# *Supporting Play in Early Childhood Environment Curriculum Assessment 3rd edition Sluss Test Bank*

SKU: 9781337568036-TEST-BANK

1. Play can be found in all cultures in the world.
   a. True
   b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-2 State of Play in a Global Society |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.02 - List global influences that impact the play of young children. |
| *NATIONAL STANDARDS:* | United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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2. Play is voluntary or freely chosen.
   a. True
   b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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3. Play is nonliteral and involves symbolism.
   a. True
   b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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4. Play is meaningful and requires active engagement of the child.
   a. True
   b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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5. Teachers should require children to play with each other.
   a. True
   b. False

| | |
|---|---|
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-4 Classical and Current Theories of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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6. Play is free of external rules.
   a. True
   b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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7. Play is episodic in that it can change at a moment's notice.
   a. True
   b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
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8. Exploration occurs before play when a child is exposed to a novel object and tries to figure it out.
   a. True
   b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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9. Toddlers spend about half of their time exploring.
   a. True
   b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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10. Playfulness does not include observable behaviors and is not the same as play.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
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11. Ego mastery is the primary motivation for play.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-4 Classical and Current Theories of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.04 - REFERENCES: |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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12. Assimilation occurs when children adjust their schema or mental structures to accept new knowledge.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-4 Classical and Current Theories of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.04 - REFERENCES: |
| *NATIONAL STANDARDS:* | United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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13. Piaget's third stage of cognitive development is concrete operations.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-4 Classical and Current Theories of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.04 - REFERENCES: |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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14. What societal factors may decrease opportunities to play in children?
    a. different play styles
    b. economic prioritization
    c. war-torn environments
    d. All of these are correct.

| | |
|---|---|
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-5 Play in a Changing Society |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.05 - Describe the impact of culture and ethnicity on play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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15. Functional or practice play is the second stage of play.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-4 Classical and Current Theories of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.04 - REFERENCES: |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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16. Piaget's second level of play is symbolic or pretend play.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-4 Classical and Current Theories of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.04 - REFERENCES: |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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17. Play is universal.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-2 State of Play in a Global Society |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.02 - List global influences that impact the play of young children. |
| *NATIONAL STANDARDS:* | United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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18. Play is valued and viewed equally regardless of an individual's or family's economic and social position.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | 1-5 Play in a Changing Society |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.05 - Describe the impact of culture and ethnicity on play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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19. Children who immigrate from different countries or who are members of a minority group may have different play styles or approaches to play.

a. True

b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-5 Play in a Changing Society |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.05 - Describe the impact of culture and ethnicity on play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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20. Cruel play is classified as play that is NOT pleasurable.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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21. Playfulness is best described as a personality trait.

a. True

b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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22. Piaget's research documents that play becomes more simplistic with age.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-4 Classical and Current Theories of Play |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.04 - REFERENCES: |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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23. Play is valued equally in diverse cultures by groups and subgroups.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | False |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-5 Play in a Changing Society |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.05 - Describe the impact of culture and ethnicity on play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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24. Perhaps the most powerful support for play can be found in research.
    a. True
    b. False

| | |
|---|---|
| *ANSWER:* | True |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-1 State of Play in America |
| *QUESTION TYPE:* | True / False |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.01 - Identify current factors that affect the state of play in the United States. |
| *NATIONAL STANDARDS:* | United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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25. Play is valuable to human beings because it is an activity that is:
    a. pleasurable.
    b. adaptive.
    c. crucial for growth and development.
    d. all of the above.
    e. none of the above.

| | |
|---|---|
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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26. Play includes all the characteristics below EXCEPT:

a. play is voluntary.

b. play requires active involvement.

c. play is symbolic.

d. play is exploratory.

e. All of these are correct..

| | |
|---|---|
| *ANSWER:* | d |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Hard |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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27. Positive affect, creative combinations, and a variable heart rate occur during:

a. play.

b. exploration.

c. both play and exploration.

d. neither play nor exploration.

| | |
|---|---|
| *ANSWER:* | a |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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28. Neutral affect, stereotypical behavior, and steady heart rate occur during:

a. play.

b. exploration.

c. both play and exploration.

d. neither play nor exploration.

| | |
|---|---|
| *ANSWER:* | b |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Medium |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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29. All of the following are barriers to play EXCEPT:
    a. overemphasis on academics.
    b. inadequate space.
    c. inadequate funds for toys.
    d. changing cultural values.

| | |
|---|---|
| *ANSWER:* | c |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Hard |
| *REFERENCES:* | 1-2 State of Play in a Global Society |
| *QUESTION TYPE:* | Multiple Choice |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.02 - List global influences that impact the play of young children. |
| *NATIONAL STANDARDS:* | United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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30. David Elkind first expressed his concern about the valuation of work over play in his book _____ in 1981.

| | |
|---|---|
| *ANSWER:* | *The Hurried Child* |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-1 State of America |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.01 - Identify current factors that affect the state of play in the United States. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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31. _____ defined play as "the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul."

| | |
|---|---|
| *ANSWER:* | *Friedrich Froebel* |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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32. The rules of play are established by the _____.

| | |
|---|---|
| *ANSWER:* | children |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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33. _____ is the dominant activity during the first two years of a child's life.

| | |
|---|---|
| *ANSWER:* | Exploration |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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34. Preschoolers spend most of their time in _____ play.

| | |
|---|---|
| *ANSWER:* | pretend |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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35. _____ believed play creates the zone of proximal development.

| | |
|---|---|
| *ANSWER:* | Lev Vygotsky |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-4 Classical and Current Theories of Play |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.04 - REFERENCES: |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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36. _____ is a behavioral disposition that occurs in describable and reproducible contexts and is manifest in a variety of observable behaviors.

| | |
|---|---|
| *ANSWER:* | Play |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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37. One difference between play and exploration is that play has a positive effect and exploration has a _____ affect.

| | |
|---|---|
| *ANSWER:* | neutral |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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38. Functional play is also called _____ play.

| | |
|---|---|
| *ANSWER:* | practice |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-4 Classical and Current Theories of Play |
| *QUESTION TYPE:* | Completion |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.04 - REFERENCES: |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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39. List three components of playfulness.

| | |
|---|---|
| *ANSWER:* | Any three: Spontaneity, openness, communicative, curious, emotional, expressive, joyful, humorous |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-3 Characteristics of Play |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.03 - Explain common characteristics of play. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
| *KEYWORDS:* | Bloom's: Remembering |
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40. List three obstacles to play.

| | |
|---|---|
| *ANSWER:* | Any three: Poverty and violence, changing cultural values, inadequate space, overemphasis on academics |
| *POINTS:* | 1 |
| *DIFFICULTY:* | Easy |
| *REFERENCES:* | 1-1 State of Play in America |
| *QUESTION TYPE:* | Essay |
| *HAS VARIABLES:* | False |
| *LEARNING OBJECTIVES:* | SLUSS.SPEC.19.01.01 - Identify current factors that affect the state of play in the United States. |
| *NATIONAL STANDARDS:* | United States - ECSE.1.K1 - Theories of typical and atypical early childhood development<br>United States - ECSE.3.K2 - Theories and research that form the basis of developmental and academic curriculum and instructional strategies for infants and young children.<br>United States - NAEYC.SI.1a - Knowing and understanding young children's characteristics and needs, from birth through age 8<br>United States - NAEYC.SI.1b - Knowing and understanding the multiple influences on early development and learning<br>United States - NAEYC.SI.1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children<br>United States - NAEYC.SI.2c - Involving families and communities in young children's development and learning |
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