# Chapter 1

## Intentional Teaching: Complex Decis­ion Making and the Core Considerations

1. A developmentally appropriate program uses \_\_\_\_\_\_\_\_\_\_-based and \_\_\_\_\_\_\_\_\_\_-based approaches to joyful, engaged learning.

### Answer: strengths; play

1. Early childhood education has a growing research base to guide practice. This research base is focused only on the science of child development and does not consider other areas of research. True or false?

### Answer: False

1. It is important for teachers to continue professional development and to broaden their knowledge base and understanding of child development research so they can provide \_\_\_\_\_\_\_\_\_\_ opportunities for each child to learn and thrive.

### Answer*:* equitable

1. Developmentally appropriate practice is a methodology that promotes the one right way to teach children with a finite set of best practices. True or false?

### Answer: False

1. *Both/and* thinking
2. refers to providing both child-initiated and teacher-initiated learning experiences
3. is necessary for making complex teaching decisions
4. is applied by intentional teachers
5. does not serve children and families well

### Answer*:* B and C

1. Which core consideration for intentional decision making recognizes the importance of children’s and educators’ identities and experiences in shaping development and learning?
2. commonality
3. individuality
4. context
5. routine

### Answer: C

1. \_\_\_\_\_\_\_\_\_\_ is the core consideration that applies current research and understandings of processes of child development and learning to all children.

### Answer: Commonality

1. Individual variation refers to those traits that make each child unique. True or false?

### Answer: True

1. A teacher watches a learner carefully and intervenes with needed help at the right time. What is this an example of?
2. scaffolding
3. cheating
4. buoying
5. helicoptering

### Answer: A

1. Intentional teachers make decisions every day that must be influenced by equity. True or false?

### Answer: True

1. Many tenets of child development that have long been considered universal are now recognized as being influenced by \_\_\_\_\_\_\_\_\_\_.

### Answer: context

1. Research shows that dual language learners, compared to monolingual children, develop which of the following?
2. better emotional stability
3. enhanced personal drive
4. enhanced cognitive flexibility

### Answer: C

1. Differences among children should be treated as variations in strengths, not \_\_\_\_\_\_\_\_\_\_.

### Answer: deficits

1. \_\_\_\_\_\_\_\_\_\_ focuses on “fixing” a child with disabilities rather than removing environmental and interpersonal barriers that limit inclusion of the child.

### Answer: Ableism

1. Intentional teaching requires that teachers engage in critical \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.

### Answer: self-awareness; reflection

# Chapter 2

## The Principles in Practice: Understanding Child Development and Learning in Context

1. Each domain of child development—physical development, cognitive development, social and emotional development, and linguistic development—supports and is supported by the others. True or false?

### Answer: True

1. Joyful learning and play foster self-regulation and language, cognitive, and social competencies as well as content knowledge across disciplines. Play is only essential for children in preschool.
True or false?

### Answer: False

1. A child’s brain development is influenced by certain \_\_\_\_\_\_\_\_\_\_ factors that include cultural and physical influences.

### Answer: environmental

1. Generally accepted progressions of children’s development and learning are influenced by individual variations in \_\_\_\_\_\_\_\_\_\_.
2. cultural contexts
3. experiences
4. individual differences
5. all of the above

### Answer: D

1. Creating curricula and using teaching methods that build on each child’s assets by connecting their experiences in the school or learning environment to their home and community settings increases their \_\_\_\_\_\_\_\_\_\_ to learn.

### Answer: motivation

1. Children begin to create meaning through their relationships, their interactions with their environment, and their overall experiences at age 3. True or false?

### Answer: False

1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ is the term used to refer to circumstances or situations, for example, in which a child lives with emotional and physical abuse of themselves or a family member. These kinds of circumstances impact children’s cognitive, social, emotional, and physical development.

### Answer: Adverse childhood experiences (ACEs)

1. Children learn in an \_\_\_\_\_\_\_\_\_\_ fashion that cuts across academic disciplines or subject areas.

### Answer: integrated

1. Development and learning advance when children
2. are challenged to achieve at a level just beyond their current mastery
3. have many opportunities to reflect on and practice newly acquired skills
4. have lots of opportunities for playful learning and creativity
5. all of the above

### Answer: D

1. Games can help children develop their executive function skills (such as self-regulation) as well as help children develop their social and emotional skills. True or false?

### Answer: True

1. Close-ended and open-ended applications can both be used in appropriate ways for developing knowledge and skills. True or false?

### Answer: True

1. While educators can use children’s interests to plan learning experiences, it is important for them to use their \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ as a guide to make sure they are not missing important \_\_\_\_\_\_\_\_\_\_ development.

### Answer: curriculum planning; skill

1. Providing the right amount and type of scaffolding requires teachers to be familiar with the learning \_\_\_\_\_\_\_\_\_\_ that children generally follow in gaining new skills, concepts, and abilities.

### Answer: progressions

1. Teachers can support children’s knowledge development in key content areas through play.
True or false?

### Answer: True

1. Young children are capable of highly complex thinking. True or false?

### Answer: True

# Chapter 3

## Context Matters: Reframing Teaching in Early Childhood Education

1. In terms of developmentally appropriate practice, *context* includes everything discernible about the social and cultural contexts for \_\_\_\_\_\_\_\_\_\_.
2. each child
3. each educator
4. the program as a whole
5. all of the above

### Answer: D

1. All children who share a social or cultural identity have the same funds of knowledge.
True or false?

### Answer: False

1. Inclusive programs welcome children and their families who represent many compositions, including single parent, grandparent-led, foster, lesbian, gay, bisexual, and transgender families. Teachers can support these children and families by removing \_\_\_\_\_\_\_\_\_\_ labels and having open-ended, nongendered \_\_\_\_\_\_\_\_\_\_ for play.

### Answer: stereotypical; expectations

1. Part of anyone’s context is what interests them and what they see as their strengths. Teachers can share these aspects of their own contexts with children by \_\_\_\_\_\_\_\_\_\_.
2. talking about one of their favorite activities
3. sharing a favorite object such as a photo or book
4. listening together to one of their favorite songs
5. all of the above

### Answer: D

1. As educators teach children and interact with their families, they must consider \_\_\_\_\_\_\_\_\_\_.
2. the children’s contexts
3. the families’ contexts
4. their own contexts
5. all of the above

### Answer: D

1. Ableism is a form of \_\_\_\_\_\_\_\_\_\_ that results in intentional or unintentional discrimination against individuals with disabilities.

### Answer: implicit bias

1. Implicit bias is usually obvious to any observer. True or false?

### Answer: False

1. Beliefs and biases are often based on preconceived assumptions. True or false?

### Answer: True

1. Dismantling bias in the classroom begins where?
2. with the teacher
3. with parents
4. with community leaders
5. with peer tutoring

### Answer: A

1. Teachers should be aware of and strive to learn about different family customs and traditions including styles of \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ beliefs and practices.

### Answer: communication; religious

1. An educator serving an unfamiliar community with a culture and a language that the educator does not understand may need the assistance of a cultural \_\_\_\_\_\_\_\_\_\_.

### Answer: broker

1. Pick the most appropriate response(s). As an educator, reflecting on your personal beliefs, values, and biases is important because these factors can
2. influence your interactions with children
3. inadvertently undermine positive changes in teaching practices
4. negatively affect your relationship with your supervisor

### Answer: A and B

1. Teachers should be aware that even subtle messages of disapproval or approval and support can affect how children see themselves. True or false?

### Answer: True

1. Phenomenological Variant of Ecological Systems Theory (PVEST) takes into consideration the importance of context as children grow and develop. True or false?

### Answer: True

1. Bronfenbrenner’s bioecological model emphasizes the developmental notion that biological predispositions and \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ affect human growth and development.

### Answer: environmental influences

# Chapter 4

## Teaching Content in Early Childhood Education

1. Which of the following statements does *not* reflect the seven important ideas about teaching content?
2. Teachers support content learning with interdisciplinary and scaffolding approaches.
3. Content instruction is best when used with intentional teaching approaches.
4. Teaching of content is based on an understanding of children’s thinking and learning.
5. An educator’s background knowledge of specific content is not important.

### Answer: D

1. What do educators often miss when planning opportunities for children in grades K–3 to learn content?
2. sufficient focus on a single subject
3. engaged, playful learning
4. employment of library resources
5. collaboration with school colleagues

### Answer: B

1. Using sophisticated words with young children and explaining those terms supports children’s vocabulary knowledge and reading comprehension. True or false?

### Answer: True

1. When young children are exposed to math talk in solving problems, they also show gains in which subject?
2. geography
3. grammar
4. social studies
5. physical education

### Answer: B

1. Providing children with consistent science experiences that emphasize inquiry builds children’s \_\_\_\_\_\_\_\_\_\_.

### Answer: vocabulary

1. Which of the following are good opportunities for children to learn?
2. having children make choices about what to create, write, or draw
3. having children negotiate with peers who have different ideas or plans for a group project
4. having children test their ideas and use their creations
5. all of the above

### Answer: D

1. Effective teaching of content creates opportunities for children to observe and explore through all of their \_\_\_\_\_\_\_\_\_\_.

### Answer: senses

1. Play as a part of learning in the early years should be exclusively teacher guided. True or false?

### Answer: False

1. Learning trajectories refer to the \_\_\_\_\_\_\_\_\_\_ children typically follow to learn specific content.

### Answer: progression

1. Which of the following are scaffolding strategies?
2. reading books on a topic
3. asking questions about a topic to prompt children’s thinking
4. connecting new experiences to children’s existing knowledge
5. all of the above

### Answer: D

1. Effective, intentional teachers extend their knowledge base to understand content across \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ and learn the progressions in each.

### Answer: academic disciplines

1. Which example contains the most detail that indicates there is thoughtful interdisciplinary classroom work underway?
2. singing an age-appropriate song about butterflies
3. research and writing about and demonstrating through block building how an engineer selects materials to build a bridge
4. painting a picture of a deer using many colors
5. using blocks to build an interesting tower

### Answer: B

1. Supporting a child’s multilingualism requires teachers to connect to the family’s \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_.

### Answer: funds of knowledge

1. Working with \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ professionals can help children with language-based delays or disabilities develop \_\_\_\_\_\_\_\_\_\_ for communicating their thoughts and ideas.

### Answer: speech and language; strategies

1. Children who learn content through \_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ are more likely to engage in richer play of all types, including sensorimotor, pretend, constructive, and sociodramatic play, with more complexity, discussion, exploration, and collaboration.

### Answer: intentional, playful activities

# Chapter 5

## The Power of Playful Learning in the Early Childhood Setting

1. Playful learning describes a learning context in which children learn content while engaging with peers in \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ ; or with the teacher’s guidance, called \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ ; or in a structured game.

### Answer: free play/self-directed play; guided play

1. Adding fun graphics to a standard worksheet or giving rewards after a typical activity are productive approaches to bring playful learning to children. True or false?

### Answer: False

1. All skills can be learned and acquired through free play, also known as self-directed play.
True or false?

### Answer: False

1. A teacher encourages children to memorize a concept but also asks them to apply that concept to something new. This is an example of what level of active thinking?
2. low
3. medium
4. high

### Answer: B

1. The element of surprise can play an important role in playful, joyful learning. True or false?

### Answer: True

1. Learning becomes more seamless when educators introduce topics that are important and culturally relevant to children. True or false?

### Answer: True

1. Free or self-directed play includes explicit learning goals. True or false?

### Answer: False

1. Offering children learning opportunities that include making choices and deciding what to play or create helps to sustain children’s \_\_\_\_\_\_\_\_\_\_.

### Answer: motivation

1. What is the most formally structured part of the play spectrum for young children?
2. direct instruction
3. free play
4. structured games
5. playful instruction

### Answer: A

1. Guided play should be iterative, engaging, and socially interactive to support meaningful learning. True or false?

### Answer: True

1. In guided play, teachers determine the learning goals and curate the materials but let children \_\_\_\_\_\_\_\_\_\_ the discovery.

### Answer: lead/guide

1. Preschool- and kindergarten-age children may experience greater language development with which type of learning experience?
2. guided play
3. free play
4. direct instruction
5. structured games

### Answer: A

1. A teacher who acknowledges children’s creative thinking and persistence even when their conclusions are incorrect and encourages children to experiment further is facilitating \_\_\_\_\_\_\_\_\_\_ thinking.

### Answer: iterative

1. Some traditional practices in the classroom, including displaying many decorations in early learners’ classrooms, may actually distract and detract from learning. True or false?

### Answer: True

1. When a parent actively asks questions while reading to a child and relates the text to the child’s own life, that is \_\_\_\_\_\_\_\_\_\_ reading.

### Answer: dialogic

# Chapter 6

## Creating a Caring, Equitable Community of Learners

1. At the heart of creating a caring and equitable community of learners are meaningful and positive relationships between
2. teachers and children
3. children and peers
4. teachers and families
5. all of the above

### Answer: D

1. Early positive relationships, including those with educators, can help to \_\_\_\_\_\_\_\_\_\_ later behavioral challenges in children.
2. eliminate
3. reduce
4. explain

### Answer: B

1. Schools can trigger and even cause trauma in children. True or false?

### Answer: True

1. Behavioral and emotional changes (for example, moodiness, difficulty concentrating) and physical changes (for example, decreases or increases in appetite) in children can be signs of \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ .

### Answer: stress; anxiety

1. Educators should pronounce the names of young children in the classroom
2. as the educator prefers
3. as the child and family prefer
4. using phonetics
5. based on how other educators pronounce them

### Answer: B

1. Educators use “\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ ,” communicating with children about their own and others’ emotions; helping them identify different feelings and the way feelings may be expressed; and encouraging children to comfort their peers who are sad, worried, or distressed.

### Answer: emotion language

1. Which of the following is one effective way educators can address challenging behaviors in young students?
2. punish an entire class
3. make schoolwork harder
4. provide clear expectations
5. provide frequent snacks

### Answer: C

1. Educators should hold \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ conversations with children about racial, cultural, and other differences, both in response to children’s questions and behaviors and as planned learning experiences.

### Answer: open; honest

1. Toddlers may have tantrums due to emotional overload. True or false?

### Answer: True

1. To de-escalate tantrum behaviors in a toddler, use
2. a time-out
3. empathy
4. loss of privileges
5. parental correction

### Answer: B

1. For children, learning to be part of a group means gaining a greater understanding of other people’s lives. True or false?

### Answer: True

1. Educators help children understand a \_\_\_\_\_\_\_\_\_\_ responsibility to creating and maintaining a caring classroom environment.

### Answer: shared

1. Children’s natural interests and routines can be used by early childhood educators to lead them to a sense of \_\_\_\_\_\_\_\_\_\_ belonging.

### Answer: group

1. Using a puppet when asking children for a correction because some children may not be comfortable correcting an adult is an example of a \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ instructional style.

### Answer: culturally responsive

1. \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_teachers are aware of the ways Black boys are disproportionately and inappropriately punished in and outside of school and seek ways to foster Black boys’ developing senses of identity, agency, and voice.

### Answer: Culturally competent

# Chapter 7

## Engaging in Reciprocal Partnerships with Families and Fostering Community Connections

1. What role should a family have in a child’s development and learning?
2. a secondary role
3. a primary role
4. a subordinate role
5. a reciprocal role

### Answer: B

1. Before you can create a partnership with a family, you must first build a \_\_\_\_\_\_\_\_\_\_ .

### Answer: relationship

1. Working together toward a common goal is a critical element of what?
2. partnership
3. collaboration
4. relationship
5. competition

### Answer: A

1. An educator who discusses personal ideas about childrearing may alienate a family. True or false?

### Answer: True

1. What do educators often incorrectly allow to seep into their work in partnership with families and communities?
2. affection
3. hostilities
4. assumptions
5. rivalries

### Answer: C

1. Using technology in the form of texts and emails is the best way to communicate with families. True or false?

### Answer: False

1. Educators should seek \_\_\_\_\_\_\_\_\_\_ from family and community partners on practices used to engage with them and establish a continuous \_\_\_\_\_\_\_\_\_\_ process.

### Answer: feedback; improvement

1. Educators should work together with families to establish learning \_\_\_\_\_\_\_\_\_\_ for children.

### Answer: goals

1. It is important for educators to continually seek to build their knowledge and awareness of families’ cultural and individual caregiving practices with their infants and toddlers.
True or false?

### Answer: True

1. Communicating \_\_\_\_\_\_\_\_\_\_ to a family about their child is a helpful way for an educator to begin to build a partnership with them.
2. positive anecdotes
3. potential problems
4. developmental delays
5. jokes

### Answer: A

1. If an educator does not speak the language of a family with which a partnership is being built, an \_\_\_\_\_\_\_\_\_\_ should be used.

### Answer: interpreter

1. Educators should avoid using words, phrases, and acronyms considered \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ when communicating with families.

### Answer: professional jargon

1. As a child enters your kindergarten class, one way to learn more about the child is by first contacting whom in the education profession?
2. local education officials
3. principal of the local elementary school
4. any relatives who are teachers
5. the child’s preschool teacher

### Answer: D

1. Which of the following are ways for educators to connect families with one another to discuss shared interests and goals around children’s well-being?
2. introducing family members during drop-offs and pickups
3. creating a convenient space where families can meet and talk
4. providing assistance for setting up social media or other virtual options for families
5. all of the above

### Answer: D

1. Educators should advocate for dynamic family engagement practices because children’s needs and those of their families change as children become older and move up in grade levels.
True or false?

### Answer: True

# Chapter 8

## Observing, Documenting, and Assessing Children’s Development and Learning

1. Which item counts as an informal assessment tool?
2. standardized test
3. classroom evaluation
4. checklist given to families to rate a child’s skills
5. kindergarten entry assessment

### Answer: C

1. Anecdotal observations are an important source of information in the assessment process.
True or false?

### Answer: True

1. One use of a \_\_\_\_\_\_\_\_\_\_ assessment is to help the teacher plan what skills to introduce next to a child.

### Answer: formative

1. End-of-year standardized tests are a type of \_\_\_\_\_\_\_\_\_\_ assessment.
2. informal
3. authentic
4. observational
5. summative

### Answer: summative

1. Which kind of screening should be used with children of all ages?
2. vocabulary tests
3. informal math quizzes
4. developmental screenings
5. standardized tests

### Answer: C

1. Assessment results should inform both how the child learns and how the educator teaches.
True or false?

### Answer: True

1. Educators should observe infants and toddlers at the beginning and end of the program and communicate their observations with the families at the end of the program. True or false?

### Answer: False

1. Educators use a variety of assessment methods to gain a more complete picture of children’s development, including each child’s strengths, needs, and interests, to determine next steps to support their learning and development. True or false?

### Answer: True

1. Educators use health and developmental \_\_\_\_\_\_\_\_\_\_ to identify children who may need more in-depth, diagnostic evaluations conducted by specialists with expertise in identifying children with disabilities.

### Answer: screenings

1. Educators use a \_\_\_\_\_\_\_\_\_\_ approach, looking at each child’s unique abilities and funds of knowledge to provide ways for children to demonstrate their abilities.

### Answer: strengths-based

1. Infant and toddler routine times of diapering, feeding, napping, and pickup/drop-off are good opportunities for educators to notice and document anecdotal observations of individual children’s development. True or false?

### Answer: True

1. Educators should dismiss their state’s early learning standards and set their own goals for learning based on the individual children in their class. True or false?

### Answer: False

1. It is recommended that primary grade educators use assessment tools that target children’s skills ranging from the grade below through the grade above the children’s own grade. True or false?

### Answer: True

1. Educators should involve children in primary grades in helping decide how to \_\_\_\_\_\_\_\_\_\_ their own learning.

### Answer: document

1. Children can demonstrate what they know as they play and create. Educators can capture this through
2. writing anecdotal notes
3. taking photos of children’s creations
4. filling out a checklist
5. all of the above

### Answer: D

# Chapter 9

## Teaching to Enhance Each Child’s Development and Learning

1. Working memory is an important \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ skill.

### Answer: executive function

1. Education is not inclusive unless, besides allowing all full participation, children have \_\_\_\_\_\_\_\_\_\_ and choice.

### Answer: agency

1. Modeling smaller steps from a more complex task is an example of a \_\_\_\_\_\_\_\_\_\_ tool.

### Answer: scaffolding

1. Which is an example of providing specific feedback?
2. You should try harder.
3. Take time to think clearly.
4. I notice you placed all the blocks in a straight row!
5. You are almost there!

### Answer: C

1. With how many toddlers should a teacher interact at a time in an ideal setting?
2. 1 to 2
3. 2 to 3
4. 3 to 5
5. At least 8

### Answer: A

1. Educators can safely assume that all children now have access to technology at home.
True or false?

### Answer: False

1. Educators should encourage \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ by facilitating paired and small group conversations and activities to promote exploration of content concepts.

### Answer: peer learning

1. As educators encourage toddlers to play near each other, they can help them also learn to \_\_\_\_\_\_\_\_\_\_ and protect the boundaries, individual spaces, belongings, and needs of others.

### Answer: respect

1. What describes the kind of classroom jobs a teacher should encourage for preschool children?
2. few
3. very simple
4. menial
5. self-selected

### Answer: D

1. Kindergartners need to see and experience \_\_\_\_\_\_\_\_\_\_ application of what they have learned.

### Answer: hands-on

1. Large group activities for any age group should be no longer than 15 minutes in length.
True or false?

### Answer: False

1. How can a teacher keep learning goals and activities fresh and targeted to each child’s abilities and skill levels?
2. have a detailed action plan for each individual child
3. readjust learning groups
4. allow families to design learning plans
5. extend instruction time by at least 20 percent

### Answer: B

1. Educators can foster vocabulary development by
2. using descriptive and specific words
3. adding information to what children say
4. encouraging the use of new words
5. reading definitions from a glossary

### Answer: A, B, or C

1. Block construction is too simple to be appropriate for a kindergarten experience. True or false?

### Answer: False

1. An inclusive classroom with children who come from families recently arrived from countries outside of the United States and speak another language will use words and phrases from those languages in instruction. True or false?

### Answer: True

# Chapter 10

## Planning and Implementing an Engaging Curriculum to Achieve Meaningful Goals

1. High-quality curriculum consists of developmentally appropriate goals and \_\_\_\_\_\_\_\_\_\_ for children’s learning along with the environment, materials, interactions, and learning experiences.

### Answer: outcomes

1. Curriculum planning is completed at the beginning of each year when educators make informed decisions about what is best for the children. True or false?

### Answer: False

1. Which of the following characteristics describes a developmentally appropriate curriculum?
2. a clear and coherent philosophy to foster joyful learning
3. adaptations and modifications to ensure independent access and full participation for each child
4. observation and documentation to inform ongoing assessment of progress
5. all of the above

### Answer: D

1. Three key words to remember for teaching children with disabilities so every child can take full advantage of the curriculum are \_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_ , and \_\_\_\_\_\_\_\_\_\_ .

### Answer: access; participation; progress

1. \_\_\_\_\_\_\_\_\_\_ curriculum is an approach to early childhood curriculum in which educators recognize and respond to children’s interests, ideas, and wonderings by creating opportunities for deeper investigation.

A. Skills-focused

B. Emergent

C. Aligned

### Answer: B

1. As children build skills and understanding in content areas, teachers must understand the \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ that development and learning typically follow to effectively scaffold children’s progress.

### Answer: sequence; pace

1. An interdisciplinary approach to curriculum integrates lessons across subject areas. True or false?

### Answer: True

1. Reading books that deal extensively with emotions can help children with their social learning. True or false?

### Answer: True

1. Universal design (UD) principles are most commonly associated with individuals with disabilities; however, proactively designing your classroom using UD strategies can help children who speak a home language other than English. True or false?

### Answer: True

1. Teaching kindergartners about health includes teaching them about healthy and unhealthy food choices in a way that is age \_\_\_\_\_\_\_\_\_\_ .

### Answer: appropriate

1. Educators plan curriculum that is consistent with high‑quality, \_\_\_\_\_\_\_\_\_\_ , and challenging early learning standards, such as those adopted at the state level and informed by recommendations from relevant professional organizations.

### Answer: achievable

1. Drawing and writing materials, singing, and dramatic play create \_\_\_\_\_\_\_\_\_\_ learning experiences.

### Answer: multisensory

1. \_\_\_\_\_\_\_\_\_\_ for young children needs to draw connections between big concepts, such as geography and history, with everyday situations and events.

### Answer: Social studies

1. Educators encourage children to use technology for multiple purposes, including
2. to conduct research
3. to create
4. to collaborate on projects
5. all of the above

### Answer: D

1. Teaching STEM includes promoting scientific practices such as inquiry and gathering and interpreting data. True or false?

### Answer: True

# Chapter 11

## Demonstrating Professionalism as an Early Childhood Educator

1. Standard 6 of NAEYC’s position statement on professional standards and competencies outlines \_\_\_\_\_\_\_\_\_\_ essential areas of professionalism.

### Answer: five

1. Intentional decision making is connected to specific competencies and dispositions that constitute the expectations for professionalism in early childhood educators. True or false?

### Answer: True

1. Sustained reflection on one’s own practice is a part of being an early childhood education professional. True or false?

### Answer: True

1. One of the foundations of an established profession is a shared \_\_\_\_\_\_\_\_\_\_.

### Answer: purpose

1. Early childhood educators must be self-educated on issues related to funding of the programs on which they work. True or false?

### Answer: True

1. Advocacy by early childhood educators should occur at all levels, from local to national.
True or false?

### Answer: True

1. Professional early childhood educators are aware of and integrate the recognized \_\_\_\_\_\_\_\_\_\_ of the profession.

### Answer: guidelines

1. Early childhood professionals can use NAEYC’s \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_ to help them resolve professional ethical dilemmas.

### Answer: Code of Ethical Conduct

1. When communicating with a family about their child’s developmental delays, a professional early childhood educator must \_\_\_\_\_\_\_\_\_\_ .

first have deep conversations with colleagues about the child’s difficulties

bring in an expert to talk with the family

use skillful and empathetic dialogue

1. tell the family what the educator thinks is wrong with the child

### Answer: C

1. Participating in \_\_\_\_\_\_\_\_\_\_ is a way for professional early childhood educators to actively investigate ways of improving classroom practice.

### Answer: conferences/workshops

1. Early childhood educators should perform their roles independently from supervisor feedback. True or false?

### Answer: False

1. Reflective practitioners of early childhood education work to manage their own \_\_\_\_\_\_\_\_\_\_ , self-efficacy, mental health, and wellness.

### Answer: resilience

1. Early childhood professionals must be able to adapt to difficult situations and have the competence, authority, and \_\_\_\_\_\_\_\_\_\_ to make “messy” decisions in real time.

### Answer: autonomy