

basic needs for survival and safety first. When these basic needs have been met sufficiently, people naturally seek to satisfy higher needs, the highest of which is self-actualization—the desire to use one's talents, abilities, and potentialities to the fullest. Students whose needs for safety have been fairly well satisfied will discover strong needs for friendship, affection, and love, for example. If efforts to satisfy the various needs are thwarted, the result can be maladjustment and interruption or delay in the individual's full and healthy development.

Students differ markedly in terms of where they are on Maslow's hierarchy of needs. Many families lack the resources to provide adequately for children's basic needs. Children from families that are concerned with day-to-day survival may not receive the support that could help them succeed in school. They come to school tired and hungry and may have trouble paying attention in class. Others may be well fed and clothed but feel unsafe, alien, or unloved; they may seek to protect themselves by withdrawing emotionally from activities around them.

Since it was introduced several decades ago, Maslow's hierarchy has had a tremendous influence on the field of psychology. In "Maslow's Hierarchy of Needs: Renovated with Contemporary Extensions" in this chapter, Douglas T. Kenrick and his colleagues "renovate" the model in light of contemporary theories from evolutionary biology, anthropology, and psychology. Thus, they "removed self-actualization from its privileged place atop the pyramid." Drawing from the "biological framework of life-history theory," they "update" the model so that "the top of the pyramid [now] includes three types of reproductive goals: mate acquisition, mate retention, and parenting."

Curriculum Leadership Strategy

Effective curriculum leaders base their professional decisions on comprehensive, detailed information about the stressors that students confront in their homes and communities.

CRITERION QUESTIONS—HUMAN DEVELOPMENT

Although stages of human development can be identified, no two individuals of the same age are alike in physical, emotional, intellectual, or social development. Knowing how development occurs in each of these areas helps curriculum leaders identify two important curriculum criteria that should be reflected in the curriculum: individual differences and continuity in learning (i.e., the curriculum and teaching begin "where the learner is").

The following are among the criterion questions that can be derived from the theories of human development discussed in this chapter:

1. Does the curriculum reflect the inborn individuality and innate uniqueness of each learner?
2. Does the curriculum provide for developmental differences among the learners being taught?
3. Does the curriculum provide for continuity of learning?