

these points. This paper will describe how adolescents develop from childhood to adulthood considering their physical, emotional, social, moral, and intellectual development, and how the schooling system either co-education or single sex education help them develop the necessary skills to be successful in life.

Literature Review

Physical Characteristics:

These characteristics refer to certain physical developmental features associated with human growth. This transitional period from childhood to adulthood leaves behind life marking changes that make the adolescents see life differently. For instance, the rapid and uneven body development determines enhanced gross and fine motor skills and biological maturity. In addition, several authors state that both sexes experiment growth spurts, however they occur earlier in girls than in boys (Brown, D., & Knowles, T., 2007; Caskey, M., & Anfara, V., 2007). Such characteristics like accelerated growing of bones compared to muscle changes makes teenagers sometimes be uncoordinated and clumsy. In fact, the adolescents' developmental growth also includes significant increases in height, weight, and internal organ sizes as well as changes in skeletal and muscular systems. This rapid growth could give teenagers a feeling of discomfort and pain due to body development (Caskey, M., & Anfara, V., 2007). There is an increase in the nutritional needs and lethargy due to the hormonal work. Alternatively, adolescents need 9 hours and 15 minutes of sleep every day (Brown, D., & Knowles, T., 2007). Furthermore, both sexes begin to develop secondary sexual features. Girls begin menstruation, their breasts grow and hips enlarge. In the case of boys, they begin to show facial hair and men voices deepen. Their body odor becomes more pronounced that is why these characteristics can

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Resources in Education ,2001 *Research in Education* ,1974 **Psychology of Education: Pupils and learning**
Peter K. Smith,Anthony D. Pellegrini,2000 *Current Index to Journals in Education* ,2001 **Research in Education**
,1973 Instructional Design: Concepts, Methodologies, Tools and Applications Management Association, Information
Resources,2011-03-31 Successful educational programs are often the result of pragmatic design and development
methodologies that take into account all aspects of the educational and instructional experience Instructional Design
Concepts Methodologies Tools and Applications presents a complete overview of historical perspectives new methods and
applications and models in instructional design research and development This three volume work covers all fundamental
strategies and theories and encourages continued research in strengthening the consistent design and reliable results of
educational programs and models **Resources in Education** ,1996 **Otto E. Miller, Plaintiff-Respondent, Against**

Fred W. Smythe, Defendant-Appellant , **Parliamentary Papers** Great Britain. Parliament. House of Commons,1919

Success for All Yanyu Zhou,2008-11-01 This book provides a detailed account of an educational experiment in a middle
school in Shanghai China The school called Zhabei No 8 Middle School hereafter No 8 School is located in a run down lower
working class district Since the mid 1980s the school has experimented on an educational reform program called success
education aiming to help those at risk students to be successful in school This book illustrates how this educational
experiment has been carried out and to identify experiences that could be learned by the international educational
community The book analyzes the critical role played by Principal Liu Jinghai and particular attention is paid to the strategies
adopted by the school to help enhance students self esteem through integrating love and care throughout the school s
curriculum and activities The pivotal roles played by teachers called class directors are meticulously studied and efforts the
school has made to collaborate with parents and the local community are examined An ethnographic approach was used to
gather data in this study A combination of interviews participant observation and document analysis was applied to arrive at
a systematic and complex understanding of this educational endeavor in China *School Library Media Activities Monthly*
,1998 Official Catalogue of Exhibitors Panama-Pacific International Exposition, San Francisco, 1915 Panama-Pacific
International Exposition Company,1915 *Official Catalogue of Exhibitors* ,1915 **Annual Report of the Normal,**

Model, Grammar, and Common Schools in Upper Canada Ontario. Department of Education,1923 **The Applied**
Arts Book ,1927 *The Social Studies* ,1928 **Introductory Statistics** Stephen Kokoska,2008-01-01 **Making**

Middle Schools Work Jon Wiles,Joseph Bondi,1986 Over the past 20 years the middle school has been a major innovative
movement changing the face of intermediate education While hard to define exactly middle schools have different priorities
and purposes than junior high schools The former serve preadolescents ages 10 to 14 through a balanced comprehensive
program Middle school programs need clear definition and constant reevaluation to monitor program effectiveness and

prevent slippage Success depends heavily on sound curriculum development and management This report describes the Wiles Bondi Curriculum Management Plan CMP which draws from the work of Tyler and Taba and the widely used accreditation process format The CMP introduces regularity into the change process by superimposing a management schemata over the curriculum development framework and forcing values clarification and commitment along the way Establishing goals assessing needs and determining priorities are essential steps The model is based on several key points involving school staff administrators and parents directing change from the top basing decisions on hard data and driving change by evaluation and accountability Developing an effective management team is a must The standard curriculum development cycle of analysis design implementation and evaluation is bolstered by the CMP routine Procedures are amply illustrated by 33 figures and 4 appendices that include sample survey forms two articles on adolescents and a list of selected teacher competencies MLH **The Princeton Theological Review** ,1921 Includes section Reviews of recent literature

Christian education in China ,1922

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