Growing Into Choices

Trace how adolescent changes shape decisions and identity.

P.3.4 "Describe the physical, cognitive, and moral changes that occur during adolescence, including the key foundational aspect of identity formation."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two physical changes, circle one example of Maya thinking through possible outcomes, and write 1 beside a moral choice and 2 beside a clue to her developing identity.

Decisions at the Garden

1 At sixteen, Maya volunteers at a neighborhood garden before school. She notices that some classmates have grown taller quickly, while others have not. Puberty does not follow one schedule: hormones drive changes such as growth spurts, body hair, and sexual maturation at different times. Maya also finds it harder to feel sleepy early at night, a common shift in adolescent sleep timing. When she stays up late, carrying heavy watering cans feels tougher. Physical changes can affect a teen's energy and confidence, but they do not determine a person's abilities or worth.

2 The garden group must decide what to plant in a limited space. Maya once picked what sounded fun that day. Now she compares sunlight needs, harvest dates, and how much water each crop requires. She imagines two possible plans and predicts how each might affect families who use the garden. Adolescence often brings stronger abilities to consider hypothetical outcomes and connect several factors, although these skills still develop with practice. Maya asks a younger volunteer to challenge her plan, then changes it after hearing that volunteers cannot water the beds on weekends.

3 A disagreement begins when a volunteer suggests reserving all the ripe tomatoes for the people who planted them. Maya understands the wish to reward hard work, but she also considers families who need fresh food and the group's promise to share. Moral reasoning can grow as teens weigh rules, consequences, and different people's needs, rather than only asking who might get in trouble. Maya proposes a share for workers and a share for visitors. She begins to see herself as someone who cares about access to food. Trying a role, testing a value, and choosing what matters are parts of identity formation.

2 ANSWER WITH EVIDENCE

Use the passage

1. Identify two physical changes in the passage. How can each affect a teen's daily life?

2. How does Maya's approach to planning the garden show a cognitive change that can occur during adolescence?

3. What competing concerns does Maya consider in the tomato disagreement, and how does her proposal address them?

4. How does Maya's response to the tomato disagreement connect moral reasoning to identity formation?

3 YOUR TURN

Your own words

Invent a teen who joins a school theater crew. In four sentences, describe a physical change that affects the teen, a decision that involves predicting outcomes, a moral decision involving other people, and how these experiences help shape the teen's identity.

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PART 1 · READ AND MARK

Underline two physical changes, circle one example of Maya thinking through possible outcomes, and write 1 beside a moral choice and 2 beside a clue to her developing identity. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Identify two physical changes in the passage. How can each affect a teen's daily life?	**Puberty can bring growth spurts that affect confidence. A shift toward feeling sleepy later can affect energy when a teen must get up early.**
2	How does Maya's approach to planning the garden show a cognitive change that can occur during adolescence?	**She compares several factors, predicts the results of possible plans, and revises her choice when she learns new information.**
3	What competing concerns does Maya consider in the tomato disagreement, and how does her proposal address them?	**She considers rewarding the workers, helping families who need food, and keeping the group's promise to share. Her proposal gives tomatoes to both workers and visitors.**
4	How does Maya's response to the tomato disagreement connect moral reasoning to identity formation?	**As Maya weighs fairness and the needs of others, she begins to see caring about access to food as part of who she is.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A shift toward feeling sleepy later leaves Leo tired at the crew's early meetings. He compares two lighting plans and predicts which will help the audience see the actors. When another student wants to leave a newcomer out, Leo argues that everyone deserves a chance to help. These choices help him see himself as a thoughtful, inclusive teammate.

Accept other passage-supported physical effects and explanations of Maya's thinking. For the open task, look for four sentences that distinguish physical, cognitive, and moral change and connect the teen's experiences to an emerging sense of self.