https://selldocx.com/products
/test-bank-understanding-child-development-10e-charlesworth

1. The age range for young children described in this text is birth through age eight.
   a. True
   b. False

   ANSWER: True
   POINTS: 1
   LEARNING OBJECTIVES: UNCD.CHAR.17.1.1 - Describe young children and their settings.
   NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
   United States - NAEYC 1.A - Knowing and understanding young children's characteristics and needs from birth through age eight.
   KEYWORDS: Bloom's: Remember & Know

2. From about seven years old on, children are in the stage of industry, where they enjoy working on long-term projects.
   a. True
   b. False

   ANSWER: True
   POINTS: 1
   LEARNING OBJECTIVES: UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.
   NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
   United States - NAEYC 1.A - Knowing and understanding young children's characteristics and needs from birth through age eight.
   KEYWORDS: Bloom's: Remember & Know

3. Preschoolers are ready to strike out on their own.
   a. True
   b. False

   ANSWER: False
   POINTS: 1
   LEARNING OBJECTIVES: UNCD.CHAR.17.1.1 - Describe young children and their settings.
   NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
   United States - NAEYC 1.A - Knowing and understanding young children's characteristics and needs from birth through age eight.
   KEYWORDS: Bloom's: Remember & Know

Copyright Cengage Learning. Powered by Cognero.

4. A child who needs to be productive and successful is industrious.
   a. True
   b. False

ANSWER:	False
POINTS:	1
LEARNING OBJECTIVES:	UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.
NATIONAL STANDARDS:	United States - NAEYC 1 - Promoting Child Development and Learning United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning
KEYWORDS:	Bloom's: Remember & Know

5. Piaget was especially interested in representational play activities, such as pretending that sand is food.
   a. True
   b. False

ANSWER:	True
POINTS:	1
LEARNING OBJECTIVES:	UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.
NATIONAL STANDARDS:	United States - NAEYC 1 - Promoting Child Development and Learning United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning
KEYWORDS:	Bloom's: Remember & Know

6. Vygotsky’s concept of scaffolding helps to define the support from adults in children’s learning.
   a. True
   b. False

ANSWER:	True
POINTS:	1
LEARNING OBJECTIVES:	UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.
NATIONAL STANDARDS:	United States - NAEYC 1 - Promoting Child Development and Learning United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning
KEYWORDS:	Bloom's: Remember & Know

Copyright Cengage Learning. Powered by Cognero.

7. Ignoring the negative and paying attention to the positive behaviors of children are basic applications of Gesell's approach to child development and learning.
   a. True
   b. False

ANSWER:	False
POINTS:	1
LEARNING OBJECTIVES:	UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.
NATIONAL STANDARDS:	United States - NAEYC 1 - Promoting Child Development and Learning United States - NAEYC 1.A - Knowing and understanding young children's characteristics and needs from birth through age eight. United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning
KEYWORDS:	Bloom's: Remember & Know

8. The NAEYC Code of Ethical Conduct is an ethical guide for teachers only.
   a. True
   b. False

ANSWER:	False
POINTS:	1
LEARNING OBJECTIVES:	UNCD.CHAR.17.1.8 - Explain the need for a professional code of ethics.
NATIONAL STANDARDS:	United States - NAEYC 6 - Becoming a professional United States - NAEYC 6.B - Knowing about and upholding ethical standards and other early childhood professional guidelines
KEYWORDS:	Bloom's: Remember & Know

9. Standardized tests may *not* provide accurate information because young children do not develop at the same pace at every age.
   a. True
   b. False

ANSWER:	True
POINTS:	1
LEARNING OBJECTIVES:	UNCD.CHAR.17.1.7 - Describe methods of child study and explain authentic assessment.
NATIONAL STANDARDS:	United States - NAEYC 3 - Observing, documenting, and assessing to support young children and families United States - NAEYC 3.C - Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
KEYWORDS:	Bloom's: Remember & Know

Copyright Cengage Learning. Powered by Cognero.

10. Observations are done daily to obtain information used for planning.
    a. True
    b. False

    ANSWER: True
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.7 - Describe methods of child study and explain authentic assessment.
    NATIONAL STANDARDS: United States - NAEYC 3 - Observing, documenting, and assessing to support young children and families
    United States - NAEYC 3.B - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
    KEYWORDS: Bloom's: Remember & Know

11. The doctor is ready to see Mary. Mary is bright and inquisitive. She wants to be independent. She is probably
    a. an infant. b. a toddler.
    c. three years old. d. four years old.
    e. five years old.

    ANSWER: d
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.2 - Compare typical and atypical infants; toddlers; three-; four-; and five-year-olds; and six- through eight-year-olds.
    NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
    United States - NAEYC 1.A - Knowing and understanding young children's characteristics and needs from birth through age eight.
    KEYWORDS: Bloom's: Understand

12. Kate has just begun to crawl. She is now
    a. an infant. b. a toddler.
    c. three to four years old. d. four to five years old.
    e. five to six years old.

    ANSWER: a
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.2 - Compare typical and atypical infants; toddlers; three-; four-; and five-year-olds; and six- through eight-year-olds.
    NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
    United States - NAEYC 1.A - Knowing and understanding young children's characteristics and needs from birth through age eight.
    KEYWORDS: Bloom's: Understand

Copyright Cengage Learning. Powered by Cognero.

13. Adults should be
    a. stimulating.
    b. nurturing.
    c. violent.
    d. both stimulating and violent.
    e. both stimulating and nurturing.

    ANSWER: e
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.3 - Identify the essential adult role with young children.
    NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
    United States - NAEYC 1.C - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
    KEYWORDS: Bloom's: Understand

14. Developmentally appropriate practice is
    a. appropriate for a child's age.
    b. appropriate for a child's individual needs.
    c. appropriate for a child's culture.
    d. appropriate for a child's age and individual needs.

    ANSWER: a, b, c, d
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.3 - Identify the essential adult role with young children.
    NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
    United States - NAEYC 1.A - Knowing and understanding young children's characteristics and needs from birth through age eight.
    KEYWORDS: Bloom's: Understand

15. Theories that explain changes in the child as an interaction between growth and learning are called
    a. growth theories.
    b. critical theories.
    c. learning theories.
    d. developmental theories.

    ANSWER: d
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.
    NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
    United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning
    KEYWORDS: Bloom's: Remember & Know

Copyright Cengage Learning. Powered by Cognero.

16. A theorist particularly interested in cognitive development is
    a. Maslow. b. Skinner.
    c. Rogers. d. Piaget.

    ANSWER: d
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.
    NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
    United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning
    KEYWORDS: Bloom's: Remember & Know

17. Behaviorist theories attempt to explain
    a. how the environment brings about changes in child behavior.
    b. the development of the self-concept.
    c. the ability to learn easily.
    d. how the mind learns.

    ANSWER: a
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.
    NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
    United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning
    KEYWORDS: Bloom's: Remember & Know

18. The first organized research on a large group of children was done by
    a. G. Stanley Hall. b. John Whiting.
    c. David G. Smith. d. Clark Hull.

    ANSWER: a
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.
    NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
    United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning
    KEYWORDS: Bloom's: Remember & Know

Copyright Cengage Learning. Powered by Cognero.

19. “Bobby took his first steps alone today. He walked from the couch to his father! A big day for our family!” This is an example of the
    a. child interview child study method.
    b. naturalistic observation child study method.
    c. diary child study method.
    d. parent interview child study method.

    ANSWER: c
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.7 - Describe methods of child study and explain authentic assessment.
    NATIONAL STANDARDS: United States - NAEYC 3 - Observing, documenting, and assessing to support young children and families
    United States - NAEYC 3.B - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
    KEYWORDS: Bloom's: Understand

20. Developmentally appropriate assessment for young children does *not* include
    a. standardized group tests.
    b. parent interviews.
    c. work samples.
    d. rubrics.

    ANSWER: a
    POINTS: 1
    LEARNING OBJECTIVES: UNCD.CHAR.17.1.7 - Describe methods of child study and explain authentic assessment.
    NATIONAL STANDARDS: United States - NAEYC 3 - Observing, documenting, and assessing to support young children and families
    United States - NAEYC 3.B - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
    KEYWORDS: Bloom's: Remember & Know

Copyright Cengage Learning. Powered by Cognero.

MATCHING

a. diary record b. parent interview

c. naturalistic observation d. child interview

LEARNING OBJECTIVES: UNCD.CHAR.17.1.7 - Describe methods of child study and explain authentic assessment.

NATIONAL STANDARDS: United States - NAEYC 3 - Observing, documenting, and assessing to support young children and families
United States - NAEYC 3.B - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

KEYWORDS: Bloom's: Remember & Know

21. The child study method that obtains data directly from the child

ANSWER: d

POINTS: 1

22. The child study method that obtains selective information from what a parent or other adult behavior believes is important enough to write down

ANSWER: a

POINTS: 1

23. The child study method that obtains data from parents' memories of current and past events

ANSWER: b

POINTS: 1

24. The child study method that obtains information by an outside person describes what the child did in a factual way and in great detail

ANSWER: c

POINTS: 1

25. List the three influences of development considered in Developmentally Appropriate Practices.

ANSWER: Cultural background, Age characteristics, Individual characteristics

POINTS: 1

LEARNING OBJECTIVES: UNCD.CHAR.17.1.3 - Identify the essential adult role with young children.
UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.

NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
United States - NAEYC 1.A - Knowing and understanding young children's characteristics and needs from birth through age eight.

KEYWORDS: Bloom's: Remember & Know

Copyright Cengage Learning. Powered by Cognero.

26. Explain what the acronym DCAP stands for.

ANSWER: Answers should include defining Developmentally Culturally Appropriate Practices, as an elaboration of DAP that focuses more strongly on cultural appropriateness. DCAP has been developed from theories moving toward applying strong sociocultural theoretical foundation to early education and development.

POINTS: 1

LEARNING OBJECTIVES: UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.

NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning

KEYWORDS: Bloom's: Remember & Know

27. Which of the ages/stages of early childhood do you find most intriguing? Why?

ANSWER: Answers will vary. Responses should go beyond "I just love _____."

POINTS: 1

LEARNING OBJECTIVES: UNCD.CHAR.17.1.2 - Compare typical and atypical infants; toddlers; three-; four-; and five-year-olds; and six- through eight-year-olds.

NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning

KEYWORDS: Bloom's: Understand

28. Explain why relationships with adults are critical to young children’s healthy growth and development.

ANSWER: Answers will vary but should mention the importance of nurturance and stimulation and the need for developmentally appropriate practice.

POINTS: 1

LEARNING OBJECTIVES: UNCD.CHAR.17.1.3 - Identify the essential adult role with young children.

NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
United States - NAEYC 1.A - Knowing and understanding young children’s characteristics and needs from birth through age eight.

KEYWORDS: Bloom's: Understand

Copyright Cengage Learning. Powered by Cognero.

29. Compare and contrast the developmental and behavioral points of view regarding theories of child growth and development.

ANSWER:

Developmental theories emphasize growth and how it is affected by learning, whereas behaviorist theories focus on the environment and how behavior is learned through environmental influences. Developmentalists tend to emphasize one area, such as the cognitive or the affective. Behaviorists do not focus on particular areas of behavior but consider how behavior in general is learned

POINTS: 1

LEARNING OBJECTIVES: UNCD.CHAR.17.1.4 - Describe the history of child development theory, define the term theory, and identify types of theories and how they might be applied.

NATIONAL STANDARDS: United States - NAEYC 1 - Promoting Child Development and Learning
United States - NAEYC: 1.B - Knowing and understanding the multiple influences on early development and learning

KEYWORDS: Bloom's: Understand

30. Explain why today's teachers must carefully document their students' behavior and achievement. Why may a portfolio method be useful and what types of information may be included?

ANSWER: To plan appropriate learning environments for children, teachers must collect as much information as possible. This documentation can provide a rich source of information to share with parents. A portfolio can provide an organizational system for information that is collected. A portfolio may contain a case study report, anecdotes, conference notes, interview reports, checklists, rating scales, and collections of children's work such as drawings and paintings, writing samples, and photos of completed projects.

POINTS: 1

LEARNING OBJECTIVES: UNCD.CHAR.17.1.7 - Describe methods of child study and explain authentic assessment.

NATIONAL STANDARDS: United States - NAEYC 3 - Observing, documenting, and assessing to support young children and families
United States - NAEYC 3.B - Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

KEYWORDS: Bloom's: Understand

Copyright Cengage Learning. Powered by Cognero.