

Chapter 01: Ways of Thinking about Children

1. A researcher randomly assigns 50 students to two groups of 25. Group 1 is given computers and educational software to take home and use, while Group 2 is given educational workbooks to take home. Two months later, the researcher gives each group standardized achievement tests. What is the research design?
- a. non-experimental correlational b. qualitative
c. experimental d. clinical

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: CaAD.BERG.15.01.01 - Describe methods of scientific research in child development.

NATIONAL STANDARDS: United States - NAEYC.KE6b - Knowing about and upholding ethical standards and other professional guidelines.
United States - TASC.EK6p - The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

NOTES: Bloom's: Applying

2. A researcher wants to find out whether increased hand washing causes a decreased number of illnesses among staff and children in child care. Which research design should the researcher use?
- a. observational b. non-experimental correlational
c. experimental d. behavioral

ANSWER: c

REFERENCES: Research Methods

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NOTES: Bloom's: Applying

3. A researcher wants to find out whether increased time on task *causes* increased achievement. Which research design should she use?
- a. qualitative b. non-experimental correlational
c. experimental d. clinical

ANSWER: c

REFERENCES: Research Methods

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NOTES: Bloom's: Applying

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4. A researcher wants to know whether successful principles tend to be extroverted. Which research design does this imply?
- a. longitudinal b. correlational
 - c. experimental d. behavioral

ANSWER: b

REFERENCES: Research Methods

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NOTES: Bloom's: Applying

5. A researcher wishes to investigate how students of different ages view their parents, so he has students in grades 6, 9, and 12 fill out questionnaires. This type of research is
- a. experimental. b. cross-sectional.
 - c. longitudinal. d. laboratory based.

ANSWER: b

REFERENCES: Research Methods

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NOTES: Bloom's: Applying

6. The reason researchers prefer to do experiments whenever possible is that experiments
- a. show how variables are related.
 - b. provide detailed descriptions of behavior.
 - c. demonstrate that one thing causes another.
 - d. demonstrate formal operational thought.

ANSWER: c

REFERENCES: Research Methods

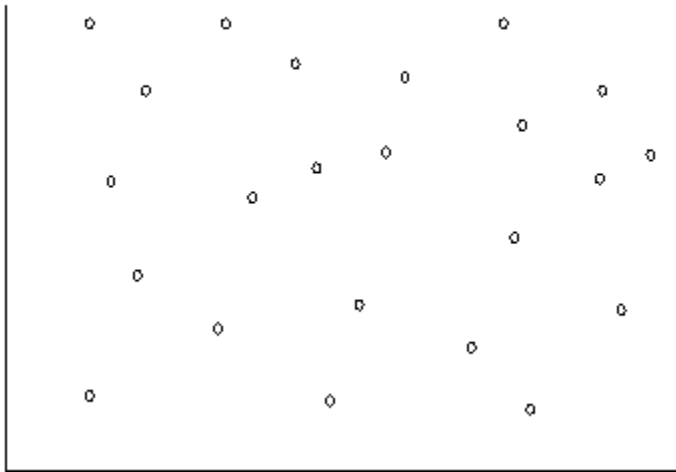
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NOTES: Bloom's: Understanding

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7. The plot shown below most likely represents a correlation of about



- a. +1.00. b. +0.80.
c. 0.00. d. - 0.80.

ANSWER:

c

REFERENCES:

Research Methods

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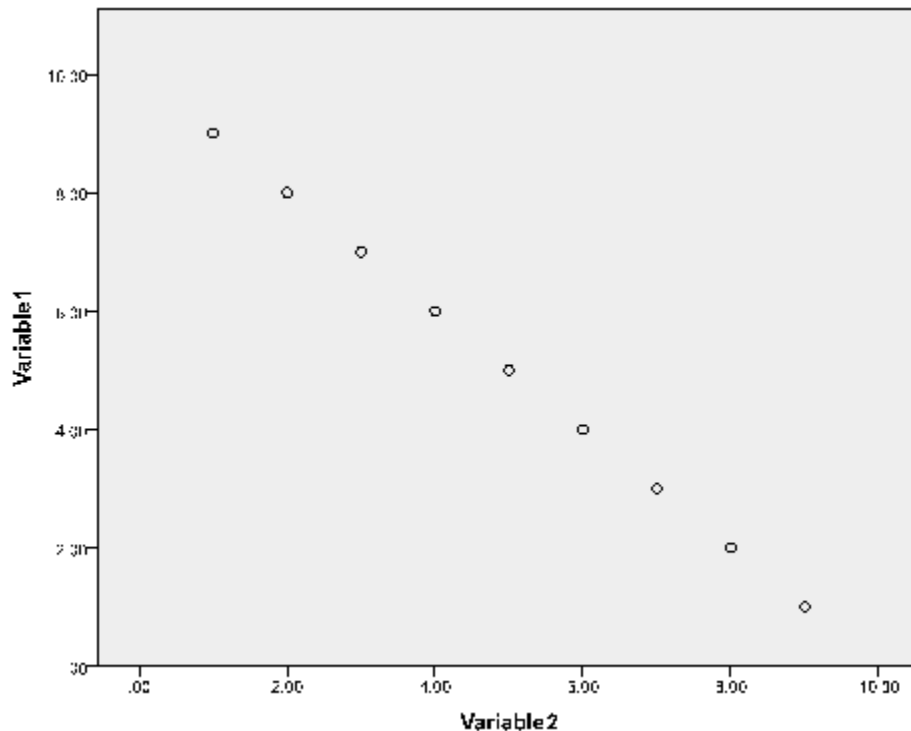
United States - TASC.EK6p - The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

NOTES:

Bloom's: Analyzing

Chapter 01: Ways of Thinking about Children

8. The plot shown below represents a correlation of



- a. +1.00. b. +0.80.
c. -0.80. d. -1.00.

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: CaAD.BERG.15.01.01 - Describe methods of scientific research in child development.

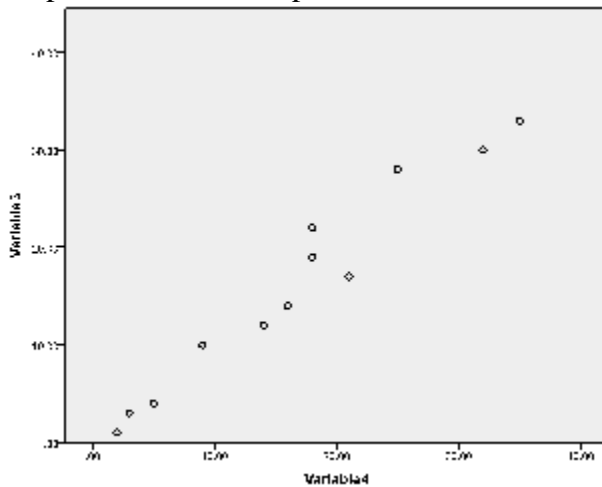
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NOTES: Bloom's: Analyzing

Chapter 01: Ways of Thinking about Children

9. The plot shown below represents a correlation that is



- a. strong and positive.
- b. weak and positive.
- c. weak and negative
- d. strong and negative.

ANSWER: a

REFERENCES: Research Methods

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10. Experts find a strong relationship between reading test scores and math test scores. Students who are high on one tend to be high on the other. This correlation would best be represented by which of the following correlation coefficients?

- a. + .60
- b. + .10
- c. - .10
- d. - .60

ANSWER: a

REFERENCES: Research Methods

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NOTES: Bloom's: Applying

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11. A counselor observed a strong tendency for students who drink a lot of alcohol to have lower test scores. This correlation would best be represented by which of the following correlation coefficients?
- a. + .50 b. + .10
c. - .10 d. - .50

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: CaAD.BERG.15.01.01 - Describe methods of scientific research in child development.

NATIONAL STANDARDS: United States - NAEYC.KE3b - Knowing about and using observation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
United States - TASC.EK6p - The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

NOTES: Bloom's: Applying

12. If you want to investigate how a small number of 10-year-olds think and feel about divorce and you want to report the results in the children's own words, which of the following research approaches would you most likely use?
- a. cross-sectional b. experimental
c. qualitative d. longitudinal

ANSWER: c

REFERENCES: Research Methods

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NOTES: Bloom's: Applying

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13. When two things, orks and lopas, are positively correlated,
- orks may cause lopas, lopas may cause orks , or both may be caused by something else.
 - it is almost certain that either orks cause lopas or lopas cause orks.
 - it is almost certain that orks and lopas are not causally related.
 - it means that one cannot be predicted from the other.

ANSWER: a

REFERENCES: Research Methods

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NOTES: Bloom's: Applying

14. When choosing a curriculum or intervention program, you would prefer an effect size of at least
- 0.05.
 - 0.15.
 - 0.24.
 - 0.40.

ANSWER: d

REFERENCES: Research Methods

LEARNING OBJECTIVES: CaAD.BERG.15.01.01 - Describe methods of scientific research in child development.

NATIONAL STANDARDS: United States - NAEYC.KE5c - Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
United States - TASC.EK5m - The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

NOTES: Bloom's: Applying

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15. By the time a well-designed longitudinal study has been going for 10 years and has something relevant to tell us about adolescence, the findings may not be relevant to today's youth because of
- a. problems with validity.
 - b. problems with reliability.
 - c. the stability of aggression.
 - d. the cohort effect.

ANSWER: d

REFERENCES: Research Methods

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NOTES: Bloom's: Analyzing

16. A test that measures what it claims to measure for some specific purpose is a test that has
- a. experimental design
 - b. effect size
 - c. random assignment
 - d. validity

ANSWER: d

REFERENCES: Research Methods

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NOTES: Bloom's: Understanding

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17. According to a table in the text, which of the following has a negative effect size?

- a. counseling interventions b. retention in grade
- c. direct instruction d. study skills interventions

ANSWER: b

REFERENCES: Research Methods

LEARNING OBJECTIVES: CaAD.BERG.15.01.01 - Describe methods of scientific research in child development.

NATIONAL STANDARDS: United States - NAEYC.KE6d - Integrating knowledgeable, reflective, and critical perspectives on early education.
United States - TASC.EK9g - The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/ adjustments.

NOTES: Bloom's: Applying

18. In Urie Bronfenbrenner's bioecological model, the most influential processes tend to occur in the

- a. microsystem. b. mesosystem.
- c. exosystem. d. macrosystem.

ANSWER: a

REFERENCES: Nature: The Role of Genes in Individual Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE1b - Knowing and understanding the multiple influences on early development and learning.
United States - TASC.EK1f - The teacher identifies readiness and learning, and understands how development in any one area may affect performance in others.

NOTES: Bloom's: Applying

19. In Urie Bronfenbrenner's bioecological model, processes that occur in the microsystem are likely to involve

- a. face-to-face activity.
- b. issues of social and cultural values.
- c. people who make important decisions, like school boards and government officials.
- d. change across time.

ANSWER: a

REFERENCES: Nature: The Role of Genes in Individual Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

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NOTES: Bloom's: Applying

Chapter 01: Ways of Thinking about Children

20. A heritability estimate for having 10 fingers would likely be about

- a. zero.
- b. .25.
- c. .50.
- d. .75.

ANSWER: a

REFERENCES: Nature: The Role of Genes in Individual Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE3c - Understanding and practicing responsible assessment to promote positive outcomes for each child.
United States - TASC.EK6p - The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

NOTES: Bloom's: Understanding

21. Which of the following refers to observable characteristics?

- a. genotype
- b. phenotype
- c. passive gene-environment correlation
- d. heritability

ANSWER: b

REFERENCES: Nature: The Role of Genes in Individual Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE3b - Knowing about and using observation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
United States - TASC.EK6p - The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

NOTES: Bloom's: Understanding

Chapter 01: Ways of Thinking about Children

22. Joe's parents were professional athletes, so he inherited genes relevant to sports, and he has been exposed to sports and training for sports from birth. Which type of gene-environment interaction is being described?
- a. passive b. evocative
 - c. active d. synaptogenic

ANSWER: a

REFERENCES: Nature: The Role of Genes in Individual Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.
United States - TASC.EK1f - The teacher identifies readiness and learning, and understands how development in any one area may affect performance in others.

NOTES: Bloom's: Applying

23. Selena has loved sports from the time she was born. Her parents recognized this love and signed her up for soccer, little league baseball, gymnastics, and other sports. Which type of gene-environment interaction is being described?
- a. passive b. evocative
 - c. active d. synaptogenic

ANSWER: b

REFERENCES: Nature: The Role of Genes in Individual Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

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United States - TASC.EK1f - The teacher identifies readiness and learning, and understands how development in any one area may affect performance in others.

NOTES: Bloom's: Applying

24. When scientists say that siblings share 50% of their genes, the scientists are referring to
- a. segregating genes. b. phenotype.
 - c. genotype. d. gene-environment correlation.

ANSWER: a

REFERENCES: Nature: The Role of Genes in Individual Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

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NOTES: Bloom's: Applying

Chapter 01: Ways of Thinking about Children

25. Why do Japanese schools prefer large classes?

- a. Large classes acclimate Japanese children to overcrowding.
- b. Large classes encourage students to focus on the group.
- c. Large classes free up some teachers to be special education teachers.
- d. The buildings left over from World War II have large rooms.

ANSWER: b

REFERENCES: Nurture: The Role of Culture in Group Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE2a - Knowing about and understanding diverse family and community characteristics.
United States - TASC.EK2j - The teacher understands that learners bring assests from learning based on their individual experiences abilities, talents, prior learning, and peer a social group interactions, as well as language, culture, family, and community values.

NOTES: Bloom's: Understanding

26. Calvin Murphy is on a swim team. When his parents take him to out-of-town swim meets, they try to visit the local museums and historical sites. This might affect his achievement because of

- a. metacognitive growth.
- b. cultural mismatch.
- c. cultural capital.
- d. authoritative parenting.

ANSWER: c

REFERENCES: Nurture: The Role of Culture in Group Diversity

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NOTES: Bloom's: Applying

Chapter 01: Ways of Thinking about Children

27. Cultural capital refers to

- a. knowledge that helps a child “get ahead”.
- b. money that a family earns.
- c. the city that is the cultural center of a region.
- d. knowledge of facts that might be considered trivia.

ANSWER: a

REFERENCES: Nurture: The Role of Culture in Group Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE2a - Knowing about and understanding diverse family and community characteristics.
United States - TASC.EK2k - The teacher knows how to assess information about the values of diverse cultures and communities and how to incorporate learner's experiences, cultures, and community resources into instruction.

NOTES: Bloom's: Remembering

28. Samuel, who is 12, lives with both of his parents, who work in local fast food restaurants. Their neighbors are mostly unemployed or work in low level non-union jobs in the automobile industry. His parents did not graduate from high school and don't know much about college or how to apply to college. Which of the following does Samuel likely experience at this time?

- a. a non-shared environment
- b. low cultural capital
- c. a cohort effect
- d. canalization

ANSWER: b

REFERENCES: Nurture: The Role of Culture in Group Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

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NOTES: Bloom's: Analyzing

Chapter 01: Ways of Thinking about Children

29. Research shows that different ethnic groups have different styles of storytelling. This fact can affect academic achievement and is an example of
- a. multiple intelligences.
 - b. cultural mismatch.
 - c. intelligence.
 - d. halo effect.

ANSWER: b

REFERENCES: Nurture: The Role of Culture in Group Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE2a - Knowing about and understanding diverse family and community characteristics.
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NOTES: Bloom's: Understanding

30. Consider the story of Olly Neal, who stole books from the school library as a youth and later became a judge. As presented in the textbook, his story focused on
- a. the effects of discrimination across Olly's youth.
 - b. a faculty member serving as a protective factor.
 - c. effects of compensatory education.
 - d. the effects of crime on youth development.

ANSWER: b

REFERENCES: Reconciling the Role of Genes and Culture

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE2a - Knowing about and understanding diverse family and community characteristics.
United States - TASC.EK2j - The teacher understands that learners bring assests from learning based on their individual experiences abilities, talents, prior learning, and peer a social group interactions, as well as language, culture, family, and community values.

NOTES: Bloom's:Applying

Chapter 01: Ways of Thinking about Children

31. A key risk factor for youth is

- a. mother employment.
- b. lack of access to television.
- c. religious involvement.
- d. maternal depression.

ANSWER: d

REFERENCES: Poverty as a Risk Factor

LEARNING OBJECTIVES: CaAD.BERG.15.02.03 - Describe three health challenges today's children face-sleep, obesity and other eating disorders, and substance use and exposure-and what you can do to address these challenges.

NATIONAL STANDARDS: United States - NAEYC.KE2a - Knowing about and understanding diverse family and community characteristics.
United States - TASC.EK2j - The teacher understands that learners bring assests from learning based on their individual experiences abilities, talents, prior learning, and peer a social group interactions, as well as language, culture, family, and community values.

NOTES: Bloom's: Remembering

32. One explanation for the negative effects of poverty is that families in poverty experience conditions that can lead to depression, marital conflict, and other problems, which then lead to diminished quality of parenting. Which model does this represent?

- a. family investment model
- b. de-identification model
- c. family stress model
- d. heritability model

ANSWER: c

REFERENCES: Poverty as a Risk Factor

LEARNING OBJECTIVES: CaAD.BERG.15.02.03 - Describe three health challenges today's children face-sleep, obesity and other eating disorders, and substance use and exposure-and what you can do to address these challenges.

NATIONAL STANDARDS: United States - NAEYC.KE2b - Supporting and engaging families and communities throgh respectful, reciprocal relationships.
United States - TASC.EK2j - The teacher understands that learners bring assests from learning based on their individual experiences abilities, talents, prior learning, and peer a social group interactions, as well as language, culture, family, and community values.

NOTES: Bloom's: Analyzing

Chapter 01: Ways of Thinking about Children

33. Which of the following is true of readiness tests?

- a. They provide accurate information about who should start school and who should not.
- b. Many have poor reliability and validity.
- c. They measure response to stressful situations.
- d. Typical intelligence tests are often used as readiness tests.

ANSWER: b

REFERENCES: School Readiness

LEARNING OBJECTIVES: CaAD.BERG.15.01.04 - Use risk and protective factors to analyze the effects of preschool.

NATIONAL STANDARDS: United States - NAEYC.KE3a - Understanding the goals, benefits, and uses of assessment-including its use in the development of appropriate goals, curriculum, and teaching strategies for young children.

United States - TASC.EK6p - The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

NOTES: Bloom's: Understanding

34. Regarding starting school, an environmentalist is likely to believe that

- a. young children who are not “ready” for school should wait to start school until they mature.
- b. preschool has little effect on children’s school readiness.
- c. children’s readiness for school depends primarily on inherited abilities.
- d. young children should start school even if “readiness” tests show lack of readiness because school causes children to learn.

ANSWER: d

REFERENCES: School Readiness

LEARNING OBJECTIVES: CaAD.BERG.15.01.04 - Use risk and protective factors to analyze the effects of preschool.

NATIONAL STANDARDS: United States - NAEYC.KE1b - Knowing and understanding the multiple influences on early development and learning.

United States - TASC.EK1f - The teacher identifies readiness and learning, and understands how development in any one area may affect performance in others.

Chapter 01: Ways of Thinking about Children

35. Compared to control groups, longitudinal studies of the effectiveness of Head Start have shown that Head Start students
- a. showed more learning disabilities.
 - b. showed modest academic gains.
 - c. showed large academic gains.
 - d. had lowered occupational aspirations while in high school.

ANSWER: b

REFERENCES: What Does the Research on Compensatory Preschools Say?

LEARNING OBJECTIVES: CaAD.BERG.15.01.04 - Use risk and protective factors to analyze the effects of preschool.

NATIONAL STANDARDS: United States - NAEYC.KE3a - Understanding the goals, benefits, and uses of assessment-including its use in the development of appropriate goals, curriculum, and teaching strategies for young children.
United States - TASC.EK6p - The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

36. A probable reason why the Abecedarian Project had stronger positive effects than Head Start is that it had
- a. many years as a federally-funded project, which gave time for improvement.
 - b. an intensive design with many hours of intervention combined with home visits.
 - c. a curriculum that emphasized standardized tests.
 - d. more teachers of color involved.

ANSWER: b

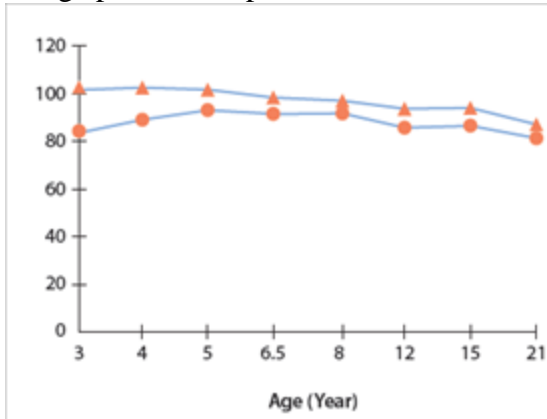
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Chapter 01: Ways of Thinking about Children

37. The graph shown depicts which of the following?



- a. reading scores and math scores of Head Start children
- b. achievement scores of boys (top) and girls (bottom) in Head Start
- c. IQ scores of children in the Abecedarian group (upper line) and in Head Start (lower line)
- d. IQ scores of children in the Abecedarian group and in a control group

ANSWER: d

REFERENCES: What Does the Research on Compensatory Preschools Say?

LEARNING OBJECTIVES: CaAD.BERG.15.01.04 - Use risk and protective factors to analyze the effects of preschool.

NATIONAL STANDARDS: United States - NAEYC.KE3a - Understanding the goals, benefits, and uses of assessment-including its use in the development of appropriate goals, curriculum, and teaching strategies for young children.
United States - TASC.EK6p - The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

NOTES: Bloom's: Analyzing

38. Which of the following is most clearly a component of a child's nurture?

- a. child's hair color
- b. father's foot size
- c. child's school curriculum
- d. mother's hair color

ANSWER: c

REFERENCES: Research Methods

LEARNING OBJECTIVES: CaAD.BERG.15.01.01 - Describe methods of scientific research in child development.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.
United States - TASC.EK1f - The teacher identifies readiness and learning, and understands how development in any one area may affect performance in others.

NOTES: Bloom's: Remembering

Chapter 01: Ways of Thinking about Children

39. Which theory emphasizes the notion that humans are influenced by concentric circles of influence, from immediate influences to distant influences?

ANSWER: Bioecological theory or Bronfenbrenner's theory

REFERENCES: Child Development Theories: A Brief Overview

LEARNING OBJECTIVES: CaAD.BERG.15.01.01 - Describe methods of scientific research in child development.

NATIONAL STANDARDS: United States - NAEYC.KE1a - Knowing and understanding young children's characteristics and needs from birth through age 8.
United States - TASC.EK1f - The teacher identifies readiness and learning, and understands how development in any one area may affect performance in others.

NOTES: Bloom's: Analyzing

40. In their studies of heritability, whom do behavioral geneticists tend to study?

ANSWER: Twins and nontwins, or twins and adopted siblings

REFERENCES: Nature: The Role of Genes in Individual Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE1b - Knowing and understanding the multiple influences on early development and learning.
United States - TASC.EK1f - The teacher identifies readiness and learning, and understands how development in any one area may affect performance in others.

NOTES: Bloom's: Remembering

41. Which U.S. ethnic group tends to have the highest achievement?

ANSWER: Asian American or Asian

REFERENCES: Nurture: The Role of Culture in Group Diversity

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE2a - Knowing about and understanding diverse family and community characteristics.
United States - TASC.EK2j - The teacher understands that learners bring assests from learning based on their individual experiences abilities, talents, prior learning, and peer a social group interactions, as well as language, culture, family, and community values.

NOTES: Bloom's:Remembering

Chapter 01: Ways of Thinking about Children

42. What happens to the positive effects of compensatory preschool for at risk children after children the leave the program?

ANSWER: Positive effects tend to decline.

REFERENCES: What Does the Research on Compensatory Preschools Say?

LEARNING OBJECTIVES: CaAD.BERG.15.01.04 - Use risk and protective factors to analyze the effects of preschool.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
United States - TASC.EK1f - The teacher identifies readiness and learning, and understands how development in any one area may affect performance in others.

43. Which is more important, nature or nurture?

ANSWER: Neither is more important. They interact to create human characteristics (although environment typically makes a greater contribution in behavior and social development.)

REFERENCES: Reconciling the Role of Genes and Culture

LEARNING OBJECTIVES: CaAD.BERG.15.01.02 - Recognize how genes and the environment interact to influence development.

NATIONAL STANDARDS: United States - NAEYC.KE1c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
United States - TASC.EK1f - The teacher identifies readiness and learning, and understands how development in any one area may affect performance in others.

NOTES: Bloom's: Analyzing