Student: _____

1. The pattern of biological, cognitive, and socioemotional changes that begins at conception and continues through the life span is called *development*.
   True False

2. During middle and late childhood, achievement typically becomes an important theme of children's lives.
   True False

3. Early adulthood involves the transition from childhood to adulthood.
   True False

4. An important concept in education related to development is that teaching should take place at a level that is somewhat more difficult than the level of the child.
   True False

5. The cells in the brain responsible for processing information stop dividing early in childhood. Brain development is not influenced by outside experiences or actions.
   True False

6. An individual's attention span typically increases as he or she progresses from early childhood through middle and late childhood. Children typically have more trouble focusing their attention and maintaining it during early childhood than they do during middle and late childhood.
   True False

7. A teaching implication of brain science is that children will be better able to focus and maintain attention as myelination progresses.
   True False

8. Piaget's stages of cognitive development are an example of discontinuity in development in which the individual undergoes a qualitative change when progressing from one stage to the next.
   True False

9. Vygotsky's theory of cognitive development has stimulated considerable interest in the view that knowledge is situated and collaborative.
   True False

10. Vygotsky believed that the child's development is independent of social and cultural activities.
    True False

11. Piaget believed that children who engage in "private speech" are more socially competent than children who do not.
    True False

12. Vygotsky believed that private speech represents an early transition in becoming more socially communicative.
    True False

13. Piaget believed that children construct knowledge by transforming, organizing, and reorganizing previous knowledge.
    True False

14. According to both Piaget and Vygotsky, teachers should play the role of facilitator rather than director.
    True False

15. According to Piaget, language plays a major role in influencing a child's cognitive development.
    True False

16. Children benefit when their parents and teachers actively engage them in conversation, ask questions, and emphasize interactive rather than directive language.
    True False

17. Semantics refers to the meaning of words and sentences.
    True False

18. The word "walking" consists of two morphemes.
    True False

19. During the period of development known as "early childhood," a child typically does which of the following?
    A. Masters the fundamental skills of writing
    B. Contemplates career choices
    C. Pursues independence and seeks identity
    D. Learns to identify letters of the alphabet

20. During the period of development known as "middle and late childhood," a child typically does which of the following?
    A. Masters the fundamental skills of writing
    B. Begins to think more abstractly and logically
    C. Pursues independence
    D. Learns to identify letters of the alphabet

21. During the period of development known as "adolescence," a child typically does which of the following?

    A. Masters the fundamental skills of writing
    B. Begins to interact with individuals beyond the family
    C. Pursues independence
    D. Learns to identify letters of the alphabet

22. An individual's thoughts become more abstract, logical, and idealistic during which of the following periods of development?
    A. Infancy
    B. Early childhood
    C. Middle and late childhood
    D. Adolescence

23. If a child is entering preschool, he or she is in which of the following periods of development?
    A. Infancy
    B. Early childhood
    C. Middle and late childhood
    D. Adolescence

24. Which of the following is an example of a socioemotional process that might be studied by an educational psychologist?
    A. The development of children's brains
    B. The changes in children's motor skills
    C. The changes in children's ability to solve math problems
    D. The influence of parental nurturing on children's tendency to be aggressive

25. Which of the following is an example of a cognitive process that might be studied by an educational psychologist?
    A. The development of children's brains
    B. The changes in children's motor skills
    C. The changes in children's ability to solve math problems
    D. The influence of parental nurturing on children's tendency to be aggressive

26. Which of the following is an example of a biological process that might be studied by an educational psychologist?
    A. The development of children's brains
    B. The changes in children's motor skills
    C. The changes in children's ability to solve math problems
    D. The influence of parental nurturing on children's tendency to be aggressive

27. Which of the following is an example of splintered development?
    A. John has excellent math skills, but Chen has excellent reading skills.
    B. Gloria has average verbal, reading, and writing skills.
    C. Travis has excellent math skills but behaves in socially inappropriate ways.
    D. Half of Mrs. Wu's class performs at grade level in math, but the other half performs below grade level.

28. Andrew is concentrating on his work and his career decisions. He is involved with a significant other and makes work and the love for his partner the main subjects of his life. Which of the following periods of development is Andrew in?
    A. Infancy
    B. Early childhood
    C. Middle and late childhood
    D. Adolescence
    E. Early adulthood

29. Phil is extremely dependent on his mother. His language, his ability to think symbolically, his sensorimotor coordination, and his social learning are not complete. Which of the following periods of development is Phil in?
    A. Infancy
    B. Early childhood
    C. Middle and late childhood
    D. Adolescence
    E. Early adulthood

30. Eight-year-old Paula is establishing boldness and independence. She is beginning to understand how to feel regarding an accomplishment and how to express feelings of love for her parents when she is a shy person. Paula is experiencing what processes?
    A. Cognitive processes
    B. Socioemotional processes
    C. Infancy
    D. Adolescence

31. Moesha is learning how to follow instructions and how to recognize the letters in her name. Which of the following periods of development is Moesha in?
    A. Infancy
    B. Early childhood
    C. Middle and late childhood
    D. Adolescence

32. The number and size of the brain's nerve endings continue to grow at least until an individual reaches what age?
    A. Birth
    B. The first birthday
    C. First grade
    D. Adolescence

33. Myelination of areas in the brain related to hand-eye coordination is not complete until an individual reaches approximately what age?
    A. 6 months old
    B. 1 year old
    C. 4 years old
    D. 12 years old

34. Myelination in areas of the brain that are important in focusing attention is not complete until an individual reaches approximately which age?
    A. 1 year old
    B. 3 years old
    C. 10 years old
    D. 25 years old

35. Tiny gaps between neurons where connections between neurons are made are called:
    A. density.
    B. myelination.
    C. synapses.
    D. lateralization.

36. Which brain hemisphere is responsible for processing nonverbal information?
    A. Left
    B. Right
    C. The synapses
    D. The lateralization

37. Researchers say that the very last part of the brain to develop is responsible for which functions?
    A. Fine motor skills
    B. Cognitive development and analytical thought
    C. Trust, building relationships, love and emotions
    D. Planning, setting priorities, suppressing impulses, and weighing the consequences of actions

38. The last part of the brain to develop is the prefrontal cortex. The consequences of this are most felt by individuals in which phase of development?
    A. Infancy
    B. Early childhood
    C. Adolescence
    D. Adulthood

39. Which brain hemisphere is responsible for speech and grammar?
    A. Left
    B. Right
    C. The synapses
    D. The lateralization

40. Since the brain has *plasticity*, or the ability to change, which of the following learning environments is **most likely** to stimulate brain development?
    A. Desks are arranged in rows and columns
    B. Lecture is the primary method of instruction
    C. Hands-on learning centers integrate the core subject areas with art and music
    D. Computer usage is limited to drill-and-practice exercises

41. According to Piaget, this occurs when a child incorporates new knowledge into existing knowledge.
    A. Learning to solve math problems
    B. Assimilation
    C. Accommodation
    D. Thinking logically and abstractly

42. According to Piaget, this occurs when a child adjusts to the new knowledge.
    A. Learning to solve math problems
    B. Assimilation
    C. Accommodation
    D. Thinking logically and abstractly

43. Piaget's concept of grouping isolated behaviors into a higher-order, more efficiently functioning cognitive system is called:
    A. assimilation.
    B. equilibration.
    C. organization.
    D. accommodation.

44. According to Piaget, a concept or structure that exists in a person's mind to arrange and interpret information is called:
    A. assimilation.
    B. equilibration.
    C. a schema.
    D. accommodation.

45. Piaget's interest in schemas focused on how children do which of the following?
    A. Learn to solve math problems
    B. Resolve conflicts with others
    C. Make sense of their experiences
    D. Think logically and abstractly

46. According to Vygotsky, what is the technique called that means changing the level of support?
    A. Assimilation
    B. Zone of proximal development
    C. Scheme
    D. Scaffolding

47. The sensorimotor stage, as described by Piaget, includes individuals in which of the following age groups?
    A. Birth to 2 years old
    B. 2 to 7 years old
    C. 7 to 11 years old
    D. 11 years old through adulthood

48. The concrete operational stage, as described by Piaget, includes individuals in which of the following age groups?
    A. Birth to 2 years old
    B. 2 to 7 years old
    C. 7 to 11 years old
    D. 11 years old through adulthood

49. A child who can only perceive other people's perspectives as though they were from his or her own point of view is said to display which of the following?
    A. Object permanence
    B. Symbolic function
    C. Logical reasoning
    D. Egocentrism

50. At the symbolic function substage, a child gains the ability to do which of the following?
    A. Represent mentally an object that is absent
    B. Distinguish between oneself and the environment
    C. Classify items based on two or more properties at the same time
    D. Understand that inanimate objects are not alive

51. According to Piaget, a child is first able to sort objects into groups based on two or more characteristics when that child reaches which of the following stages?
    A. Sensorimotor stage
    B. Preoperational stage
    C. Concrete operational stage
    D. Formal operational stage

52. According to Piaget, a child first understands the idea of "conservation of volume" when that child reaches which of the following stages?
    A. Sensorimotor stage
    B. Preoperational stage
    C. Concrete operational stage
    D. Formal operational stage

53. According to Vygotsky, what is the zone of proximal development?
    A. Range of tasks too difficult for children to master either alone or with assistance
    B. Range of tasks too difficult for children to master alone, but which can be learned with assistance
    C. Range of tasks that children have mastered, but cannot teach to others
    D. Range of tasks that children have mastered, and that they can teach to others

54. Unlike Piaget, Vygotsky believed that cognitive development
    A. proceeds in four clearly definable stages.
    B. proceeds by assimilation and accommodation.
    C. is determined primarily by the child's age.
    D. is mediated by language and social interaction.

55. Vygotsky's zone of proximal development (ZPD) has a lower limit and an upper limit. Which of the following best describes these limits?
    A. The lower level is the level of skill reached by the child working independently and the upper limit is the level of responsibility the child can accept with assistance.
    B. The lower level is the level of skill reached by the majority of students in a class and the upper limit is the level of skill reached by the top five percent of students.
    C. A student's ZPD limits and "readiness to learn" is determined by the results of standardized testing.
    D. Teaching should begin at the lower limit of the ZPD and gradually progress toward the upper limit so that the student experiences success.

56. Which of the following best describes an example of scaffolding as used by a teacher when assisting a child?
    A. The teacher begins with direct instruction but gradually reduces the amount of guidance given.
    B. The teacher observes the student without assisting until the student asks for assistance.
    C. The teacher asks the student to teach other students as a method of helping the student learn.
    D. The teacher divides students into groups of similar abilities so students can compete fairly.

57. Bruce is having trouble with his division problems; he can't finish them correctly on his own. However, he can complete them if his teacher gives him some hints. According to Vygotsky, why can't Bruce complete his division problems on his own?
    A. Because he cannot assimilate
    B. Because he cannot accommodate
    C. Because he cannot scaffold
    D. Because division is in his zone of proximal development

58. Kiley is having trouble learning the steps involved in using a microscope correctly. If we consider Vygotsky's description of how children help themselves through difficult tasks, we should suggest that Kiley
    A. practice each step separately many times over.
    B. go through the procedure in slow motion a few times.
    C. talk herself through the steps.
    D. learn the reasons why each step is important.

59. Brianna is completing her reading comprehension questions. Her teacher keeps interrupting her work to check it; however, Brianna performs well on reading comprehension and can do this task without the help of her teacher. According to Vygotsky, is reading comprehension in Brianna's zone of proximal development?
    A. Yes, because she can complete it on her own.
    B. No, because she can complete it on her own.
    C. Yes, because she needs scaffolding in reading comprehension.
    D. No, because she cannot complete it on her own.

60. Three of the following teachers are using "scaffolding" to help their students learn. Which one is *not* necessarily providing scaffolding?
    A. Ms. Applegate gives her students the structure she'd like them to follow when they write their first essay.
    B. Mr. Bernardo teaches the backhand tennis swing by gently guiding each student through the correct movement a few times.
    C. Ms. Chen gives her class some hints about how to solve an especially difficult word problem.
    D. Mr. Donaldson takes his students on a field trip to the art museum so they can learn more about the different types of art.

61. Which one of the following *best* illustrates Piaget's concept of accommodation?
    A. Anne is given 10 more addition problems when she does the first 10 carelessly.
    B. Betsy writes down her definition of a mollusk, something she learned word for word from her textbook.
    C. Carol copies down what her teacher writes on the blackboard; later she will memorize it.
    D. Donna revises her understanding of what clouds are like when she studies them in science class.

62. Mr. Carbona is trying to teach his kindergarten students about different animals. Henry, one of his students, explains to Mr. Carbona that he does not need to learn about lions because he has one at home. When Mr. Carbona explains to him that he must have a cat at home, Henry insists that it is a lion because it looks just like the one in the picture. According to Piaget, Henry is:
    A. accommodating.
    B. assimilating.
    C. using multiple classification.
    D. practicing animism.

63. Ann Marie ran into her teacher and his wife at the park. She was very surprised that he was a husband and a father. According to Piaget's theory of cognitive development, which concept is Ann Marie having trouble with?
    A. Centering
    B. Conservation
    C. Abstract thinking
    D. Classification

64. George thinks his teacher is joking when she tells him that she has a son who is his age. According to Piaget's theory of cognitive development, which concept is Ann Marie having trouble with?
    A. Centering
    B. Conservation
    C. Abstract thinking
    D. Classification

65. Louis receives a new soccer ball for his birthday. His parents notice that Louis does not try to kick the ball but instead dribbles it in the same way he dribbles his basketball. Louis's dribbling of the new ball reflects Piaget's concept of:
    A. conservation.
    B. accommodation.
    C. multiple classification.
    D. assimilation.

66. Marcy is given her choice of two Hershey bars, one of which has been broken into four pieces, and one that is intact; Marcy chooses the broken candy bar, believing that it has more candy. According to Piaget, Marcy is having problems with what concept?
    A. Transductive reasoning
    B. Multiple classification
    C. Egocentrism
    D. Conservation

67. Ms. Garcia has just asked her students to organize the sheets of paper on their desks by their size. According to Piaget, what type of task is Ms. Garcia asking her students to complete?
    A. A seriation task
    B. An assimilation task
    C. An equilibration task
    D. A task involving animism

68. Fifteen-year-old Danielle is self-conscious, and she thinks that everyone is interested in her. She desires to be noticed, and she acts as if she were on stage. According to Piaget, what is Danielle experiencing?

    A. Classification
    B. Schemes
    C. Transitivity
    D. Adolescent egocentrism

69. The developmental disjunction between strong emotions in adolescents and the _____ may account for their increased risk taking.
    A. prefrontal cortex
    B. thyroid gland
    C. cerebrum
    D. cerebellum

70. Total brain volume stabilizes by?
    A. Early adolescence
    B. End of early childhood
    C. Late adulthood
    D. The end of middle and late childhood

71. Ms. Lewis gets frustrated with her first graders' performance on some tasks because they are constantly focusing their attention on one characteristic and leaving out all others. According to Piaget's theory, what are Ms. Lewis's students experiencing?
    A. Classification
    B. Seriation
    C. Centration
    D. Assimilation

72. Mr. Castillo gives an assignment to his third-grade class dealing with hypothetical situations. Most of the class does not do well on this assignment. When Mr. Castillo asks them what happened, most of them reply "I did not understand it." Mr. Castillo is frustrated because he thinks these children are lazy and unmotivated. According to Piaget's theory, what is happening?
    A. These children are probably underachievers and lazy.
    B. The teacher is expecting concrete operational thinking from preoperational kids.
    C. The teacher is expecting formal operational thinking from formal operational kids.
    D. The teacher is expecting formal operational thinking from concrete operational kids.

73. Corbin, one of your students, is having problems with conservation. Which of the following questions would Corbin have trouble answering correctly?
    A. If I cut one 12-inch cherry pie into 12 pieces and another 12-inch cherry pie into 8 pieces, which 12-inch cherry pie is larger?
    B. How are an apple and a blueberry alike?
    C. 6 + 4 = 10, so does 10 - 4 = 6?
    D. If you have 8 red apples and 2 green apples, then do you have more red apples or more green apples?

74. Mr. Epstein is showing the class a picture of a tiger. Ally, one of his students, tells him that she has one of these animals at home. He tries to explain to her that she must have a cat, not a tiger. She insists that it is a tiger and that she got him at the pet store last month. According to Piaget, what is the teacher trying to do?
    A. Throw Ally into a state of disequilibrium
    B. Throw Ally into a state of accommodation
    C. Throw Ally into a state of equilibration
    D. Throw Ally into a state of equilibrium

75. Three of the following are examples of egocentrism as Piaget defined it. Which is *not*?
    A. Justin is constantly grabbing at objects and then pushing them away.
    B. Maria tells a story as if her listeners already knew many of the details that only she should know.
    C. Katie cannot relate to the question "How do you think Megan feels?"
    D. Isabel cannot understand why she should share classroom equipment with others.

76. The smallest unit of meaning in a language is which of the following?
    A. Phoneme
    B. Morpheme
    C. Semantics
    D. Pragmatics

77. The smallest units of sound in a language are which of the following?
    A. Phonemes
    B. Morphemes
    C. Semantics
    D. Pragmatics

78. Language is highly ordered and organized according to which systems of rules?
    A. Phonology, morphology, syntax, conservation, and centration
    B. Phonology, seriation, syntax, semantics, and pragmatics
    C. Phonology, morphology, syntax, assimilation, and accommodation
    D. Phonology, morphology, syntax, semantics, and pragmatics

79. In English, the adjective usually precedes the noun, whereas in Spanish the adjective usually follows the noun. Which set of language rules is this an example of?
    A. Phonology
    B. Morphology
    C. Syntax
    D. Semantics

80. Many children's television shows and movies show animals and objects that can talk. In most cases, these shows are _____ correct, but _____ incorrect.
    A. syntactically; semantically
    B. semantically; syntactically
    C. syntactically; linguistically
    D. semantically; pragmatically

81. At which of the following ages is a typical child most likely to speak his or her first word?
    A. 6-8 months old
    B. 10-13 months old
    C. 24-28 months old
    D. 30-36 months old

82. At which of the following ages does the typical child's vocabulary increase to an average of 200 words and the child can use two-word combinations?
    A. 0-6 months old
    B. 12-14 months old
    C. 18-24 months old
    D. 3-4 years old

83. At which of the following ages does the typical child begin to use plurals and past tense correctly?
    A. 1 year old
    B. 2 years old
    C. 4 years old
    D. 6 years old

84. Which of the following observations would provide the strongest support that the process of language is biologically based?
    A. Children from all over the world acquire language milestones at about the same age and in the same approximate order.
    B. Children benefit when their parents and teachers actively engage them in conversation and ask many questions.
    C. Children can be trained to speak words even before they are able to understand the meaning of those words.
    D. Children tend to understand nouns and verbs before they are able to understand adjectives and adverbs.

85. Tyler does not understand why his father can say "the car flew down the street." After all, cars, he has been taught, do not fly. Planes and birds fly. What is Tyler having problems with?
    A. Pragmatics
    B. Semantics
    C. Morphology
    D. Phonemes

86. Lori, a 5-year-old in Mrs. Clark's class, doesn't understand how a person can be feeling "blue," and the sky can be the color "blue." Lori is encountering this problem because she does not yet have a clear grasp of which of the following?
    A. Semantics
    B. Syntax
    C. Pragmatics
    D. Phonemes

87. Sarah says to her teacher, "Mrs. White, today recess to go want don't I!" Mrs. White smiles and says, "It's okay if you don't want to go to recess today." According to language development, what is Sarah having a problem with:
    A. semantics.
    B. syntax.
    C. pragmatics.
    D. phonemes.

88. Identify the three processes of child development.

89. Identify the different periods of development.

90. Distinguish between the different undertakings of each of the different periods of development.

91. Compare and contrast biological, cognitive, and socioemotional processes.

92. Compare and contrast the continuity-discontinuity issue.

93. Identify the four stages of cognitive development as proposed by Piaget.

94. Discuss Vygotsky's zone of proximal development.

95. Discuss Piaget's concept of accommodation.

96. Explain what lateralization means with regard to brain functioning.

97. Explain Piaget's concept of conservation.

98. Explicate Piaget's concept of equilibration.

99. Describe the four stages of cognitive development as proposed by Piaget

100. Discuss the limitations of preoperational thinkers, according to Piaget.

101. Discuss the limitations of Piaget's view of cognitive development.

102. Provide an overview of Vygotsky's social constructivist theory of learning.

103. Discuss the role of using synaptic connections.

104. Describe how Vygotsky's zone of proximal development relates to teaching children in the classroom.

105. Discuss how Vygotsky's view of cognitive development differs from Piaget's.

106. Discuss the assertion that certain brain functions lie in the left brain versus the right brain.

107. Evaluate the claim that children's education should be brain-based.

108. Compare and contrast Piaget's stages of cognitive development, including the ages of individuals in each stage and a description of the traits that typify each stage.

109. Discuss the teaching strategies for applying Vygotsky's theory to children's education.

110. Discuss the teaching strategies for working with preoperational thinkers.

111. Identify the organizational rules of spoken language.

112.Compare and contrast morphology and phonology.

113.Discuss the differences in language development of a 6-month-old and an 18-month-old.

114.Discuss the characteristics of language development during adolescence.

115.Discuss some of the different language milestones.

116.Compare and contrast syntax, pragmatics, and semantics.

117.Discuss the biological and environmental influences of language.

118. Your friend has just been hired to teach first grade. She asks you for help in working with preoperational thinkers. Outline the teaching strategies for working with preoperational thinkers for your friend.

119. Ms. Tosetti is a kindergarten teacher at George Washington Elementary. She is having trouble with the students in her class not wanting to share, not understanding how another student feels, and telling a story as if their listeners already know many of the details that only they should know. According to Piaget, what is happening in this scenario?

120. Mr. Reginald notices that many students in his class encounter problems with language. Most commonly when they say a sentence, the order of the words does not make sense, although the words are used correctly. According to language development, what is Mr. Reginald observing in his students?

121. Connie's teacher notices that when she is around younger children, the way she speaks and what she says to them is different from the way she talks to her peers. What is Connie's teacher observing Connie do?

122. Mrs. Donald would like to incorporate a social-constructivist approach to teaching. What teaching strategies for applying Vygotsky's theory to children's education can you suggest?

123. LaTonya's teacher gives her the structure she'd like her to follow when she writes her essay; she also provides her with hints regarding common mistakes made when first writing essays, and is there to provide support with how to solve any especially difficult problem LaTonya may have. According to Vygotsky, what is this LaTonya's teacher demonstrating?

ch02 Key

1. *(p. 30.)* The pattern of biological, cognitive, and socioemotional changes that begins at conception and continues through the life span is called *development*.
TRUE

Development is the pattern of biological, cognitive, and socioemotional changes that begins at conception and continues through the life span.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #1

2. *(p. 30.)* During middle and late childhood, achievement typically becomes an important theme of children's lives.
TRUE

Achievement becomes an important theme (during middle and late childhood) as children increase their self-control.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #2

3. *(p. 31.)* Early adulthood involves the transition from childhood to adulthood.
FALSE

Adolescence involves the transition from childhood to adulthood.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #3

4. *(p. 33.)* An important concept in education related to development is that teaching should take place at a level that is somewhat more difficult than the level of the child.
FALSE

Teaching should take place at a level that is neither too difficult nor too easy and boring.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #4

5. *(p. 35.)* The cells in the brain responsible for processing information stop dividing early in childhood. Brain development is not influenced by outside experiences or actions.
FALSE

The recent scientific view that the cells in the brain responsible for processing information stop dividing early in childhood is wrong. Instead, the brain has considerable plasticity, and its development depends on experience. What children do can change the development of their brain.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #5

6. An individual's attention span typically increases as he or she progresses from early childhood through middle and late childhood. Children typically have more trouble focusing their attention and maintaining it during early childhood than they do during middle and late childhood.
(p. 35.)
TRUE

Children typically have more trouble focusing their attention and maintaining it during early childhood than later childhood. Myelination in brain areas that are important in focusing attention is not complete until the end of the elementary school years.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #6

7. A teaching implication of brain science is that children will be better able to focus and maintain attention as myelination progresses.
(p. 35.)
TRUE

Development is the pattern of biological, cognitive, and socioemotional changes that begins at conception and continues through the life span.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #7

8. Piaget's stages of cognitive development are an example of discontinuity in development in which the individual undergoes a qualitative change when progressing from one stage to the next.
(p. 41.)
TRUE

Piaget's stages represent qualitative steps in development.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #8

9. Vygotsky's theory of cognitive development has stimulated considerable interest in the view that knowledge is situated and collaborative.
(p. 53.)
TRUE

According to researchers cited in the text, Vygotsky's theory of cognitive development has stimulated considerable interest in the view that knowledge is situated and collaborative.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #9

10. Vygotsky believed that the child's development is independent of social and cultural activities.
(p. 50.)
FALSE

Vygotsky portrayed development as inseparable from social and cultural activities.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #10

11. Piaget believed that children who engage in "private speech" are more socially competent than children who do not. *(p. 52.)*

FALSE

This is Vygotsky's view. Piaget believed that self-talk reflected immaturity.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #11

12. Vygotsky believed that private speech represents an early transition in becoming more socially communicative. *(p. 52.)*

TRUE

Private speech, or self-talk, is one way for young children to learn social communication skills.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #12

13. Piaget believed that children construct knowledge by transforming, organizing, and reorganizing previous knowledge. *(p. 40-41.)*

TRUE

Piaget believed that children construct knowledge through internal processes, whereas Vygotsky emphasized external processes.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #13

14. According to both Piaget and Vygotsky, teachers should play the role of facilitator rather than director. *(p. 55.)*

TRUE

Both researchers view the teacher as a facilitator or guide.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #14

15. According to Piaget, language plays a major role in influencing a child's cognitive development. *(p. 56.)*

FALSE

According to Piaget, language plays a minor role.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #15

16. Children benefit when their parents and teachers actively engage them in conversation, ask questions, and emphasize interactive rather than directive language. *(p. 60-61.)*

TRUE

Children benefit when adults emphasize interactive rather than directive language.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #16

17. Semantics refers to the meaning of words and sentences.
(p. 59.) **TRUE**

Semantics refers to the meaning of words and sentences.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #17

18. The word "walking" consists of two morphemes.
(p. 58.) **TRUE**

The word "walking" consists of two morphemes, *walk + ing*.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #18

19. During the period of development known as "early childhood," a child typically does which of the following?
(p. 30.)
A. Masters the fundamental skills of writing
B. Contemplates career choices
C. Pursues independence and seeks identity
D. Learns to identify letters of the alphabet

During early childhood, children develop school readiness skills such as following instruction and identifying letters.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #19

20. During the period of development known as "middle and late childhood," a child typically does which of the following?
(p. 30.)
A. Masters the fundamental skills of writing
B. Begins to think more abstractly and logically
C. Pursues independence
D. Learns to identify letters of the alphabet

During "middle and late childhood," the child masters the fundamental skills of reading, writing, and mathematics.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #20

21. During the period of development known as "adolescence," a child typically does which of the following?
(p. 31.)
A. Masters the fundamental skills of writing
B. Begins to interact with individuals beyond the family
C. Pursues independence
D. Learns to identify letters of the alphabet

During adolescence, individuals pursue independence and seek identity.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #21

22. *(p. 31.)* An individual's thoughts become more abstract, logical, and idealistic during which of the following periods of development?

A. Infancy
B. Early childhood
C. Middle and late childhood
D. Adolescence

Adolescence is the period during which children become more independent, seek an identity, and think in more abstract, logical, and idealistic terms.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #22

23. *(p. 30.)* If a child is entering preschool, he or she is in which of the following periods of development?

A. Infancy
B. Early childhood
C. Middle and late childhood
D. Adolescence

During early childhood, children develop school readiness skills such as following instruction and identifying letters.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #23

24. *(p. 30.)* Which of the following is an example of a socioemotional process that might be studied by an educational psychologist?

A. The development of children's brains
B. The changes in children's motor skills
C. The changes in children's ability to solve math problems
D. The influence of parental nurturing on children's tendency to be aggressive

Socioemotional processes involve changes in children's relationships with other people, changes in emotion, and changes in personality.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #24

25. *(p. 30.)* Which of the following is an example of a cognitive process that might be studied by an educational psychologist?

A. The development of children's brains
B. The changes in children's motor skills
C. The changes in children's ability to solve math problems
D. The influence of parental nurturing on children's tendency to be aggressive

Cognitive processes involve changes in children's thinking, intelligence, and language.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #25

26. *(p. 30.)* Which of the following is an example of a biological process that might be studied by an educational psychologist?

A. The development of children's brains
B. The changes in children's motor skills
C. The changes in children's ability to solve math problems
D. The influence of parental nurturing on children's tendency to be aggressive

Biological processes involve changes in the child's body and the development of the brain; genetic inheritance plays a major role.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #26

27. *(p. 33.)* Which of the following is an example of splintered development?

A. John has excellent math skills, but Chen has excellent reading skills.
B. Gloria has average verbal, reading, and writing skills.
C. Travis has excellent math skills but behaves in socially inappropriate ways.
D. Half of Mrs. Wu's class performs at grade level in math, but the other half performs below grade level.

Biological processes involve changes in the child's body and the development of the brain; genetic inheritance plays a major role.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #27

28. *(p. 30.)* Andrew is concentrating on his work and his career decisions. He is involved with a significant other and makes work and the love for his partner the main subjects of his life. Which of the following periods of development is Andrew in?

A. Infancy
B. Early childhood
C. Middle and late childhood
D. Adolescence
E. Early adulthood

Early adulthood is the time in which love and work become the main themes in a person's life.

Blooms Taxonomy: Evaluation
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #28

29. *(p. 30.)* Phil is extremely dependent on his mother. His language, his ability to think symbolically, his sensorimotor coordination, and his social learning are not complete. Which of the following periods of development is Phil in?

A. Infancy
B. Early childhood
C. Middle and late childhood
D. Adolescence
E. Early adulthood

Infancy is the time in a baby's life in which language development, symbolic thought, sensorimotor coordination, and social learning are just beginning.

Blooms Taxonomy: Evaluation
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #29

30. *(p. 30.)* Eight-year-old Paula is establishing boldness and independence. She is beginning to understand how to feel regarding an accomplishment and how to express feelings of love for her parents when she is a shy person. Paula is experiencing what processes?

A. Cognitive processes
B. Socioemotional processes
C. Infancy
D. Adolescence

Socioemotional processes involve changes in children's relationships with other people, changes in emotion, and changes in personality.

Blooms Taxonomy: Evaluation
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #30

31. *(p. 30.)* Moesha is learning how to follow instructions and how to recognize the letters in her name. Which of the following periods of development is Moesha in?

A. Infancy
B. Early childhood
C. Middle and late childhood
D. Adolescence

During early childhood, children develop school readiness skills such as following instruction and identifying letters.

Blooms Taxonomy: Evaluation
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #31

32. *(p. 35.)* The number and size of the brain's nerve endings continue to grow at least until an individual reaches what age?

A. Birth
B. The first birthday
C. First grade
D. Adolescence

The number and size of the brain's nerve endings continue to grow at least until an individual reaches adolescence.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #32

33. *(p. 35.)* Myelination of areas in the brain related to hand-eye coordination is not complete until an individual reaches approximately what age?

A. 6 months old
B. 1 year old
C. 4 years old
D. 12 years old

Myelination of areas in the brain related to hand-eye coordination is not complete until an individual reaches 4 years of age.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #33

34. *(p. 35.)* Myelination in areas of the brain that are important in focusing attention is not complete until an individual reaches approximately which age?

A. 1 year old
B. 3 years old
C. 10 years old
D. 25 years old

Myelination in areas of the brain that are important in focusing attention is not complete until an individual reaches the end of his or her elementary years (approximately 11 years old).

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #34

35. *(p. 35.)* Tiny gaps between neurons where connections between neurons are made are called:

A. density.
B. myelination.
C. synapses.
D. lateralization.

Synapses are the tiny gaps between neurons where connections between neurons are made.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #35

36. *(p. 37.)* Which brain hemisphere is responsible for processing nonverbal information?

A. Left
B. Right
C. The synapses
D. The lateralization

The right-brain hemisphere is responsible for processing nonverbal information.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #36

37. *(p. 37.)* Researchers say that the very last part of the brain to develop is responsible for which functions?

A. Fine motor skills
B. Cognitive development and analytical thought
C. Trust, building relationships, love and emotions
D. Planning, setting priorities, suppressing impulses, and weighing the consequences of actions

The last part of the brain to mature is the prefrontal cortex, where planning, setting priorities, suppressing impulses, and weighing the consequences of one's actions take place.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #37

38. *(p. 37.)* The last part of the brain to develop is the prefrontal cortex. The consequences of this are most felt by individuals in which phase of development?

A. Infancy
B. Early childhood
C. Adolescence
D. Adulthood

The prefrontal cortex, the brain region that controls risky, impulsive behavior, is still being developed during adolescence.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #38

39. *(p. 37.)* Which brain hemisphere is responsible for speech and grammar?

A. Left
B. Right
C. The synapses
D. The lateralization

The left-brain hemisphere is responsible for speech and grammar.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #39

40. *(p. 38.)* Since the brain has *plasticity*, or the ability to change, which of the following learning environments is **most likely** to stimulate brain development?

A. Desks are arranged in rows and columns
B. Lecture is the primary method of instruction
C. Hands-on learning centers integrate the core subject areas with art and music
D. Computer usage is limited to drill-and-practice exercises

Experts on learning argue that enriched environments produce improvements in brain functioning and learning. By engaging students in optimal learning environments with stimulating features and activities, you can stimulate the development of their brain.

Blooms Taxonomy: Evaluation
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #40

41. *(p. 40.)* According to Piaget, this occurs when a child incorporates new knowledge into existing knowledge.

A. Learning to solve math problems
B. Assimilation
C. Accommodation
D. Thinking logically and abstractly

Assimilation occurs when a child incorporates new knowledge into existing knowledge; thus, children assimilate their environment into their schemes.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #41

42. According to Piaget, this occurs when a child adjusts to the new knowledge.
(p. 40.)
A. Learning to solve math problems
B. Assimilation
C. Accommodation
D. Thinking logically and abstractly

Accommodation occurs when a child adjusts to the new knowledge.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #42

43. Piaget's concept of grouping isolated behaviors into a higher-order, more efficiently functioning cognitive system is called:
(p. 41.)
A. assimilation.
B. equilibration.
C. organization.
D. accommodation.

Organization is Piaget's concept of grouping isolated behaviors into a higher-order, more effortlessly functioning cognitive system.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #43

44. According to Piaget, a concept or structure that exists in a person's mind to arrange and interpret information is called:
(p. 40.)
A. assimilation.
B. equilibration.
C. a schema.
D. accommodation.

A scheme is a concept or framework that exists in a person's mind to organize and interpret information.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #44

45. Piaget's interest in schemas focused on how children do which of the following?
(p. 40.)
A. Learn to solve math problems
B. Resolve conflicts with others
C. Make sense of their experiences
D. Think logically and abstractly

A scheme is a concept or framework that exists in a person's mind to organize and interpret knowledge.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #45

46. *(p. 51.)* According to Vygotsky, what is the technique called that means changing the level of support?
A. Assimilation
B. Zone of proximal development
C. Scheme
D. Scaffolding

Scaffolding means changing the level of support. Over the course of a session, a teacher adjusts the amount of guidance, decreasing the guidance as the student learns.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #46

47. *(p. 41.)* The sensorimotor stage, as described by Piaget, includes individuals in which of the following age groups?
A. Birth to 2 years old
B. 2 to 7 years old
C. 7 to 11 years old
D. 11 years old through adulthood

The sensorimotor stage includes children from birth to 2 years.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #47

48. *(p. 45.)* The concrete operational stage, as described by Piaget, includes individuals in which of the following age groups?
A. Birth to 2 years old
B. 2 to 7 years old
C. 7 to 11 years old
D. 11 years old through adulthood

The concrete operational stage lasts from 7 to 11 years old.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #48

49. *(p. 42.)* A child who can only perceive other people's perspectives as though they were from his or her own point of view is said to display which of the following?
A. Object permanence
B. Symbolic function
C. Logical reasoning
D. Egocentrism

Egocentrism is the inability to distinguish between one's own perspective and that of someone else.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #49

50. At the symbolic function substage, a child gains the ability to do which of the following?
(p. 42.)
A. Represent mentally an object that is absent
B. Distinguish between oneself and the environment
C. Classify items based on two or more properties at the same time
D. Understand that inanimate objects are not alive

During the symbolic function substage, a child gains the ability to represent mentally an object that is not present.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #50

51. According to Piaget, a child is first able to sort objects into groups based on two or more characteristics when that child reaches which of the following stages?
(p. 45.)
A. Sensorimotor stage
B. Preoperational stage
C. Concrete operational stage
D. Formal operational stage

An important concrete operation is classifying or dividing things into different sets or subsets and considering their interrelationships.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #51

52. According to Piaget, a child first understands the idea of "conservation of volume" when that child reaches which of the following stages?
(p. 45.)
A. Sensorimotor stage
B. Preoperational stage
C. Concrete operational stage
D. Formal operational stage

A concrete operation is a reversible mental action on real, concrete objects. The child can imagine pouring water from one container to the next without changing the volume of the water.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #52

53. According to Vygotsky, what is the zone of proximal development?
(p. 51.)
A. Range of tasks too difficult for children to master either alone or with assistance
B. Range of tasks too difficult for children to master alone, but which can be learned with assistance
C. Range of tasks that children have mastered, but cannot teach to others
D. Range of tasks that children have mastered, and that they can teach to others

The ZPD refers to the range of tasks too difficult for children to master alone, but can be learned with assistance.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #53

54. *(p. 50.)* Unlike Piaget, Vygotsky believed that cognitive development
A. proceeds in four clearly definable stages.
B. proceeds by assimilation and accommodation.
C. is determined primarily by the child's age.
D. is mediated by language and social interaction.

Vygotsky believed that language and social interactions influence a child's cognitive development.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #54

55. *(p. 51.)* Vygotsky's zone of proximal development (ZPD) has a lower limit and an upper limit. Which of the following best describes these limits?
A. The lower level is the level of skill reached by the child working independently and the upper limit is the level of responsibility the child can accept with assistance.
B. The lower level is the level of skill reached by the majority of students in a class and the upper limit is the level of skill reached by the top five percent of students.
C. A student's ZPD limits and "readiness to learn" is determined by the results of standardized testing.
D. Teaching should begin at the lower limit of the ZPD and gradually progress toward the upper limit so that the student experiences success.

The lower limit of the ZPD is the level of skill reached by the child working independently. The upper limit is the level of additional responsibility the child can accept with the assistance of an able instructor, such as a teacher or peer. Teaching should begin toward the zone's upper limit, so that the child can reach the goal with help and move to a higher level of skill and knowledge.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #55

56. *(p. 51.)* Which of the following best describes an example of scaffolding as used by a teacher when assisting a child?
A. The teacher begins with direct instruction but gradually reduces the amount of guidance given.
B. The teacher observes the student without assisting until the student asks for assistance.
C. The teacher asks the student to teach other students as a method of helping the student learn.
D. The teacher divides students into groups of similar abilities so students can compete fairly.

Scaffolding means changing the level of support. Over the course of a session, a teacher adjusts the amount of guidance, decreasing the guidance as the student learns.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #56

57. *(p. 51.)* Bruce is having trouble with his division problems; he can't finish them correctly on his own. However, he can complete them if his teacher gives him some hints. According to Vygotsky, why can't Bruce complete his division problems on his own?
A. Because he cannot assimilate
B. Because he cannot accommodate
C. Because he cannot scaffold
D. Because division is in his zone of proximal development

The zone of proximal development refers to the range of tasks too difficult for children to master alone but that can be learned with assistance.

Blooms Taxonomy: Evaluation
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #57

58. *(p. 52.)* Kiley is having trouble learning the steps involved in using a microscope correctly. If we consider Vygotsky's description of how children help themselves through difficult tasks, we should suggest that Kiley

A. practice each step separately many times over.
B. go through the procedure in slow motion a few times.
C. talk herself through the steps.
D. learn the reasons why each step is important.

Vygotsky believed that children who use private speech are able to guide themselves and talk themselves through difficult tasks.

Blooms Taxonomy: Application
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #58

59. *(p. 51.)* Brianna is completing her reading comprehension questions. Her teacher keeps interrupting her work to check it; however, Brianna performs well on reading comprehension and can do this task without the help of her teacher. According to Vygotsky, is reading comprehension in Brianna's zone of proximal development?

A. Yes, because she can complete it on her own.
B. No, because she can complete it on her own.
C. Yes, because she needs scaffolding in reading comprehension.
D. No, because she cannot complete it on her own.

The zone of proximal development refers to the range of tasks too difficult for children to master alone but that can be learned with assistance. Brianna does not need assistance with reading comprehension; she can perform this task alone.

Blooms Taxonomy: Evaluation
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #59

60. *(p. 51.)* Three of the following teachers are using "scaffolding" to help their students learn. Which one is *not* necessarily providing scaffolding?

A. Ms. Applegate gives her students the structure she'd like them to follow when they write their first essay.
B. Mr. Bernardo teaches the backhand tennis swing by gently guiding each student through the correct movement a few times.
C. Ms. Chen gives her class some hints about how to solve an especially difficult word problem.
D. Mr. Donaldson takes his students on a field trip to the art museum so they can learn more about the different types of art.

Scaffolding means changing the level of support. Over the course of a session, a teacher adjusts the amount of guidance, decreasing the guidance as the student learns.

Blooms Taxonomy: Analysis
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #60

61. Which one of the following *best* illustrates Piaget's concept of accommodation?
(p. 40.)
A. Anne is given 10 more addition problems when she does the first 10 carelessly.
B. Betsy writes down her definition of a mollusk, something she learned word for word from her textbook.
C. Carol copies down what her teacher writes on the blackboard; later she will memorize it.
D. Donna revises her understanding of what clouds are like when she studies them in science class.

Accommodation occurs when a child adjusts to new information; thus, children adjust their schemes to their environment.

Blooms Taxonomy: Application
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #61

62. Mr. Carbona is trying to teach his kindergarten students about different animals. Henry, one of his
(p. 40.) students, explains to Mr. Carbona that he does not need to learn about lions because he has one at home. When Mr. Carbona explains to him that he must have a cat at home, Henry insists that it is a lion because it looks just like the one in the picture. According to Piaget, Henry is:
A. accommodating.
B. assimilating.
C. using multiple classification.
D. practicing animism.

Assimilation occurs when a child incorporates new knowledge into existing knowledge; thus, children assimilate their environment into their schemes.

Blooms Taxonomy: Application
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #62

63. Ann Marie ran into her teacher and his wife at the park. She was very surprised that he was a husband
(p. 45.) and a father. According to Piaget's theory of cognitive development, which concept is Ann Marie having trouble with?
A. Centering
B. Conservation
C. Abstract thinking
D. Classification

Classification is dividing things into different sets and subsets depending on their interrelationships.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #63

64. George thinks his teacher is joking when she tells him that she has a son who is his age. According to
(p. 45.) Piaget's theory of cognitive development, which concept is Ann Marie having trouble with?
A. Centering
B. Conservation
C. Abstract thinking
D. Classification

Classification is dividing things into different sets and subsets depending on their interrelationships.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #64

65. *(p. 40.)* Louis receives a new soccer ball for his birthday. His parents notice that Louis does not try to kick the ball but instead dribbles it in the same way he dribbles his basketball. Louis's dribbling of the new ball reflects Piaget's concept of:

A. conservation.
B. accommodation.
C. multiple classification.
D. assimilation.

Assimilation occurs when a child incorporates new knowledge into existing knowledge; thus, children assimilate their environment into their schemes.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #65

66. *(p. 43.)* Marcy is given her choice of two Hershey bars, one of which has been broken into four pieces, and one that is intact; Marcy chooses the broken candy bar, believing that it has more candy. According to Piaget, Marcy is having problems with what concept?

A. Transductive reasoning
B. Multiple classification
C. Egocentrism
D. Conservation

Conservation is the ability to understand that changes in appearance do not always mean changes in amount.

Blooms Taxonomy: Application
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #66

67. *(p. 45.)* Ms. Garcia has just asked her students to organize the sheets of paper on their desks by their size. According to Piaget, what type of task is Ms. Garcia asking her students to complete?

A. A seriation task
B. An assimilation task
C. An equilibration task
D. A task involving animism

Seriation involves ordering stimuli along some quantitative dimension.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #67

68. *(p. 46.)* Fifteen-year-old Danielle is self-conscious, and she thinks that everyone is interested in her. She desires to be noticed, and she acts as if she were on stage. According to Piaget, what is Danielle experiencing?

A. Classification
B. Schemes
C. Transitivity
D. Adolescent egocentrism

Adolescent egocentrism is normal, and it is characterized by a heightened awareness of the self.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #68

69. *(p. 46.)* The developmental disjunction between strong emotions in adolescents and the _____ may account for their increased risk taking.
A. prefrontal cortex
B. thyroid gland
C. cerebrum
D. cerebellum

Although adolescents are capable of very strong emotions, their prefrontal cortex isn't adequately developed to the point at which they can control these passions.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #69

70. *(p. 46.)* Total brain volume stabilizes by?
A. Early adolescence
B. End of early childhood
C. Late adulthood
D. The end of middle and late childhood

Total brain volume stabilizes by the end of middle and late childhood.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #70

71. *(p. 43.)* Ms. Lewis gets frustrated with her first graders' performance on some tasks because they are constantly focusing their attention on one characteristic and leaving out all others. According to Piaget's theory, what are Ms. Lewis's students experiencing?
A. Classification
B. Seriation
C. Centration
D. Assimilation

Centration is when children focus on one characteristic to the exclusion of all others.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #71

72. *(p. 45.)* Mr. Castillo gives an assignment to his third-grade class dealing with hypothetical situations. Most of the class does not do well on this assignment. When Mr. Castillo asks them what happened, most of them reply "I did not understand it." Mr. Castillo is frustrated because he thinks these children are lazy and unmotivated. According to Piaget's theory, what is happening?
A. These children are probably underachievers and lazy.
B. The teacher is expecting concrete operational thinking from preoperational kids.
C. The teacher is expecting formal operational thinking from formal operational kids.
D. The teacher is expecting formal operational thinking from concrete operational kids.

The students are concrete thinkers and therefore cannot reason hypothetically or abstractly.

Blooms Taxonomy: Analysis
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #72

73. *(p. 43.)* Corbin, one of your students, is having problems with conservation. Which of the following questions would Corbin have trouble answering correctly?

A. If I cut one 12-inch cherry pie into 12 pieces and another 12-inch cherry pie into 8 pieces, which 12-inch cherry pie is larger?

B. How are an apple and a blueberry alike?

C. 6 + 4 = 10, so does 10 - 4 = 6?

D. If you have 8 red apples and 2 green apples, then do you have more red apples or more green apples?

Conservation is the ability to understand that changes in appearance do not always mean changes in amount.

Blooms Taxonomy: Evaluation
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #73

74. *(p. 41.)* Mr. Epstein is showing the class a picture of a tiger. Ally, one of his students, tells him that she has one of these animals at home. He tries to explain to her that she must have a cat, not a tiger. She insists that it is a tiger and that she got him at the pet store last month. According to Piaget, what is the teacher trying to do?

A. Throw Ally into a state of disequilibrium

B. Throw Ally into a state of accommodation

C. Throw Ally into a state of equilibration

D. Throw Ally into a state of equilibrium

The teacher wants Ally to experience cognitive conflict or disequilibrium in trying to understand the world.

Blooms Taxonomy: Application
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #74

75. *(p. 42.)* Three of the following are examples of egocentrism as Piaget defined it. Which is *not*?

A. Justin is constantly grabbing at objects and then pushing them away.

B. Maria tells a story as if her listeners already knew many of the details that only she should know.

C. Katie cannot relate to the question "How do you think Megan feels?"

D. Isabel cannot understand why she should share classroom equipment with others.

Egocentrism is the inability to distinguish between one's own perspective and that of someone else.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #75

76. *(p. 58.)* The smallest unit of meaning in a language is which of the following?

A. Phoneme

B. Morpheme

C. Semantics

D. Pragmatics

Morphemes are the minimal units of meaning.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #76

77. The smallest units of sound in a language are which of the following?
(p. 58.) **A.** Phonemes
B. Morphemes
C. Semantics
D. Pragmatics

The basic unit of sound in a language is a phoneme; it is the smallest unit of sound that affects meaning.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #77

78. Language is highly ordered and organized according to which systems of rules?
(p. 58.) A. Phonology, morphology, syntax, conservation, and centration
B. Phonology, seriation, syntax, semantics, and pragmatics
C. Phonology, morphology, syntax, assimilation, and accommodation
D. Phonology, morphology, syntax, semantics, and pragmatics

Language organization involves five systems of rules: phonology, morphology, syntax, semantics, and pragmatics.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #78

79. In English, the adjective usually precedes the noun, whereas in Spanish the adjective usually follows
(p. 58.) the noun. Which set of language rules is this an example of?
A. Phonology
B. Morphology
C. Syntax
D. Semantics

Syntax involves the way words are combined to form acceptable phrases and sentences.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #79

80. Many children's television shows and movies show animals and objects that can talk. In most cases,
(p. 58-59.) these shows are _____ correct, but _____ incorrect.
A. syntactically; semantically
B. semantically; syntactically
C. syntactically; linguistically
D. semantically; pragmatically

The animals and objects typically speak in sentences that are syntactically correct, but they violate our semantic knowledge that animals and objects don't talk.

Blooms Taxonomy: Evaluation
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #80

81. At which of the following ages is a typical child most likely to speak his or her first word?
(p. 61.) A. 6-8 months old
B. 10-13 months old
C. 24-28 months old
D. 30-36 months old

According to the text, infants usually utter their first word at about 10-13 months old.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #81

82. At which of the following ages does the typical child's vocabulary increase to an average of 200 words and the child can use two-word combinations?
(p. 61.)
A. 0-6 months old
B. 12-14 months old
C. 18-24 months old
D. 3-4 years old

At the age of 18-24 months, the typical child's vocabulary has reached an average of 200 words and the child can use two-word combinations. See Figure 2.5.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #82

83. At which of the following ages does the typical child begin to use plurals and past tense correctly?
(p. 61-62) A. 1 year old
B. 2 years old
C. 4 years old
D. 6 years old

At the age of 2 years, a child correctly begins to use plurals and past tense.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #83

84. Which of the following observations would provide the strongest support that the process of language is biologically based?
(p. 59.)
A. Children from all over the world acquire language milestones at about the same age and in the same approximate order.
B. Children benefit when their parents and teachers actively engage them in conversation and ask many questions.
C. Children can be trained to speak words even before they are able to understand the meaning of those words.
D. Children tend to understand nouns and verbs before they are able to understand adjectives and adverbs.

Children from all over the world acquire language milestones at about the same age and in the same approximate order.

Blooms Taxonomy: Evaluation
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #84

85. *(p. 59.)* Tyler does not understand why his father can say "the car flew down the street." After all, cars, he has been taught, do not fly. Planes and birds fly. What is Tyler having problems with?

A. Pragmatics
B. Semantics
C. Morphology
D. Phonemes

Semantics refers to the meaning of words and sentences.

Blooms Taxonomy: Application
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #85

86. *(p. 59.)* Lori, a 5-year-old in Mrs. Clark's class, doesn't understand how a person can be feeling "blue," and the sky can be the color "blue." Lori is encountering this problem because she does not yet have a clear grasp of which of the following?

A. Semantics
B. Syntax
C. Pragmatics
D. Phonemes

Semantics refers to the meaning of words and sentences.

Blooms Taxonomy: Application
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #86

87. *(p. 58.)* Sarah says to her teacher, "Mrs. White, today recess to go want don't I!" Mrs. White smiles and says, "It's okay if you don't want to go to recess today." According to language development, what is Sarah having a problem with:

A. semantics.
B. syntax.
C. pragmatics.
D. phonemes.

Syntax involves the way words are combined to form acceptable phrases and sentences.

Blooms Taxonomy: Application
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #87

88. *(p. 30.)* Identify the three processes of child development.

Biological processes involve changes in the child's body and the development of the brain; genetic inheritance plays a major role. Cognitive processes involve changes in children's thinking, intelligence, and language. Socioemotional processes involve changes in children's relationships with other people, changes in emotion, and changes in personality.

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #88

89. *(p. 30-31.)* Identify the different periods of development.

(1) Infancy, (2) Early childhood, (3) Middle and late childhood, (4) Adolescence, (5) Early adulthood

Blooms Taxonomy: Knowledge
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #89

90. Distinguish between the different undertakings of each of the different periods of development.
(p. 30-31.)

(1) Infancy is the time in a baby's life in which language development, symbolic thought, sensorimotor coordination, and social learning are just beginning. (2) Early childhood is a time when children develop school readiness skills such as following instruction and identifying letters. (3) During middle and late childhood, the child masters the fundamental skills of reading, writing, and mathematics. (4) Adolescence is the period during which children become more independent, seek an identity, and think in more abstract, logical, and idealistic terms. (5) Early adulthood is the time in which love and work become the main themes in a person's life.

Blooms Taxonomy: Analysis
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #90

91. Compare and contrast biological, cognitive, and socioemotional processes.
(p. 30.)

Biological processes involve changes in the child's body and the development of the brain; genetic inheritance plays a major role. Cognitive processes involve changes in children's thinking, intelligence, and language. Socioemotional processes involve changes in children's relationships with other people, changes in emotion, and changes in personality.

Blooms Taxonomy: Application
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #91

92. Compare and contrast the continuity-discontinuity issue.
(p. 32.)

The continuity-discontinuity issue focuses on the extent to which development involves gradual, cumulative change (continuity) or distinct stages (discontinuity). In general, developmentalists who emphasize nurture usually describe development as a gradual, continuous process, like the seedling's growth into an oak. Those who emphasize nature often describe development as a series of distinct changes, like the change from a caterpillar to butterfly.

Blooms Taxonomy: Analysis
Learning Goal I: Define development and explain the main processes; periods; and issues in development as well as links between development and education.
Santrock - Chapter 02 #92

93. Identify the four stages of cognitive development as proposed by Piaget.
(p. 41-46.)

First stage: Sensorimotor. Second stage: Preoperational. Third stage: Concrete operational. Fourth stage: Formal operational

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #93

94. Discuss Vygotsky's zone of proximal development.
(p. 51.)

The ZPD refers to the range of tasks too difficult for children to master alone but that can be learned with assistance.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #94

95. Discuss Piaget's concept of accommodation.
(p. 40.)

Accommodation occurs when a child adjusts to new information; thus, children adjust their schemes to their environment.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #95

96. Explain what lateralization means with regard to brain functioning.
(p. 37.)

The cerebral cortex is divided into two halves, or hemispheres. Lateralization is the specialization of functions in one hemisphere of the brain or the other.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #96

97. Explain Piaget's concept of conservation.
(p. 43.)

Conservation is the idea that characteristics of an object stay the same even though the object might change in appearance.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #97

98. Explicate Piaget's concept of equilibration.
(p. 41.)

It is what Piaget proposed to explain how children shift from one stage of thought to the next. The change occurs as children experience cognitive conflict and must resolve the conflict in order to regain equilibrium.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #98

99. Describe the four stages of cognitive development as proposed by Piaget
(p. 41-46.)

First stage: Sensorimotor (birth to 2 years old) characteristics include constructing an understanding of the world by coordinating sensory experiences with physical actions. Infants progress from exhibiting reflexive and instinctive actions to the beginning of symbolic thought. Second stage: Preoperational (2 to 7 years old) characteristics include beginning to represent the world with words and images, which are indicative of symbolic thinking. Third stage: Concrete operational (7 to 11 years old) characteristics include thinking logically about concrete events and being able to classify objects into different sets. Fourth stage: Formal operational (11 years old through adulthood) characteristics include reasoning in abstract, idealistic, and logical ways.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #99

100. Discuss the limitations of preoperational thinkers, according to Piaget.
(p. 41-42.)

Piaget's preoperational stage in which children are not yet capable of operational thought is beset by several limitations. Preoperational thinkers lack conservation and classification and possess centration, egocentrism, and animism.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #100

101. Discuss the limitations of Piaget's view of cognitive development.
(p. 47.)

Questions have been raised about four aspects of Piaget's theory. First, some cognitive abilities are suspected to emerge earlier or later than depicted by Piaget. Second, emerging aspects of each stage may not appear in synchrony. Rather, a child may develop conservation long before he or she learns to cross-classify. Hence, some developmentalists argue that development is not as stage-like as suggested by Piaget. Third, it has been shown, contrary to Piaget's beliefs, that children can be trained to perform cognitive tasks that are beyond their current cognitive stages. Fourth, culture and education seem to exert stronger influences on children's development than Piaget believed.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #101

102. Provide an overview of Vygotsky's social constructivist theory of learning.
(p. 50.)

Vygotsky's theory is based on these assumptions: (a) cognitive skills are mediated by words, language, and forms of discussion, which serve as psychological tools for facilitating and transforming mental activity; (b) cognitive skills have their origins in social relations and are embedded in a sociocultural backdrop; and (c) children develop more systematic, logical, and rational concepts as a result of dialogue with a skilled helper.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #102

103. Discuss the role of using synaptic connections.
(p. 35.)

Synapses are the tiny gaps between neurons where connections between neurons are made. The connections that are used become strengthened and the unused ones will be replaced by other pathways or disappear.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #103

104. Describe how Vygotsky's zone of proximal development relates to teaching children in the classroom.
(p. 52.)

Answers should include the following ideas: (a) use the student's zone of proximal development (the range of tasks too difficult for children to master alone but that can be learned with the guidance and assistance of adults or more skilled children) by teaching skills that are toward the zone's upper limit; (b) use scaffolding (changing levels of support) by offering just enough assistance so that the child succeeds at the task; (c) use more skilled peers as teachers; (d) monitor and encourage children's use of private speech (privately talking to one's self); and (e) assess the student's zone of proximal development rather than intelligence.

Blooms Taxonomy: Knowledge
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #104

105. Discuss how Vygotsky's view of cognitive development differs from Piaget's.
(p. 52-53.)

Answers may include the following: (a) Vygotsky emphasizes the importance of inner speech, while Piaget views such speech as immature; (b) while Piaget's theory is constructivist (i.e., portrays learning through a child's active building of knowledge), Vygotsky's theory is social constructivist (i.e., emphasizes the social contexts of learning and that knowledge is mutually built and constructed); (c) Piaget emphasizes stages of development, while Vygotsky does not; and (d) Piaget's key processes are scheme building through assimilation and accommodation, while Vygotsky's key processes are expanding the zone of proximal development through language and tools of the culture.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #105

106. Discuss the assertion that certain brain functions lie in the left brain versus the right brain.
(p. 37.)

The cerebral cortex is divided into two halves, or hemispheres. Lateralization is the specialization of functions in one hemisphere of the brain or the other. The textbook points out that verbal processing, such as speech and grammar, takes place in the left hemisphere and that nonverbal processing, such as emotion, visual spatial, and so on, takes place in the right hemisphere. However, we must be warned that using terms like left-brained or right-brained may not be accurately capturing the complexity of the brain.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #106

107. Evaluate the claim that children's education should be brain-based.
(p. 38.)

There is evidence to support that the cerebral cortex is divided into two halves, or hemispheres. Lateralization is the specialization of functions in one hemisphere of the brain or the other. The textbook points out that verbal processing, such as speech and grammar, takes place in the left hemisphere and that nonverbal processing, such as emotion, visual spatial, and so on, takes place in the right hemisphere. However, some journalists have claimed that educators should turn to neuroscience to obtain answers to the question of how to teach children best. This statement seems to be too bold and based on speculation, not on what neuroscientists know about the brain. In fact, Sousa (1995) argues that connections between neuroscience and terms such as left-brained or right-brained are incorrectly made. Fischer and Immordino-Yang (2008) argue that most of what is called "brain-based education" today has no grounding at all in brain or cognitive science. However, important information is resulting from educational neuroscientific research, such as brain imaging, that can help us learn how students learn to read and what methods can be used to improve their learning.

Blooms Taxonomy: Evaluation
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #107

108. Compare and contrast Piaget's stages of cognitive development, including the ages of individuals in each stage and a description of the traits that typify each stage.
(p. 41-46.)

First stage: Sensorimotor (birth to 2 years old) characteristics include constructing an understanding of the world by coordinating sensory experiences with physical actions. Infants progress from exhibiting reflexive and instinctive actions to the beginning of symbolic thought. Second stage: Preoperational (2 to 7 years old) characteristics include beginning to represent the world with words and images, which are indicative of symbolic thinking. Third stage: Concrete operational (7 to 11 years old) characteristics include thinking logically about concrete events and being able to classify objects into different sets. Fourth stage: Formal operational (11 years old through adulthood) characteristics include reasoning in abstract, idealistic, and logical ways.

Blooms Taxonomy: Analysis
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #108

109. Discuss the teaching strategies for applying Vygotsky's theory to children's education.
(p. 52.)

The teaching strategies for applying Vygotsky's theory to children's education are: (a) Vygotsky's use of zone of proximal development; (b) Vygotsky's use of scaffolding; (c) using more skilled peers; (d) encouraging collaborative learning and recognizing that learning and that knowledge are mutually built and constructed; (e) considering the cultural context of learning; (f) assessing the ZPD, not IQ.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #109

110. Discuss the teaching strategies for working with preoperational thinkers.
(p. 46.)

The teaching strategies for working with preoperational thinkers are to: (a) have children manipulate groups of objects; (b) reduce egocentrism, have children interact; (c) give children experience in ordering operations; (d) have children draw scenes with perspective; (e) construct an inclined plane or hill; (f) ask children to justify their answers when they draw conclusions.

Blooms Taxonomy: Comprehension
Learning Goal II: Discuss the development of the brain and compare the cognitive developmental theories of Jean Piaget and Lev Vygotsky.
Santrock - Chapter 02 #110

111. Identify the organizational rules of spoken language.
(p. 58.)

The organizational rules of spoken language are: (a) morphology, (b) phonology, (c) syntax, (d) pragmatics, and (e) semantics.

Blooms Taxonomy: Knowledge
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #111

112. Compare and contrast morphology and phonology.
(p. 58.)

These are two of the organizational rules of spoken language. Morphology refers to the smallest units of basic meaning in a language, whereas phonology refers to the smallest units of basic sound in a language.

Blooms Taxonomy: Analysis
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #112

113. Discuss the differences in language development of a 6-month-old and an 18-month-old.
(p. 61.)

By 6 months, the typical child can discriminate vowels and begins babbling. Whereas at the age of 18 to 24 months, the typical child can use two-word combinations.

Blooms Taxonomy: Comprehension
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #113

114. Discuss the characteristics of language development during adolescence.
(p. 65-66.)

Adolescents use written and oral language in more sophisticated ways, including the use of abstract words, complex grammar forms, metaphor, and satire. With their peers, adolescents often speak a dialect that is characterized by jargon and slang.

Blooms Taxonomy: Comprehension
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #114

115. Discuss some of the different language milestones.
(p. 61.)

Some of the language milestones are: (a) infants usually utter their first word at about 12 to 18 months old; (b) at the age of 2 years, a child correctly begins to use plurals and past tense, vocabulary increases rapidly; (c) at the age of 9 to 11 years, a child includes synonyms in word definitions; (d) at the age of 18 to 24 months, the typical child's vocabulary has reached an average of 200 words and the child can use two-word combinations; (e) at the age of 0 to 6 months, the typical child is cooing and can discriminate vowels.

Blooms Taxonomy: Comprehension
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #115

116. Compare and contrast syntax, pragmatics, and semantics.
(p. 58-59.)

These are three of the organizational rules of spoken language. Syntax involves the way words are combined to form acceptable phrases and sentences. Pragmatics involves the appropriate use of conversation. Semantics refers to the meaning of words and sentences.

Blooms Taxonomy: Analysis
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #116

117. Discuss the biological and environmental influences of language.
(p. 59-61.)

Chomsky (1957) argued that humans are pre-wired to learn language at a certain time and in a certain way. The strongest evidence to support this is that children from all over the world acquire language milestones at about the same age and in the same approximate order. However, children do not learn language in a vacuum, thus there is enough variation in the development of language to justify the claim that caregivers and the environment play important roles in the acquisition of language.

Blooms Taxonomy: Comprehension
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #117

118. *(p. 46.)* Your friend has just been hired to teach first grade. She asks you for help in working with preoperational thinkers. Outline the teaching strategies for working with preoperational thinkers for your friend.

The teaching strategies for working with preoperational thinkers are: (a) have children manipulate groups of objects, (b) to reduce egocentrism by having children interact, (c) to give children experience in ordering operations, (d) to have children draw scenes with perspective, (e) to construct an inclined plane or hill, (f) to ask children to justify their answers when they draw conclusions.

Blooms Taxonomy: Comprehension
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #118

119. *(p. 42.)* Ms. Tosetti is a kindergarten teacher at George Washington Elementary. She is having trouble with the students in her class not wanting to share, not understanding how another student feels, and telling a story as if their listeners already know many of the details that only they should know. According to Piaget, what is happening in this scenario?

Ms. Tosetti's students are all demonstrating egocentrism, which is defined as the inability to distinguish between one's own perspective and that of someone else.

Blooms Taxonomy: Analysis
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #119

120. *(p. 58.)* Mr. Reginald notices that many students in his class encounter problems with language. Most commonly when they say a sentence, the order of the words does not make sense, although the words are used correctly. According to language development, what is Mr. Reginald observing in his students?

Mr. Reginald observing is observing problems with syntax, which involves the way that words are combined to form acceptable phrases and sentences.

Blooms Taxonomy: Analysis
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #120

121. *(p. 59.)* Connie's teacher notices that when she is around younger children, the way she speaks and what she says to them is different from the way she talks to her peers. What is Connie's teacher observing Connie do?

Connie's teacher is observing Connie use conversation appropriately, which is called pragmatics.

Blooms Taxonomy: Analysis
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #121

122. *(p. 50-51.)* Mrs. Donald would like to incorporate a social-constructivist approach to teaching. What teaching strategies for applying Vygotsky's theory to children's education can you suggest?

The teaching strategies for applying Vygotsky's theory to children's education are: (a) Vygotsky's use of zone of proximal development, (b) Vygotsky's use of scaffolding, (c) using more skilled peers, (d) encouraging collaborative learning and recognizing that learning and that knowledge are mutually built and constructed, (e) considering the cultural context of learning, (f) assessing the ZPD, not IQ.

Blooms Taxonomy: Comprehension
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #122

123. *(p. 51)* LaTonya's teacher gives her the structure she'd like her to follow when she writes her essay; she also provides her with hints regarding common mistakes made when first writing essays, and is there to provide support with how to solve any especially difficult problem LaTonya may have. According to Vygotsky, what is this LaTonya's teacher demonstrating?

LaTonya's teacher is demonstrating scaffolding, which means changing the level of support. Over the course of a session, a teacher adjusts the amount of guidance, decreasing the guidance as the student learns.

Blooms Taxonomy: Application
Learning Goal III: Identify the key features of language; biological and environmental influences on language; and the typical growth of the childs language.
Santrock - Chapter 02 #123

ch02 Summary

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