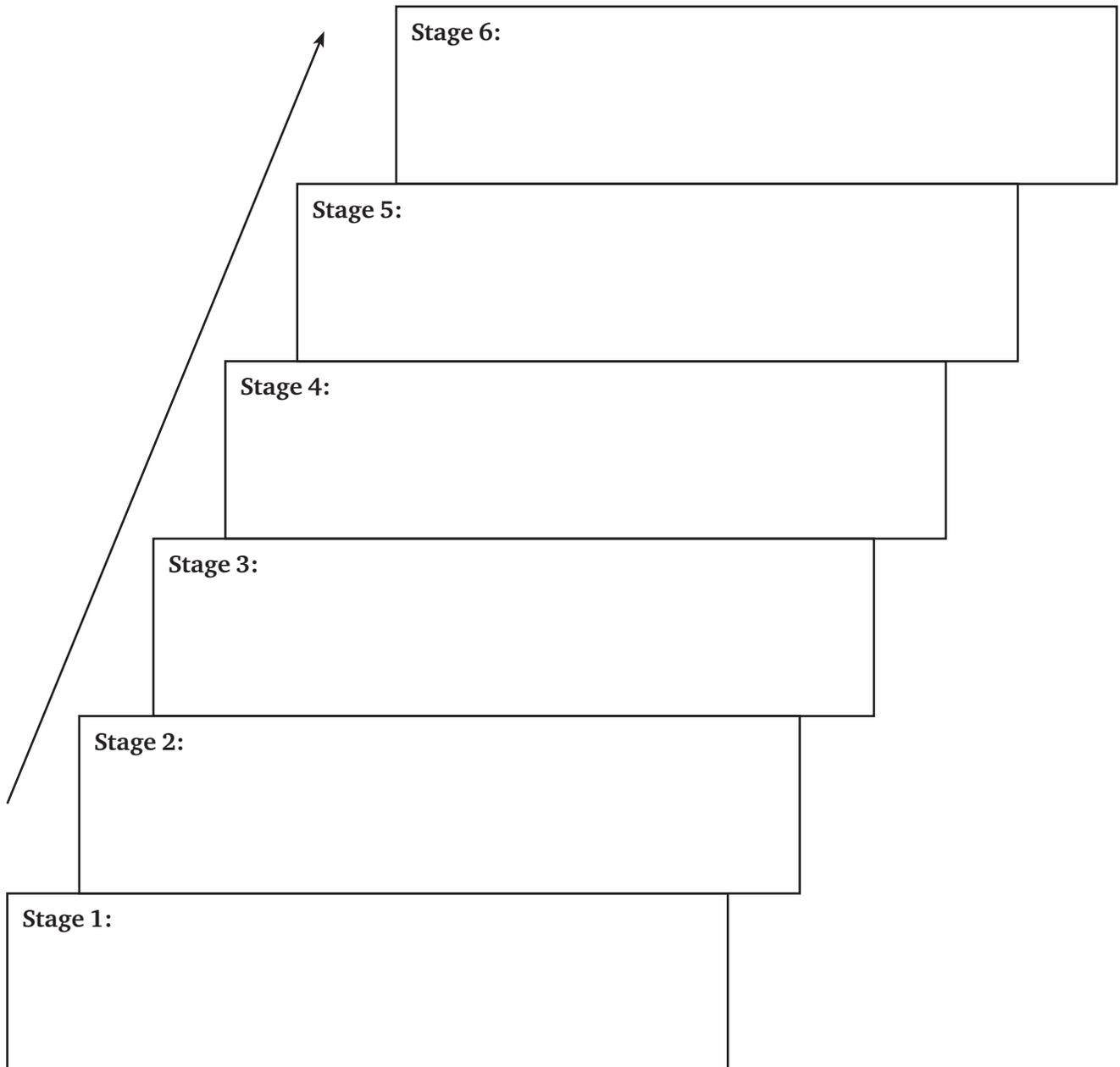
_____ 7. Erik’s parents don’t know what to think. Erik has always been cooperative. Now, though, his attitude is changing. He does not seem to agree with them on anything. He wears strange, secondhand clothes and got his ear pierced without their permission. When his mother buys him new clothes for school, they just sit in the shopping bag.

*Emotional, Social and Moral
Development of Adolescents*

SECTION 19-2

Kohlberg's Stages of Moral Development

Directions: In the diagram below, describe each stage of moral development according to Lawrence Kohlberg's theory. Along the diagonal arrow, indicate what increases as a person progresses through the six stages.



Copyright © by the McGraw-Hill Companies. All rights reserved.

Intellectual Development of Adolescents

SECTION 19-3

Influences on Intellectual Development

Directions: Read the following sentences. Underline the word or phrase inside the parentheses that best completes the statement.

1. The brain starts to grow again just (before, after) puberty.
2. The maturing of the (prefrontal cortex, amygdala) makes it possible for teens to reason better.
3. The (prefrontal cortex, amygdala) is responsible for emotional reactions, such as fear and joy.
4. The (prefrontal cortex, amygdala) is located just behind the forehead.
5. Teens' brains make (more, fewer) connections than they actually need.
6. Piaget called his fourth and final stage of intellectual development the (formal, concrete) operations stage.
7. According to Piaget, children enter this fourth stage around age (11, 14).
8. During the fourth stage, young people become capable of (moral, abstract) thought.
9. (Piaget, Vygotsky) believed that children develop the ability to think by interacting with parents, teachers, and peers.
10. According to Vygotsky, the "zone of proximal development" is a measure of a child's learning (achievement, potential).
11. Vygotsky believed that students could achieve their greatest learning potential only through (self-directed activities, collaboration with teachers and other students).
12. Students who (fear, respect) their teachers are more willing to learn.
13. More learning occurs when students have a (positive, negative) attitude about school.
14. Teens generally (want, do not want) their parents to take an active interest in their education.

Directions: Answer each of the following questions in the space provided.

15. Describe what your positive learning environment would be like. _____

16. Explain how you believe parents can best encourage learning. _____

Copyright © by the McGraw-Hill Companies. All rights reserved.