<table>
<thead>
<tr>
<th>Age/Grade</th>
<th>Physical</th>
<th>Language/Cognitive</th>
<th>Social/Emotional</th>
</tr>
</thead>
</table>
| 10/5th    | Signs of puberty begin for girls ahead of boys  
Muscles needed for big movements are developing quickly  
Need lots of outdoor play and physical challenges  
Enjoy precision tasks  
Benefit from snack and rest periods | Peer focused  
Descriptive  
Seek definitions  
Playful  
Gain identity through the group  
Enjoy categorizing and classifying  
Good at memorizing  
Like rules and logic  
Can concentrate on reading and thinking for long periods  
Enjoy choral reading, poetry, plays, singing | Contributing member of group; eager to reach out to others  
Quick to anger; quick to forgive  
Hardworking; take pride in schoolwork  
Open to learning mediation or problem-solving skills  
Listen well and enjoy talking and explaining  
Developing more mature sense of right and wrong |
| 11/6th    | Restless, very energetic  
Need lots of food, physical activity, sleep  
Growth spurts  
“Growing Pains”  
More colds, ear infections, etc. | Like “adult” tasks, such as researching  
Enjoy brain teasers and puzzles  
Want to learn new things more than review previous work  
Challenge assumptions — their own and those of adults  
Able to think abstractly and understand ideas | Common age for cliques and pairs  
Peer focused; need to save face with peers  
Moody; self-absorbed  
Sensitive about changing bodies  
Like to challenge rules, test limits  
Can be very serious |
| 12/7th    | Need lots of food, physical activity, sleep  
Growth spurts | May begin to excel at a subject or skill  
More sophisticated sense of humor  
Enthusiastic about purposeful schoolwork; can set goals and concentrate  
Interested in civics, social justice | Peers more important than adults  
Question and argue with adults  
Like both group and individual work  
Need rituals to mark turning points  
Can be self-aware, insightful, empathic  
Can take on major responsibilities |
### 13/ 8th

<table>
<thead>
<tr>
<th>Lots of physical energy</th>
<th>Tentative, worried, unwilling to take risks on tough intellectual tasks</th>
<th>Moody and sensitive, anger can flare up suddenly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skin problems are common; hygiene becomes more important</td>
<td>Interested in fairness, justice, discrimination, etc.</td>
<td>Feelings are easily hurt; can easily hurt others’ feelings</td>
</tr>
<tr>
<td>More physically developed/ mature</td>
<td>Often write better than they speak, so better at written work than oral explanations</td>
<td>Very concerned about personal appearance</td>
</tr>
<tr>
<td>Can be physically awkward</td>
<td>Need short, predictable homework assignments to build good study habits</td>
<td>Like to be left alone when home</td>
</tr>
<tr>
<td></td>
<td>Starting to enjoy thinking about the many sides of an issue</td>
<td>Prefer working alone or with one partner</td>
</tr>
</tbody>
</table>

The Center for Responsive Schools describes development for ages 11-13 years:

**Elevens are going through huge changes in their bodies, minds, and social behavior as they begin adolescence. The easy friendliness of ten often gives way to awkward, sometimes rude behavior at eleven. With their growing capacity for higher thinking, children this age like to try work that feels grown up, such as researching and interviewing.**

**Twelves are often unpredictable and hard to read as they swing between childhood and adulthood. Their greatest need is to be with peers as they sort through their physical, social, and emotional challenges and the all-important identity question, “Who am I?”**

**Thirteen is typically an age of rapid growth in mind and body, an age of contrasts and confusion. Thirteen-year-olds are both pushing away from adults and seeking them. They’re excited about new teenage opportunities but hesitate to take risks. Adding to the confusion, physical and emotional development is happening much faster in girls than in boys. (2005)**

(Adapted from Yardsticks: Children in the Classroom Ages 4–14, 3rd edition, by Chip Wood, CRS, 2007)