

Dr. Debrah C. Sickler-Voigt Presents...

Milestones in Adolescent Development

(9th Through 12th Grades)

I am thinking.

Around Ninth Through Twelfth Grades...

- My cognitive skills are becoming more sophisticated.
- My reasoning skills have further matured since early adolescence. I am better able to answer hypothetical questions.
- I can think abstractly and have the ability to explore ideas in depth.
- I apply metacognitive skills and reflect on my personal decisions.
- My organizational skills have improved.
- A choice-based curriculum provides me a format to bring my unique ideas to learning tasks.
- I want to know how my curricular studies connect to the broader human experience.
- I can imagine various possibilities to particular situations.
- I can be introspective and assess the quality of my work.
- I can identify the consequences and rewards to various circumstances.
- I can set and achieve long-term goals.
- I am interested in participating in adult roles.
- I want to gain career skills.
- I understand that my behaviors come with consequences and/or rewards.
- I can take an active role in setting fair rules and modeling proper behaviors.



- Honourable mention: Duanbuppha Kiattisak (16 years), Hrh. Princess Sirindhorn Art Center, Wangsaphung, Thailand. ICEFA Lidice, 43rd Exhibition

I am growing.

Around Ninth Through Twelfth Grades...

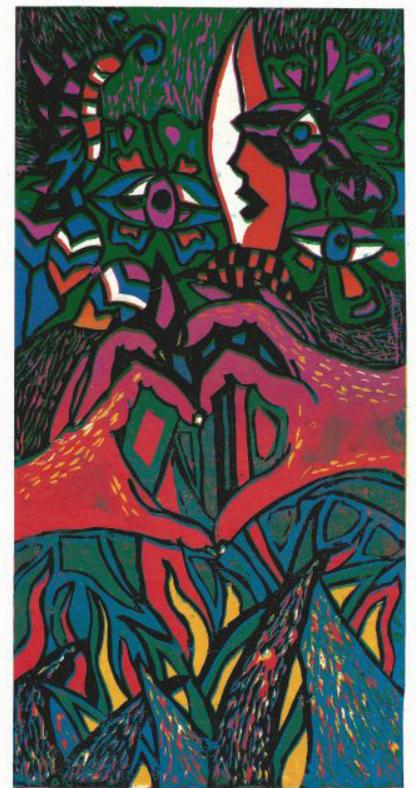
- During high school, girls reach their physical development. Boys will continue to build muscle and grow, but the main growth spurt of puberty has ended.
- It is normal for adolescents to experience sexual urges due to physical changes.
- I may spend much time grooming myself.
- I am concerned with and may try to change my appearance through dieting, exercise, supplements, or eating disorders.
- I may not be getting enough sleep.



I am feeling.

Around Ninth Through Twelfth Grades...

- I want to take on new responsibilities and gain leadership skills.
- I am developing greater self-confidence than I had in early adolescence.
- People my age are more likely to be involved in smoking, drugs, sexual intercourse, and binge drinking than in early adolescence. I must decide between choices that will make me a better person or ones that may harm me.
- The older I become, the more capable I am of making my own decisions and moving away from peer pressures.
- I can identify and critique my own and other people's values.
- If I am in a nurturing environment, I can build a positive sense of autonomy and gain self-efficacy skills.
- I need for adults to be honest with me and prepare me for my role in the world. I will continue to challenge adults and seek my independence.
- I benefit from having classroom boundaries and parental limits, without them being too controlling. Adult role models help me navigate my way. I should feel that I can approach adults with my problems and concerns.
- I am looking for my place in the world.
- I want to have a close circle of friends who share my interests and talents.
- I need to form intimate, healthy friendships.
- I need reassurance to understand that others have felt that same way that I do.
- I can feel invincible and that hardships and bad things can happen to others, but not to my friends and me.
- I am learning how to self-regulate my emotions and take responsibility for my behaviors.
- I benefit from engaging in hobbies, as well as academic and/or sports clubs.
- I have developed a deep interest in causes that have significance to me.



I am creating.

Around Ninth Through Twelfth Grades...

- I can analyze art using set criteria.
- I can write and talk about art using technical vocabulary.
- I am interested in contemporary artist practices, such as storyboarding, claymation, and video storytelling.
- I am developing ongoing journals and portfolios. I may use these to prepare for college entrance.
- I am interested in learning about various art professions. I would also like to visit professional spaces, such as artists' studios, art centers, museums, and galleries.
- I enjoy creating artworks that link to my personal interests and identity.
- I am interested in developing and participating in community art projects.



ICEFA Lidice's Children's Artworks



- (Page 2 Top) Honourable mention: Nedvědová Tereza (15 years), ZUŠ Ivana Kawaciuka, Duchcov, Czech Republic. ICEFA Lidice, 43rd Exhibition
- (Page 2 Center) A medal to the school for their collection of graphics: Law Aloysius Law Jun Hong (15 years), Si Ling Secondary School, Singapore, Singapore. ICEFA Lidice, 42nd Exhibition
- (Page 2 Bottom) Honourable mention: Žigalkina Svetlana S. (15 years), Tallinn Art School, Tallinn, Estonia. ICEFA Lidice, 39th Exhibition
- (Page 3 Top) Honourable mention: Káreta Jacline (15 years), Palatul Copiilor Arad, Arad, Romania. ICEFA Lidice, 39th Exhibition
- (Page 3 Bottom) Medal to the school for their collection: Iva Jirsová, (16 years), ZUŠ Strakonice, Zámek I, Czech Republic, ICEFA Lidice, 34th Exhibition

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Note: This milestones list is not exhaustive. All children develop as unique individuals.

Acknowledgements

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Dr. Debrah C. Sickler-Voigt is a Professor of Art Education. Her textbook is *Teaching and Learning in Art Education: Cultivating Students' Potential from Pre-K Through High School* (Routledge, 2020). It provides greater insights into children's development theories and practices.

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