

1. Cooperative learning benefits students by allowing them to work in groups or pairs to construct understanding or help one another master skills.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Easy

REFERENCES: 2-3 Cooperative Learning in a Community Setting

LEARNING OBJECTIVES: Brophy.PSES.18.02.03 - Use cooperative learning strategies in social studies instruction in meaningful ways.

ACCREDITING STANDARDS: NCSS.PS.1.1 - Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development
NCSS.PS.1.2 - Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners
NCSS.PS.1.4 - Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation
NCSS.PS.1.5 - Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom

KEYWORDS: Bloom's: Remember

2. Cooperative learning promotes necessary competition and has the capacity to promote students' academic growth.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-3 Cooperative Learning in a Community Setting

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KEYWORDS: Bloom's: Remember & Understand

3. Teachers' expectations about students' abilities play an insignificant role in student achievement.

- a. True

b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-5 Motivating Students to Learn

LEARNING OBJECTIVES: Brophy.PSSES.18.02.05 - Explain the role of motivation in social studies learning and community building.

ACCREDITING STANDARDS: NCSS.PS.1.1 - Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development
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KEYWORDS: Bloom's: Understand

4. A unit on childhood (adolescence for upper grades) can be very effective early in the year for developing substantive content and for deepening students' understanding and appreciation of their community and its members.

a. True

b. False

ANSWER: True

DIFFICULTY: Medium

REFERENCES: 2-7 The Value of Culturally Relevant Pedagogy

LEARNING OBJECTIVES: Brophy.PSSES.18.02.07 - Apply principles of culturally relevant pedagogy to develop a learning community.

ACCREDITING STANDARDS: NCSS.PS.1.2 - Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners
NCSS.PS.1.4 - Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation
NCSS.PS.1.5 - Social studies teachers should possess the knowledge, capabilities, and dispositions to use at the appropriate school levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom
NCSS.SMS.A.1.1 - Culture and Cultural Diversity: Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity

KEYWORDS: Bloom's: Understand, Apply & Analyze

5. Time for building community should occur during recess, specials, or other periods of the day when it will not interfere with instruction.

a. True

b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-2 Sustaining a Learning Community

LEARNING OBJECTIVES: Brophy.PSSES.18.02.02 - Develop approaches for developing and sustaining a learning community.

ACCREDITING STANDARDS: NCSS.PS.1.1 - Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development

KEYWORDS: Bloom's: Remember & Understand

6. If you spend adequate time developing your classroom community early in the year, maintenance will take care of itself.

a. True

b. False

ANSWER: False

DIFFICULTY: Medium

REFERENCES: 2-2 Sustaining a Learning Community

LEARNING OBJECTIVES: Brophy.PSSES.18.02.02 - Develop approaches for developing and sustaining a learning community.

ACCREDITING STANDARDS: NCSS.PS.1.1 - Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development

KEYWORDS: Bloom's: Understand

7. Extrinsic motivation associated with behavior encourages students to see the value for themselves and for their relationships with peers.

a. True

b. False

ANSWER: False

DIFFICULTY: Medium

REFERENCES: 2-5 Motivating Students to Learn

LEARNING OBJECTIVES: Brophy.PSSES.18.02.05 - Explain the role of motivation in social studies learning and community building.

ACCREDITING STANDARDS: NCSS.PS.1.4 - Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation

8. The best results using group work are achieved when the groups are held accountable.

a. True

b. False

ANSWER: False

DIFFICULTY: Easy

REFERENCES: 2-3 Cooperative Learning in a Community Setting

LEARNING OBJECTIVES: Brophy.PSSES.18.02.03 - Use cooperative learning strategies in social studies instruction in meaningful ways.

ACCREDITING STANDARDS: NCSS.PS.1.2 - Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning experiences that fit the different approaches to learning of diverse learners

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KEYWORDS: Bloom's: Remember

9. The expectancy x value model of motivation holds that people's willingness to expend effort depends on how much they expect the teacher to perform successfully.

- a. True
- b. False

ANSWER: False

DIFFICULTY: Difficulty

REFERENCES: 2-3 Cooperative Learning in a Community Setting

LEARNING OBJECTIVES: Brophy.PSSES.18.02.03 - Use cooperative learning strategies in social studies instruction in meaningful ways.

ACCREDITING STANDARDS: NCSS.PS.1.4 - Social studies teachers should possess the knowledge, capabilities, and dispositions to create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation

KEYWORDS: Bloom's: Apply & Analyze

10. The SEL competencies of social awareness, relationship skills, and responsible decision making have particular relevance to social studies education.

- a. True
- b. False

ANSWER: True

DIFFICULTY: Medium

REFERENCES: 2-4 SEL in Social Studies

LEARNING OBJECTIVES: Brophy.PSSES.18.02.04 - Understand the importance of social-emotional learning in general, as well as ways that it can be integrated with social studies education.

ACCREDITING STANDARDS: NCSS.PS. 1.1 - Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development

KEYWORDS: Bloom's: Understand

11. In launching your learning community, how would you ensure that the community is contributing to social understanding and personal and civic efficacy?

- a. have parents and administrators visit your class
- b. make sure that cultural universals are being met
- c. set aside periodic committee and total-class reflection time
- d. ask the class president to interview committee members

ANSWER: c

DIFFICULTY: Difficult

REFERENCES: 2-1 Launching a Learning Community

LEARNING OBJECTIVES: Brophy.PSSES.18.02.01 - Explain why creating a learning community in your classroom is critical and develop ideas for how to create and launch a learning community.

ACCREDITING STANDARDS: NCSS.PS.1.1 - Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development

KEYWORDS: Bloom's: Understand, Analyze & Evaluate

12. The classroom community facilitates Dorsett's (1993) concept of good curriculum as one that respects and balances the need to

- a. educate "three people" in each individual: the worker, the citizen, and the private person.
- b. integrate curriculum in literacy and social studies for each citizen in the classroom.
- c. individualize instruction in each subject area for cross-grade-level experiences.
- d. use powerful ideas to make connections within social studies and literacy content.

ANSWER: a

DIFFICULTY: Easy

REFERENCES: 2-1 Launching a Learning Community

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KEYWORDS: Bloom's: Remember

13. Cooperative learning structures that facilitate student achievement have two key characteristics. They are

- a. research-based and match the goals of the unit.
- b. authentically assessed and linked to the NCSS content.
- c. individual accountability and clear group goals.
- d. student-driven and fit within the learning community context.

ANSWER: c

DIFFICULTY: Easy

REFERENCES: 2-3 Cooperative Learning in a Community Setting

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KEYWORDS: Bloom's: Remember& Understand

14. The most effective learning communities are developed as

- a. ongoing growth processes and have existing expectations but are always moving to new heights of understanding and positive actions.
- b. environments that feature shared responsibilities, promote tolerance, and appreciate chauvinism.
- c. ongoing growth processes that promote socio-emotional and moral development

exclusively.

d. environments that focus on extrinsic rewards and support for intended learning outcomes.

ANSWER: a

DIFFICULTY: Medium

REFERENCES: 2-2 Sustaining a Learning Community

LEARNING OBJECTIVES: Brophy.PSSES.18.02.02 - Develop approaches for developing and sustaining a learning community.

ACCREDITING STANDARDS: NCSS.PS.1.1 - Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development

KEYWORDS: Bloom's: Understand

15. Cooperative learning techniques that impact achievement feature

- a. activities that are "hands on" in nature.
- b. activities that have clear group goals.
- c. assessments that are authentic.
- d. learning arrangements that promote choice.

ANSWER: b

DIFFICULTY: Easy

REFERENCES: 2-3 Cooperative Learning in a Community Setting

LEARNING OBJECTIVES: Brophy.PSSES.18.02.03 - Use cooperative learning strategies in social studies instruction in meaningful ways.

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KEYWORDS: Bloom's: Remember & Understand

16. UDL is an approach built on three central principles (Hall, Meyer, & Rose, 2012):

- a. To reframe instructional goals, assessments, and the barriers that may interfere with students' learning.
- b. To support universal, strategic, and affective learning.
- c. To support recognition, strategic, and affective learning.
- d. To optimize teaching, learning, and student engagement.

ANSWER: c

DIFFICULTY: Medium

REFERENCES: 2-6 UDL

LEARNING OBJECTIVES: Brophy.PSSES.18.02.06 - Grasp and apply the principles of Universal Design for Learning (UDL).

ACCREDITING STANDARDS: NCSS.PS.1.1 - Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development

KEYWORDS: Bloom's: Remember & Understand

17. In a robust learning community,

- a. whole-class instruction is often complemented by small group and individual learning opportunities.

- b. whole class instruction and individual learning opportunities are minimized in favor of small groups.
- c. cooperative learning opportunities are emphasized and individual opportunities are minimized.
- d. group investigations are emphasized with students being placed in interest groups with varying strategies.

ANSWER: a

DIFFICULTY: Difficult

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KEYWORDS: Bloom's: Understand & Apply

18. The classroom community provides a forum for
- a. living formal social studies exclusively in a safe and enjoyable environment.
 - b. articulating an effective management system using mostly extrinsic rewards.
 - c. building a healthy and competitive atmosphere for accomplishing a range of tasks.
 - d. living informal social studies in a safe, orderly, and enjoyable environment.

ANSWER: d

DIFFICULTY: Medium

REFERENCES: 2-1 Launching a Learning Community

LEARNING OBJECTIVES: Brophy.PSSES.18.02.01 - Explain why creating a learning community in your classroom is critical and develop ideas for how to create and launch a learning community.

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KEYWORDS: Bloom's: Understand

19. Typically, the norms and skills necessary for successful group work need to be taught
- a. together with the content as skill builders.
 - b. separately as skill builders and as lectures.
 - c. separately as skill builders within a discussion format.
 - d. separately as skill builders rather than as lectures.

ANSWER: d

DIFFICULTY: Difficult

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KEYWORDS: Bloom's: Understand & Apply

20. Teachers can minimize test anxiety problems by

- a. regularly "springing" tests on students so they get into the habit of expecting them
- b. portraying tests as opportunities to assess progress rather than as measures of ability.
- c. practicing taking tests so students get into the habit and posting student results.
- d. stressing evaluation or grading functions of tests and posting results.

ANSWER: b

DIFFICULTY: Medium

REFERENCES: 2-5 Motivating Students to Learn

LEARNING OBJECTIVES: Brophy.PSSES.18.02.05 - Explain the role of motivation in social studies learning and community building.

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KEYWORDS: Bloom's: Understand & Apply

21. Jere Brophy depicted motivation in the classroom as expectancy x value reasoning within the context of a learning community. Explain what this means. Use a concrete example to illustrate each aspect of this model.

ANSWER: Answers will vary.

DIFFICULTY: Difficult

REFERENCES: 2-5 Motivating Students to Learn

LEARNING OBJECTIVES: Brophy.PSSES.18.02.05 - Explain the role of motivation in social studies learning and community building.

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KEYWORDS: Understand, Apply, Analyze, Evaluate & Create

22. A large body of research evidence indicates that cooperative learning techniques can affect achievement in positive ways, although it is important to know techniques to use and how to implement them. Defend this position by showing with examples and an explanation what this would look like in the classroom.

ANSWER: Answers will vary.

DIFFICULTY: Medium

REFERENCES: 2-3 Cooperative Learning in a Community Setting

LEARNING OBJECTIVES: Brophy.PSSES.18.02.03 - Use cooperative learning strategies in social studies instruction

TIVES: in meaningful ways.

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KEYWORDS: Bloom's: Understand, Analyze & Evaluate

23. Describe how you as a classroom teacher will promote productive communication and interaction patterns and encourage the class to function as a learning community. Explain the what, how, and why of strategically doing this. Include at least four concrete examples in your response.

ANSWER: Answers will vary.

DIFFICULTY: Difficult

REFERENCES: 2-2 Sustaining a Learning Community

LEARNING OBJECTIVES: Brophy.PSSES.18.02.02 - Develop approaches for developing and sustaining a learning community.

ACCREDITING STANDARDS: NCSS.PS.1.1 - Social studies teachers should possess the knowledge, capabilities, and dispositions to provide learning opportunities at the appropriate school levels that support learners' intellectual, social, and personal development

KEYWORDS: Bloom's: Understand & Analyze