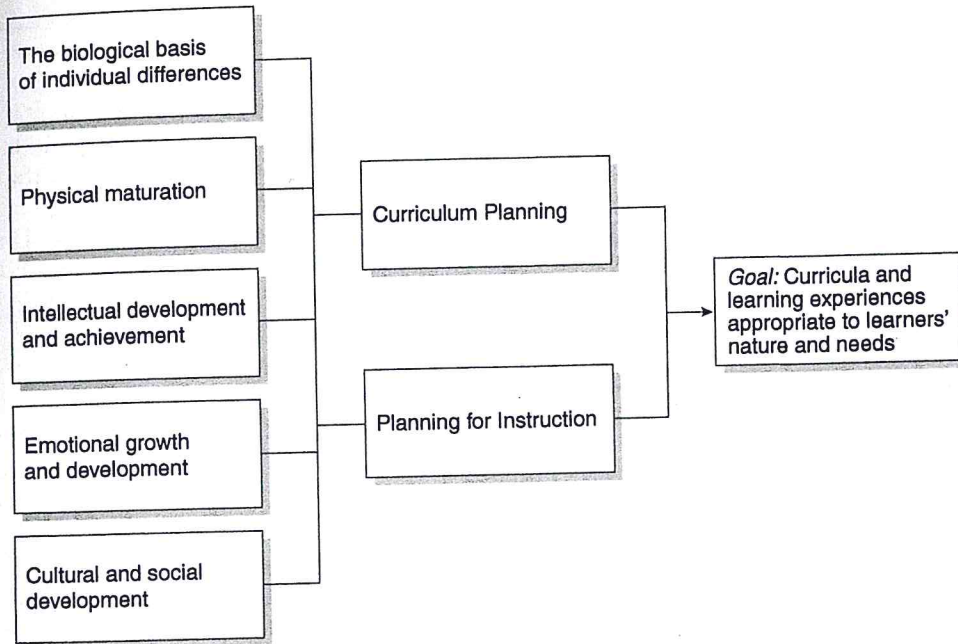


FIGURE 3.1

Five Aspects of Human Development to Guide Curriculum Planning and Planning for Instruction



Espinoza point out in "Friending, IMing, and Hanging Out Face-to-Face: Overlap in Adolescents' Online and Offline Social Networks" in this chapter, "adolescents use their time within online spaces (e.g., bulletin boards, chat rooms, blogs, and instant messaging) to deal with the issues in their lives, including sexuality, identity, and partner selection."

Maturation and change in human development occur over the entire life span, providing one of the bases for curriculum planning at all age levels, including higher and adult education. Maturation follows different courses of development for different individuals. One of the guidelines for curriculum leadership derived from the study of human development, then, is the *problem of the match*. In other words, there must be a match between the learner's developmental stage and the explicit curriculum. There should also be a match between the learner's developmental stage and the informal, "hidden" curriculum. For example, the informal curriculum often forces students to develop their identity within a school climate that communicates rejection and intolerance. In addition, some students must work through their developmental challenges in overcrowded, underfunded schools situated in impoverished communities and neighborhoods. Children from working-class and poor families often enter school with fewer cognitive and social skills than their middle-class counterparts.