

1. Early childhood programs reflect the needs of society.

- a. True
- b. False

ANSWER: True

POINTS: 1

REFERENCES: Developmentally Appropriate Practice in Early Childhood Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.01 - Examine the underlying theoretical principles of developmentally appropriate practices applied to a variety of early childhood programs.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

2. Early childhood programs are similar in their educational goals and practices.

- a. True
- b. False

ANSWER: False

POINTS: 1

REFERENCES: Early Childhood Core Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.02 - Describe the core programs of early childhood education, program types, and their differing philosophies.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

3. Full-day child care is a modern phenomenon.

- a. True
- b. False

ANSWER: False

POINTS: 1

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KEYWORDS: Bloom's Revised Taxonomy: Remembering

4. Good, affordable, accessible child care is readily available for all of today's families.

- a. True
- b. False

ANSWER: False

POINTS: 1

REFERENCES: Assessing Program Quality

LEARNING OBJECTIVES: BBFE.GORD.17.02.04 - Assess early childhood programs utilizing indicators of quality early childhood practices that support all children, including those with diverse characteristics.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

5. DAP refers to an academically rigorous early childhood program.

- a. True
- b. False

ANSWER: False

POINTS: 1

REFERENCES: Developmentally Appropriate Practice in Early Childhood Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.01 - Examine the underlying theoretical principles of developmentally

CTIVES: appropriate practices applied to a variety of early childhood programs.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

6. "Cultural appropriateness" is the ability to integrate a child's ethnic background into the mainstream of American life.

a. True

b. False

ANSWER: False

POINTS: 1

REFERENCES: Developmentally and Culturally Appropriate Practices (DCAP)

LEARNING OBJECTIVES: BBFE.GORD.17.02.01 - Examine the underlying theoretical principles of developmentally appropriate practices applied to a variety of early childhood programs.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

7. Most family child care homes are licensed.

a. True

b. False

ANSWER: False

POINTS: 1

REFERENCES: Variations of Core Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.03 - Identify the variation of program options and range of delivery systems that impact the lives of children and their families.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

8. National licensing standards exist for all early childhood programs.

a. True

b. False

ANSWER: False

POINTS: 1

REFERENCES: Assessing Program Quality

LEARNING OBJECTIVES: BBFE.GORD.17.02.04 - Assess early childhood programs utilizing indicators of quality early childhood practices that support all children, including those with diverse characteristics.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

9. Parent cooperatives no longer exist.

a. True

b. False

ANSWER: False

POINTS: 1

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LEARNING OBJECTIVES: BBFE.GORD.17.02.03 - Identify the variation of program options and range of delivery systems that impact the lives of children and their families.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

10. Head Start began as part of the government's War on Poverty in the 1960s.

a. True

b. False

ANSWER: True

POINTS: 1

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KEYWORDS: Bloom's Revised Taxonomy: Remembering

11. Developmentally appropriate practice (DAP) is based on what a teacher knows about ____.
- a. child development, an individual child, and a child's social and cultural background.
 - b. child development, an individual child, and the child's community.
 - c. the child's social and cultural background and the social and cultural background of their community.
 - d. child development, education best practices, and a child's social and cultural background.

ANSWER: a

POINTS: 1

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KEYWORDS: Bloom's Revised Taxonomy: Remembering

12. The most important determinant of a good program is ____.
- a. quality and compensation of staff
 - b. the curriculum
 - c. indoor and outdoor environment
 - d. health and safety of children

ANSWER: a

POINTS: 1

REFERENCES: Assessing Program Quality

LEARNING OBJECTIVES: BBFE.GORD.17.02.04 - Assess early childhood programs utilizing indicators of quality early childhood practices that support all children, including those with diverse characteristics.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

13. Child care always differs from other programs in ____.
- a. length of day
 - b. curriculum
 - c. training of staff
 - d. philosophy

ANSWER: a

POINTS: 1

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KEYWORDS: Bloom's Revised Taxonomy: Remembering

14. For 1.7 million the chosen option for child care is ____.
- a. nursery school
 - b. laboratory school
 - c. family child care
 - d. grandparents

ANSWER: c

POINTS: 1

REFERENCES: Variations of Core Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.03 - Identify the variation of program options and range of delivery systems that

CTIVES: impact the lives of children and their families.

KEYWORDS: Bloom's Revised Taxonomy: Remembering

15. The largest single provider of child care in the United States is ____.

- a. the government
- b. churches
- c. public school districts
- d. colleges and universities

ANSWER: b

POINTS: 1

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KEYWORDS: Bloom's Revised Taxonomy: Remembering

16. Head Start continues to improve quality by requiring teachers to ____.

- a. earn a bachelor's degree
- b. participate in research
- c. earn a master's degree
- d. volunteer at laboratory schools

ANSWER: a

POINTS: 1

REFERENCES: Assessing Program Quality

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KEYWORDS: Bloom's Revised Taxonomy: Remembering

17. Looping is ____.

- a. a game to help children learn coordination
- b. considered stressful for many children
- c. meant to keep a family-like feeling
- d. only beneficial with mixed-age groups

ANSWER: c

POINTS: 1

REFERENCES: Assessing Program Quality

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KEYWORDS: Bloom's Revised Taxonomy: Remembering

18. The High/Scope Perry Preschool Project is noteworthy because it ____.

- a. looked at long lasting effects
- b. evaluated multiple programs
- c. developed new curriculum
- d. combined Dewey and Froebel's work

ANSWER: a

POINTS: 1

REFERENCES: Early Childhood Core Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.02 - Describe the core programs of early childhood education, program types, and their differing philosophies.

KEYWORDS: Bloom's Revised Taxonomy: Understanding

19. Child care programs are all similar because _____.

- a. of the age of children served
- b. of their philosophical ideals
- c. they serve a community need
- d. of staff education and training

ANSWER: c

POINTS: 1

REFERENCES: Early Childhood Core Programs

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KEYWORDS: Bloom's Revised Taxonomy: Understanding

20. Today's teacher, more than ever, needs to pay more attention to children's _____.

- a. cultural backgrounds
- b. socioeconomic status
- c. interests and hobbies
- d. health concerns

ANSWER: a

POINTS: 1

REFERENCES: Developmentally and Culturally Appropriate Practices (DCAP)

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KEYWORDS: Bloom's Revised Taxonomy: Understanding

21. Cite three examples of DAP in action in each of the following: (1) an infant/toddler program; (2) a family child care home; (3) an after-school for kindergartners.

ANSWER:

- 1. Infant/toddler: variety of grasping toys; routines are viewed as learning experiences; respects child's need for solitary and/or parallel play
- 2. Family child care: Range of activities and materials for wide developmental age span; is licensed; participates in child care training workshops
- 3. After school center: good use of community resources such as libraries and parks; large blocks of time for free play; children are self-directed and self-paced

POINTS: 1

REFERENCES: Developmentally Appropriate Practice in Early Childhood Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.01 - Examine the underlying theoretical principles of developmentally appropriate practices applied to a variety of early childhood programs.

KEYWORDS: Bloom's Revised Taxonomy: Analyzing

22. In your opinion, what two guiding principles of Head Start do you think are most important to its success? Describe the principles and your opinion on why they are the most important.

- ANSWER:**
- Its comprehensive nature views the child as a whole, requiring medical, dental, and nutritional assessment as well as intellectual growth. Extensive health, education, and social services were offered to children and their families from the inception of Head Start. Head Start continues today to provide health and medical screening and treatment for thousands of youngsters.
 - Head Start redefined the role of parents by expecting them to serve as active participants. Parents are involved in the program at all levels: in the classroom as teacher aides, on governing boards making decisions about the program, and as bus drivers and

cooks.

- Head Start promoted community collaboration. Interest and support from the local community helped Head Start respond to the needs of the children and families it served.
- Since its inception, Head Start has sought to provide a curriculum that reflects the culture, language, and values of the children in the program.
- Head Start pioneered the inclusion of children with special needs and disabilities in its classrooms.

POINTS: 1

REFERENCES: Early Childhood Core Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.02 - Describe the core programs of early childhood education, program types, and their differing philosophies.

KEYWORDS: Bloom's Revised Taxonomy: Evaluating

23. What criteria would you use to assess the quality of an afterschool program?

ANSWER: Successful after school programs have the following components:

- Flexible hours and schedules that match school calendars
- Reasonable fees
- Clear lines of communication with parents
- Utilization of community resources such as libraries, swimming pools, and parks
- Supplemental to and supportive of regular school programs rather than extending the school day
- Teaching staff is trained in operating extended programs for children
- Homey, relaxed atmosphere
- Large blocks of free play time
- Children are self-directed, self-paced
- Many opportunities for creative expression
- Cooperation is stressed rather than competition
- The program needs its own permanent space

POINTS: 1

REFERENCES: Assessing Program Quality

LEARNING OBJECTIVES: BBFE.GORD.17.02.04 - Assess early childhood programs utilizing indicators of quality early childhood practices that support all children, including those with diverse characteristics.

KEYWORDS: Bloom's Revised Taxonomy: Evaluating

24. What does triple threat mean and what changes would you make on a national level to prevent these issues?

ANSWER: This phrase summarizes the three critical issues in child care today: the ability to provide quality programs for children that are affordable for their families, and to provide adequate compensation for the staff.

POINTS: 1

REFERENCES: Assessing Program Quality

LEARNING OBJECTIVES: BBFE.GORD.17.02.04 - Assess early childhood programs utilizing indicators of quality early childhood practices that support all children, including those with diverse characteristics.

KEYWORDS: Bloom's Revised Taxonomy: Evaluating

25. What are the advantages and disadvantages of home child cares? How would you generate a plan to create a high quality home child care?

ANSWER: Advantages

- for children who do well in small groups
- small in-home business
- consistency and stability from a single provider
- a way to stay home and make money
- flexible hours

Disadvantages

- some homes are unregulated
- providers can lack knowledge of child development
- feeling of isolation

POINTS: 1

REFERENCES: Variations of Core Programs
Assessing Program Quality

LEARNING OBJECTIVES: BBFE.GORD.17.02.03 - Identify the variation of program options and range of delivery systems that impact the lives of children and their families.
BBFE.GORD.17.02.04 - Assess early childhood programs utilizing indicators of quality early childhood practices that support all children, including those with diverse characteristics.

KEYWORDS: Bloom's Revised Taxonomy: Creating

26. Create a half-day schedule for a traditional nursery school. Describe how the activities and the setup of the schedule meet the beliefs of this type of childcare program.

ANSWER: Answers will vary

POINTS: 1

REFERENCES: Early Childhood Core Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.02 - Describe the core programs of early childhood education, program types, and their differing philosophies.

KEYWORDS: Bloom's Revised Taxonomy: Creating

27. Choose a type of early childhood program and argue why parents should place their child in that type of program.

ANSWER: Figure 2-6 lists the programs and their attributes

POINTS: 1

REFERENCES: Variations of Core Programs

LEARNING OBJECTIVES: BBFE.GORD.17.02.03 - Identify the variation of program options and range of delivery systems that impact the lives of children and their families.

KEYWORDS: Bloom's Revised Taxonomy: Evaluating

28. Describe the three components of Developmental Appropriate Practice (DAP), and explain why all three are important together for promoting children's growth and development.

ANSWER: The three components of DAP are as follows:

- What is known about child development—allow general predictions
- What is known about an individual child—know how to adapt things to the child
- What is known about the social and cultural contexts in which children live—understand and validate the child's home culture to make learning more meaningful and relevant

All three components allow teachers to teach the whole child.

POINTS:

1

REFERENCES:

Developmentally Appropriate Practice in Early Childhood Programs

LEARNING OBJECTIVES:

BBFE.GORD.17.02.01 - Examine the underlying theoretical principles of developmentally appropriate practices applied to a variety of early childhood programs.

KEYWORDS:

Bloom's Revised Taxonomy: Analyzing