Early Education Curriculum A Childs Connection to the World 7th edition Beaver Test Bank

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True / False

1. Separating children with disabilities from children without disabilities is the best approach in protecting children with d isabilities from bias.

a. True

b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Developmentally Appropriate Practices

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.

NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children
United States - NAEYC 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
United States - NAEYC 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches
United States - NAEYC 6b - Knowing about and upholding ethical standards and other professional guidelines.

KEYWORDS: Remember

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2. Early childhood educators now recognize that a child's cultural background is of little importance in her development and learning.

a. True

b. False

ANSWER: False

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POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	Developmentally Appropriate Practices
QUESTION TYPE:	True / False
HAS VARIABLES:	False
LEARNING OBJECTIVES:	BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.
NATIONAL STANDARDS:	United States - DAP 2 - Teaching to Enhance Development and Learning United States - DAP 5 - Establishing reciprocal relationships with families United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized. United States - Head Start - Domain: Physical Health and Development United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. United States - INTASC 7 - Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs. United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning. United States - NAEYC 6d - Integrating knowledgeable, reflective, and critical perspectives on early education.
KEYWORDS:	Understanding
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3. Understanding of the intelligences should be linked with a curriculum focused on understanding where children are able to apply what they have learned in new situations.

a. True

b. False

ANSWER:	True
POINTS:	1
DIFFICULTY:	Moderate
REFERENCES:	Early Childhood Education
QUESTION TYPE:	True / False
HAS VARIABLES:	False
LEARNING OBJECTIVES:	BEAV.EARL.6.1.1 - Discuss the importance of historical information and theories to the field of early childhood education
NATIONAL STANDARDS:	United States - DAP 2 - Teaching to Enhance Development and Learning United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and

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specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - DEC C15 - Recommended practices are used to teach/ promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child's natural environment. These skills should included teaching those that maximize participation and membership in home, school and community environments— including those that are typical or similar to other persons' in the environment.
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United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children
United States - NAEYC 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
United States - NAEYC 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches
United States - NAEYC 5c - Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

KEYWORDS: Understanding
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4. Vygotsky believed that the acquisition of language is the most significant cognitive development in children.
   a. True
   b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Early Childhood Education
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.1 - Discuss the importance of historical information and theories to the field of early childhood education
NATIONAL STANDARDS: United States - DAP 3 - Planning Curriculum to Achieve Important Goals
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.

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United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
United States - NAEYC 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches
United States - NAEYC 6d - Integrating knowledgeable, reflective, and critical perspectives on early education.

KEYWORDS: Understanding

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5. The cooperative play stage signals a child's readiness to rely more on peers and less on adults.
   a. True
   b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Importance of Play

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: BEAV.EARL.6.1.3 - Discuss the importance of play in the lives of young children, describe the developmental stages of play, and identify ways teachers foster play.

NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
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United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.

KEYWORDS: Understanding

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6. When compared to adults, babies are not as aware of the world around them.

a. True
b. False

ANSWER: False
POINTS: 1
DIFFICULTY: Easy
REFERENCES: Developmentally Appropriate Practices
QUESTION TYPE: True / False
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.
NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
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United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
KEYWORDS: Remembering
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7. The ingredients that early childhood educators consider essential today – that care and education are inseparable, that teaching practices are developmentally appropriate and that adequate funding is critical for success – all stem from historical events and people.

a. True
b. False

ANSWER: True
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Early Childhood Education
QUESTION TYPE: True / False
HAS VARIABLES: False

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LEARNING OBJECTIVES: BEAV.EARL.6.1.1 - Discuss the importance of historical information and theories to the field of early childhood education

NATIONAL STANDARDS: United States - INTASC 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
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United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
United States - NAEYC 6d - Integrating knowledgeable, reflective, and critical perspectives on early education.

KEYWORDS: Applying

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8. The cooperative play stage signals a child's readiness to rely more on peers and less on adults.
    a. True
    b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Developmentally Appropriate Practice

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.

NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
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United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
United States - NAEYC 6d - Integrating knowledgeable, reflective, and critical perspectives

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on early education.

KEYWORDS: Understanding

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9. Developmentally appropriate practice encompasses only two criteria: knowledge about how individual children grow and develop; and knowledge about how all children grow and develop.

a. True

b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Developmentally Appropriate Practice

QUESTION TYPE: True / False

HAS VARIABLES: False

LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.

NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
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United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.

KEYWORDS: Understanding

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10. Children in an inclusive classroom include children with and without disabilities.

a. True

b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Developmentally Appropriate Practice

QUESTION TYPE: True / False

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HAS VARIABLES: False

LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.

NATIONAL STANDARDS: United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children

KEYWORDS: Remembering

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Multiple Choice

11. Studying the history of early childhood education is important for professionals for all but which of the following reasons?

a. Historical information helps us understand how the field has developed and changed
b. Studying history helps us evaluate which knowledge is invalid and should be discarded
c. Studying history helps us understand how social factors such as views of children, understandings of race and ethnicity, and politics and economic factors have influenced education and continue to do so
d. Understanding the history of the field helps us learn the best ways of helping children and families

ANSWER: b

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Early Childhood Education

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: BEAV.EARL.6.1.1 - Discuss the importance of historical information and theories to the field of early childhood education

NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
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individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - INTASC 7 - Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
United States - INTASC 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
United States - NAEYC 2b - Supporting and engaging families and communities through respectful, reciprocal relationships
United States - NAEYC 2c - Involving families and communities in their children's development and learning.
United States - NAEYC 6d - Integrating knowledgeable, reflective, and critical perspectives on early education.

KEYWORDS: Remembering, Applying

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12. All but which of the following is true of developmentally appropriate practice?
    a. It follows a uniform, standardized set of activities and learning objectives
    b. It values the way children naturally learn and play
    c. It focuses on meeting children where they are developmentally
    d. It values diversity

ANSWER: a

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Developmentally Appropriate Practice

QUESTION TYPE: Multiple Choice

HAS VARIABLES: False

LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.

NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
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United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children
United States - NAEYC 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
United States - NAEYC 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches
United States - NAEYC 5c - Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

KEYWORDS: Remembering
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13. Which of the following is true of play in the early childhood classroom?
    a. Children should be given limited time for unstructured play
    b. Children should be encouraged to engage in play that is highly teacher-directed
    c. Children should be given ample time to engage in play that is unstructured, child-initiated, and spontaneous
    d. Children should be encouraged to engage in play that is child-directed but highly structured

ANSWER: c
POINTS: 1
DIFFICULTY: Easy
REFERENCES: Importance of Play
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.3 - Discuss the importance of play in the lives of young children, describe the developmental stages of play, and identify ways teachers foster play.
NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DAP 3 - Planning Curriculum to Achieve Important Goals
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - DEC C14 - Data-based decisions are used to make modifications in the practices. Child performance Appendix F Standards by Chapter Appendix 413 43256_appF_ptg01_hr_p413-421.indd 413 1/30/14 7:23 PM 414 Appendix is monitored and data collected to determine the impact of the practices on the child's progress, and monitoring must be useful within the child's environments.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
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United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
United States - NAEYC 5c - Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

KEYWORDS: Remembering
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14. In seeking to build positive relationships with the families of the children in your classroom, you should take all but which of the following steps?

a. Communicate regularly with the family
b. Provide the family with a list of clear guidelines for what their child should be accomplishing
c. Work with the family to establish common goals for the child's education and care
d. Find ways to incorporate the family's culture into the child's education

ANSWER: b
POINTS: 1
DIFFICULTY: Easy
REFERENCES: Communications with Families
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.4 - Explain the value of the techniques for communicating with families.
NATIONAL STANDARDS: United States - DAP 5 - Establishing reciprocal relationships with families
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - NAEYC 2b - Supporting and engaging families and communities through respectful, reciprocal relationships
United States - NAEYC 2c - Involving families and communities in their children's development and learning.
KEYWORDS: Understanding
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15. That stage of development in which a child is most likely to have best friends, enjoy playing in small groups, and take responsibility very seriously would be:

a. five years
b. three years
c. one year
d. infancy

ANSWER: a
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Developmentally Appropriate Practice

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QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.
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United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
KEYWORDS: Understanding
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16. Erik Erikson's first stage of development is:
    a. Initiative vs. guilt
    b. Autonomy vs. shame and doubt
    c. Industry vs. inferiority
    d. Basic trust vs. mistrust

ANSWER: d
POINTS: 1
DIFFICULTY: Easy
REFERENCES: Developmentally Appropriate Practice
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.
NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
KEYWORDS: Remembering
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17. Superhero fantasy play is an example of:
    a. parallel play
    b. associative play
    c. symbolic play
    d. onlooker play

ANSWER: c
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Importance of Play
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.3 - Discuss the importance of play in the lives of young children, describe the developmental stages of play, and identify ways teachers foster play.
NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - Head Start - Domain: Physical Health and Development
United States - NAEYC 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
KEYWORDS: Understanding
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18. Three- and four-year-olds, who typically play with other children in minimally organized groups, dropping in and out of play, are engaged in:
    a. parallel play
    b. associative play
    c. cooperative play
    d. onlooker play

ANSWER: b
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Importance of Play
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.3 - Discuss the importance of play in the lives of young children, describe the developmental stages of play, and identify ways teachers foster play.
NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - Head Start - Domain: Physical Health and Development
United States - NAEYC 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
KEYWORDS: Understanding
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19. “What would I see if I were at the child’s level?” is a question a teacher might ask when she/he is considering which component of developmentally appropriate practice?

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a. social and cultural context
b. individual appropriateness
c. knowledge of development
d. knowledge of learning

ANSWER: b
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Developmentally Appropriate Practice
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.
NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C15 - Recommended practices are used to teach/ promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child's natural environment. These skills should included teaching those that maximize participation and membership in home, school and community environments— including those that are typical or similar to other persons' in the environment.
United States - Head Start - Domain: Physical Health and Development
United States - NAEYC 1c - Developmental knowledge to create healthy environments for young children
KEYWORDS: Understanding
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20. Lev Vygotsky labeled the difference between what a child can do on her own with what she can do with help as:
a. the sensorimotor stage
b. the zone of proximal development
c. role diffusion
d. equilibrium

ANSWER: b
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Early Childhood Education
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.1 - Discuss the importance of historical information and theories to the field of early childhood education
NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 1 - Learner Development. The teacher understands how learners

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grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.

KEYWORDS: Analysis
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21. Continuing research refines insight into brain development, including the understanding that there are:
    a. few opportunities for learning language after age four
    b. growth spurts only during adolescence
    c. developmental periods of dramatic brain growth during early childhood and adolescence
    d. growth spurts only during early childhood

ANSWER: c
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Developmentally Appropriate Practice
QUESTION TYPE: Multiple Choice
HAS VARIABLES: False
LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.
NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.

KEYWORDS: Understanding
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22. A child's growing ability to exercise control over physical and emotional needs in the face of changing circumstances is known as:

a. self-regulation
b. self-esteem
c. self-help skills
d. self-concept

ANSWER:	a
POINTS:	1
DIFFICULTY:	Easy
REFERENCES:	Developmentally Appropriate Practice
QUESTION TYPE:	Multiple Choice
HAS VARIABLES:	False
LEARNING OBJECTIVES:	BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.
NATIONAL STANDARDS:	United States - DAP 2 - Teaching to Enhance Development and Learning United States - DEC C15 - Recommended practices are used to teach/ promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child's natural environment. These skills should included teaching those that maximize participation and membership in home, school and community environments— including those that are typical or similar to other persons' in the environment. United States - Head Start - Domain: Physical Health and Development United States - INTASC 7 - Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. United States - NAEYC 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology. United States - NAEYC 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches
KEYWORDS:	Applying
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Essay

23. Why are the preschool years viewed as "special" in a child's learning and development?

ANSWER:	Now the preschool year or years before kindergarten are recognized as a vitally important period of learning and development in their own right, not merely as a time for growth in anticipation of the 'real learning' that will begin in school.
POINTS:	1
DIFFICULTY:	Difficult
REFERENCES:	Developmentally Appropriate Practice
QUESTION TYPE:	Essay
HAS VARIABLES:	False
STUDENT ENTRY MODE:	Basic
LEARNING OBJECTIVES:	BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural

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contexts.

NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.

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24. The type of teaching that Vygotsky calls scaffolding involves the teacher doing what?

ANSWER: Continually adjusting the level of help offered in response to the child's level of performance

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Early Childhood Education

QUESTION TYPE: Essay

HAS VARIABLES: False

STUDENT ENTRY MODE: Basic

LEARNING OBJECTIVES: BEAV.EARL.6.1.1 - Discuss the importance of historical information and theories to the field of early childhood education

NATIONAL STANDARDS: United States - DAP 3 - Planning Curriculum to Achieve Important Goals
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - DEC C15 - Recommended practices are used to teach/ promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child's natural environment. These skills should included teaching those that maximize participation and membership in home, school and community environments— including those that are typical or similar to other persons' in the environment.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 7 - Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
United States - NAEYC 4b - Knowing and understanding effective strategies and tools for

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early education, including appropriate uses of technology.
United States - NAEYC 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches
United States - NAEYC 5c - Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

KEYWORDS: Understanding
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25. How does Piaget explain learning, or change in behavior, in young children?

ANSWER: Piaget believed that **learning,** or change in behavior, occurs as children construct knowledge through active *exploration* and *discovery* in their physical and social environments.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Early Childhood Education
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: BEAV.EARL.6.1.1 - Discuss the importance of historical information and theories to the field of early childhood education
NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
KEYWORDS: Understanding
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26. What are Parten's six developmental stages of play?

ANSWER: Unoccupied behavior, onlooker play, solitary play, parallel play, associative play, cooperative play, and dramatic play
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Importance of Play
QUESTION TYPE: Essay
HAS VARIABLES: False

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STUDENT ENTRY MODE: Basic

LEARNING OBJECTIVES: BEAV.EARL.6.1.3 - Discuss the importance of play in the lives of young children, describe the developmental stages of play, and identify ways teachers foster play.

NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.

KEYWORDS: Remembering

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27. What skills do 4 and 5 year olds need to develop in order to make friends?

ANSWER: In order to make friends, certain skills are necessary: the ability to understand that others have different points of view, the ability to recognize that others have separate identities, and the ability to understand that each encounter is part of a relationship.

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Developmentally Appropriate Practice

QUESTION TYPE: Essay

HAS VARIABLES: False

STUDENT ENTRY MODE: Basic

LEARNING OBJECTIVES: BEAV.EARL.6.1.2 - Identify developmentally appropriate practice, including child development and learning, individual strengths, interests and needs; and social and cultural contexts.

NATIONAL STANDARDS: United States - DAP 2 - Teaching to Enhance Development and Learning
United States - DEC C15 - Recommended practices are used to teach/ promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child's natural environment. These skills should included teaching those that maximize participation and membership in home, school and community environments— including those that are typical or similar to other persons' in the environment.
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United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1a - Knowing and understanding young children's characteristics and needs.

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KEYWORDS: Applying
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28. Why is it important to form partnerships with families?
ANSWER: Partnerships enrich both teachers' and families' relationships with children and bring together their mutual expertise for the benefit of the child.
POINTS: 1
DIFFICULTY: Moderate
REFERENCES: Communication with Families
QUESTION TYPE: Essay
HAS VARIABLES: False
STUDENT ENTRY MODE: Basic
LEARNING OBJECTIVES: BEAV.EARL.6.1.4 - Explain the value of the techniques for communicating with families.
NATIONAL STANDARDS: United States - DAP 5 - Establishing reciprocal relationships with families
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - NAEYC 2b - Supporting and engaging families and communities through respectful, reciprocal relationships
United States - NAEYC 2c - Involving families and communities in their children's development and learning.
KEYWORDS: Understanding
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29. A **theory** refers to a systematic statement of principles and beliefs created to explain a phenomenon or group of facts that have been repeatedly tested or are widely accepted. "The foundation for all curricula is developmental theory or beliefs about how children develop and learn. These beliefs guide our view of teaching and supporting children as learners" (Catron & Allen, 2008).
With this statement in mind:
a. identify at least three theorists and the name of their theories that you learned about in Chapter One;
b. describe in detail at least two terms associated with their theories; and
c. explain how their theories might influence decision-making in early childhood classrooms.
ANSWER: A. The four theorists discussed in this chapter are Erikson (Psycho-Social Theory), Piaget (Cognitive Development Theory), Vygotsky (Socio-cultural Theory) and Gardner (Multiple Intelligence Theory).
B.
1. Terms associated with Erikson include the 4 stages of psycho-social development that impact early childhood:
· *Trust versus Mistrust* (ages birth to 1)
· *Autonomy versus Shame and Dou*bt (second year)
· *Initiative versus Guilt*(3 to 5 years)
· *Industry vs. Inferiority* (6 to 11 years)

2. Terms associated with Piaget include schema, equilibrium, assimilation, accommodation, egocentrism, active exploration and discovery, constructivism, object permanence, and symbolic thinking as well as stages:

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· *Sensorimotor stage* (birth to about 2 years)
· *Preoperational stage* (about 2 to 7 years)
· *Concrete Operations stage* (about 7 to 12 years)
· *Formal Operations stage* (12 years through adulthood)

3. Terms associated with Vygotsky include zone of proximal development and scaffolding

4. Terms associated with Howard Gardner's Multiple intelligence theory are:
· *Verbal-Linguistic Intelligence*
· *Logical-Mathematical Intelligence*
· *Musical-Rhythmic Intelligence*
· *Visual-Spatial Intelligence*
· *Bodily-Kinesthetic Intelligence*
· *Interpersonal Intelligence*
· *Intrapersonal Intelligence*
· *Naturalist Intelligence*

C.
1. *Erikson's Psycho-Social Theory*

The stages of development help us understand the importance of allowing children to play out their feelings in an environment of acceptance. Teachers need to have empathy and respect for children.

2. *Piaget's Cognitive Development Theory*

Each of these stages involves a period of formation and a period of attainment. Each builds on the development of the preceding stage. A careful consideration of Piaget's concepts, along with close observation of children, helps teachers provide appropriate environments and experiences, ask appropriate questions, moving from simple to complex and from concrete to abstract.

3. *Vygotsky's Social-Cultural Theory*

For teachers of young children, the zone of proximal development may be used to provide a theoretical base from which to understand cooperative learning. In the culture of the classroom, this can translate into small-group instruction in which students work together to solve problems. In addition, the role of the teacher includes both designing an educative environment and collaborating with children by scaffolding their efforts to master new skills. From this perspective, Vygotsky-based teaching is *activity centered,* since it emphasizes creating opportunities for children to engage in culturally meaningful opportunities with the guidance of teachers and peers.

4. *The Multiple Intelligences Theory*

This theory is a useful model for developing a systematic approach to nurturing and teaching children and honoring their individual needs and strengths within a classroom setting. Teachers need to guide students into using their combination of intelligences to help them learn whatever they want to learn, as well as what teachers and society believe they have to learn. Understanding of the intelligences should be linked with a curriculum focused on understanding where children are able to apply what they have learned in new situations

POINTS:	5
DIFFICULTY:	Moderate
REFERENCES:	Early Childhood Education
QUESTION TYPE:	Essay
HAS VARIABLES:	False

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STUDENT ENTRY MODE: Basic

LEARNING OBJECTIVES: BEAV.EARL.6.1.1 - Discuss the importance of historical information and theories to the field of early childhood education

NATIONAL STANDARDS: United States - DAP 3 - Planning Curriculum to Achieve Important Goals
United States - DEC C12 - Practices are individualized for each child based on: (a) the child's current behavior and abilities across relevant domains instead of the child's diagnostic classification; (b) the family's views of what the child needs to learn, (c) interventionists' and specialists' views of what the child needs to learn; and (d) the demands, expectations, and requirements of the child's current environments. The practices as well as goals are individualized.
United States - Head Start - Domain: Physical Health and Development
United States - INTASC 1 - Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
United States - INTASC 2 - Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
United States - NAEYC 1b - Knowing and understanding the multiple influences on development and learning.
United States - NAEYC 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
United States - NAEYC 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches
United States - NAEYC 5c - Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

KEYWORDS: Understanding

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30. "Teachers have a responsibility to help children develop in their use of play." Defend this statement with information learned from Chapter 1.

ANSWER: Play, particularly in preschool and kindergarten, needs to be an integral part of the educational process. Play is neurological. "Scientific studies of the brain have shown that essential neurological pathways occur in an environment free of stress, fatigue, and anxiety. . . . All of the processes involved in play such as repeating actions, making connections, extending skills, combining materials, and taking risks provides the essential electrical impulses to help make connections and interconnections between neural networks thus, extending children's capabilities as learners, thinkers, and communicators" (Miller & Almon, 2009). . Also, we should convey to parents the importance of play in the lives of young children. Play can be a valuable means of gauging a child's developmental progress.
In order for play to occur in classrooms teachers need to be sure to do the following:

• Be aware of current research and resources that validate the importance of play.
• Create a positive and safe place for play. Provide open-ended play materials.
• Respect and encourage individual differences in play abilities.
• Have patience with children and give them time to learn new play skills.
• Introduce activities and materials appropriate for each child's age and stage of development.
• Take a sincere interest in learning discoveries.
• Provide a play environment that reflects attitudes and values of the surrounding culture.
• Offer appropriate props from a child's culture that will help him make connections as he plays.

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	• Make available culturally diverse materials for all the children to enjoy and learn from as they play. • Encourage cooperation. • Allow children time without scheduled or *externally focused* activity. This offers an opportunity for children to be *internally focused* so that imagination and creativity can take over. • Take time to listen to children as they play and to observe how each child plays, what he plays with, who he plays with, and what the child *can* do.
POINTS:	5
DIFFICULTY:	Difficult
REFERENCES:	Importance of Play
QUESTION TYPE:	Essay
HAS VARIABLES:	False
STUDENT ENTRY MODE:	Basic
LEARNING OBJECTIVES:	BEAV.EARL.6.1.3 - Discuss the importance of play in the lives of young children, describe the developmental stages of play, and identify ways teachers foster play.
NATIONAL STANDARDS:	United States - DAP 2 - Teaching to Enhance Development and Learning United States - DEC C15 - Recommended practices are used to teach/ promote whatever skills are necessary for children to function more completely, competently, adaptively, and independently in the child's natural environment. These skills should included teaching those that maximize participation and membership in home, school and community environments— including those that are typical or similar to other persons' in the environment. United States - Head Start - Domain: Physical Health and Development United States - INTASC 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. United States - NAEYC 4b - Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology. United States - NAEYC 4c - Using a broad repertoire of developmentally appropriate teaching/learning approaches
KEYWORDS:	Analysis
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