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| 1. Developmentally appropriate practice ensures that the goals offered to the child are challenging and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | achievable​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.02 - Discuss the relevance of developmentally appropriate practice (DAP). | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 2. Three simple guides can be reinforced when interacting with children: Be healthy, be\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and be responsible!​   |  |  | | --- | --- | | *ANSWER:* | respectful​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.05 - List short-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 3. Parents need support so that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ do not place additional strain on family life.​   |  |  | | --- | --- | | *ANSWER:* | behavior problems​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 4. Children begin life without any \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | ​self-control | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 5. ​The effect of the environment on children, interestingly, is \_\_\_\_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​reciprocal | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 6. The actions and appearances of individual children trigger different \_\_\_\_\_\_\_\_\_\_\_\_\_in individual adults.​   |  |  | | --- | --- | | *ANSWER:* | emotions​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 7. Knowledge of the \_\_\_\_\_\_\_\_\_\_\_\_\_ of child development is the most powerful tool to guide youngsters through this process of maturing.​   |  |  | | --- | --- | | *ANSWER:* | ​natural stages | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01b - Use developmental knowledge to create healthy learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 8. Practical day-to-day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for guiding the next generation is shifting from parents alone to parents, communities, and early childhood personnel working together.​   |  |  | | --- | --- | | *ANSWER:* | responsibility​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 9. These days\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is not a brief interruption in caregiving but an important part of it.​   |  |  | | --- | --- | | *ANSWER:* | ​child care | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is defined as a set of contrived methods for external control as well as interaction with and extension of the development of naturally unfolding internal mechanisms and motivations for self-control and self-discipline.​   |  |  | | --- | --- | | *ANSWER:* | child guidance​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_begins early for today’s parents and children.​   |  |  | | --- | --- | | *ANSWER:* | ​Stress | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ couples is the term used to describe when both parents are employed.​   |  |  | | --- | --- | | *ANSWER:* | ​Dual-earner | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02a - Knowing about and understanding diverse family and community characteristics. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 13. Today, parents rely a great deal on early \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to support their children’s social and emotional development.​   |  |  | | --- | --- | | *ANSWER:* | childhood professionals​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 14. ​Research has surfaced highlighting the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of early experiences for the long-term development of a child’s personality,character, values, brain development, and social competence   |  |  | | --- | --- | | *ANSWER:* | ​critical importance | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 15. A half-century ago, people assumed that any \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but reasonably responsible teenager or neighbor could give adequate care to a baby or young child.​   |  |  | | --- | --- | | *ANSWER:* | ​untrained | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 04a - Understanding positive relationships and supportive interactions as the foundation of their work with young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 16. Many babies spend most of their waking hours in some form of \_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | child care​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 04a - Understanding positive relationships and supportive interactions as the foundation of their work with young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 17. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ find that modern lifestyles present a new level of involvement for them in caring for and managing their children​   |  |  | | --- | --- | | *ANSWER:* | Fathers​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 18. In the United States, welfare reform pressures low-income single mothers to be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, although their earnings may be meager and their child care costly.​   |  |  | | --- | --- | | *ANSWER:* | ​employed | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 19. Parents and early childhood professionals worry about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | discipline​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 20. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is defined as early education and care that is carefully planned to match the diverse interests, abilities, and cultural needs of children at various ages and that is carried out with respect for and in cooperation with their families.​   |  |  | | --- | --- | | *ANSWER:* | Developmentally appropriate practice​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.02 - Discuss the relevance of developmentally appropriate practice (DAP). | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 21. The quality and style of the care that an adult provides has a strong influence on the developing \_\_\_\_\_\_\_\_ of a child.​   |  |  | | --- | --- | | *ANSWER:* | ​temperament | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 22. Pupils sitting rigidly and silently following teacher instructions and listening to teachers talking are not examples of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | a DAP environment.​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 23. Toddlers do not yet understand the abstract concepts connected with \_\_\_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | rote memorization​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 24. \_\_\_\_\_\_\_\_\_\_\_\_ is the best teacher for young children.​   |  |  | | --- | --- | | *ANSWER:* | Experience​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 25. Positive adult role models celebrate \_\_\_\_\_\_\_\_\_\_\_\_.​   |  |  | | --- | --- | | *ANSWER:* | ​differences | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| Match each definition to the corresponding term.  a. others, fathers, grandparents, or guardians rearing children alone b. Couples where both partners are gainfully employed c. Individual accountability and answerability d. Properly matching early childhood settings to the natural stages of growth and    development in infants, toddlers, and young children e. Immediate aim or purpose f. Overarching purpose or aspiration g. Various arrangements of people living together with children and possibly other     generations of relatives​ |

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| 26. Single parents​   |  |  | | --- | --- | | *ANSWER:* | ​a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 27. ​Dual-earner couples   |  |  | | --- | --- | | *ANSWER:* | ​b | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 28. Family structures​   |  |  | | --- | --- | | *ANSWER:* | g​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 29. Objective​   |  |  | | --- | --- | | *ANSWER:* | e​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.05 - List short-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 30. Goal​   |  |  | | --- | --- | | *ANSWER:* | f​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 31. ​Personal responsibility   |  |  | | --- | --- | | *ANSWER:* | ​c | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 32. Developmentally appropriate practice​   |  |  | | --- | --- | | *ANSWER:* | d​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.02 - Discuss the relevance of developmentally appropriate practice (DAP). | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 33. ​The practical day-to-day responsibilities of child care are shifting to   |  |  |  | | --- | --- | --- | |  | a. | ​parents, communities, and early childhood personnel. | |  | b. | ​parents. | |  | c. | ​child care providers. | |  | d. | ​neither parents nor child care providers. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 34. The number of \_\_\_\_\_ families is believed to be increasing.​   |  |  |  | | --- | --- | --- | |  | a. | ​poor parent | |  | b. | ​single parent | |  | c. | ​uneducated parent | |  | d. | ​disabled parent |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | | *NOTES:* | www | |

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| 35. Growing evidence from brain research and the study of human development indicates that​   |  |  |  | | --- | --- | --- | |  | a. | ​children can no longer learn effectively after they turn five. | |  | b. | ​early childhood education may be the most rather than the least important portion of the child’s education. | |  | c. | ​child care outside the family must provide for studies in the majority cultures’ values. | |  | d. | ​child care providers need to incorporate flashcards into learning programs with babies much earlier than earlier imagined. |  |  |  | | --- | --- | | *ANSWER:* | b | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 36. Babies come into the world​   |  |  |  | | --- | --- | --- | |  | a. | ​self-centered. | |  | b. | ​independent. | |  | c. | ​without personality traits. | |  | d. | ​without behavioral patterns. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.04 - Analyze the purpose of child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 37. Which is a stressor on contemporary parents?​   |  |  |  | | --- | --- | --- | |  | a. | ​Juggling home and workplace tasks | |  | b. | ​Shift of responsibility for child guidance | |  | c. | ​Access to quality child care | |  | d. | ​All of these |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 38. Developmentally appropriate practice does not include​   |  |  |  | | --- | --- | --- | |  | a. | ​learning about the social and cultural context in which children live. | |  | b. | ​teaching methods and strategies remaining the same for all ages and stages of development. | |  | c. | ​assessment of children’s learning. | |  | d. | ​awareness that children are able to reach the challenges presented to them. |  |  |  | | --- | --- | | *ANSWER:* | b | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.02 - Discuss the relevance of developmentally appropriate practice (DAP). | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 39. Which of the following is a powerful tool for child guidance?​   |  |  |  | | --- | --- | --- | |  | a. | ​Working independently from parents and other caregivers | |  | b. | ​Strict discipline style that will ensure the child does not become spoiled | |  | c. | ​Knowledge of the natural stages of development | |  | d. | ​Not letting the cultural and personal viewpoint of the child get in the way of a uniform process and structure in the classroom |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.02 - Discuss the relevance of developmentally appropriate practice (DAP). | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | | *NOTES:* | www | |

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| 40. Which of the following is a purpose of child guidance?​   |  |  |  | | --- | --- | --- | |  | a. | ​To make interaction less frustrating and more satisfying for both adult and child | |  | b. | ​To ensure that children know they are not in control | |  | c. | ​To ensure that children grow up to behave appropriately because they know they will be punished. | |  | d. | ​To gain control over children |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.04 - Analyze the purpose of child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 41. Which of the following is not a short-term objective for child guidance?​   |  |  |  | | --- | --- | --- | |  | a. | ​Avoiding unnecessary damage to the environment | |  | b. | ​Ensuring children are more pleasant and sweet | |  | c. | ​Protecting children’s rights | |  | d. | ​Facilitating children in gaining self-regulation skills |  |  |  | | --- | --- | | *ANSWER:* | b | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.05 - List short-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 42. To learn, children need the freedom to​   |  |  |  | | --- | --- | --- | |  | a. | ​make mistakes. | |  | b. | ​engage in high-risk behaviors. | |  | c. | ​determine what is safe. | |  | d. | ​ignore social manners. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.04a - Understanding positive relatonships and supportive interactions as the foundation of their work with children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | | *NOTES:* | www | |

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| 43. ​The practical day-to-day responsibilities of child care are shifting to   |  |  |  | | --- | --- | --- | |  | a. | ​partnerships of parents, communities, and early childhood providers. | |  | b. | ​grandparents. | |  | c. | ​fathers. | |  | d. | ​siblings. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 44. The number of \_\_\_\_\_ families is believed to be increasing.​   |  |  |  | | --- | --- | --- | |  | a. | ​dual-earner | |  | b. | ​immoral | |  | c. | ​wealthy | |  | d. | ​two-parent |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 45. Funding for quality child care development​   |  |  |  | | --- | --- | --- | |  | a. | ​has been increasing. | |  | b. | ​has been decreasing. | |  | c. | ​meets the needs of American families. | |  | d. | ​covers all families who qualify for subsidized care. |  |  |  | | --- | --- | | *ANSWER:* | b | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 46. Which of the following is not a DAP principle?​   |  |  |  | | --- | --- | --- | |  | a. | ​Knowledge must inform decision making. | |  | b. | ​Goals must be challenging and achievable. | |  | c. | ​Curricula must be uniform for all developmental stages. | |  | d. | ​Teaching must be intentional to be effective. |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.02 - Discuss the relevance of developmentally appropriate practice (DAP). | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 47. Research has surfaced highlighting the critical importance of early experiences for the long-term development of a child’s​   |  |  |  | | --- | --- | --- | |  | a. | ​potential criminality. | |  | b. | ​personality. | |  | c. | ​brain development. | |  | d. | ​social competence. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 04a - Understanding positive relationships and supportive interactions as the foundation of their work with young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | | *NOTES:* | www | |

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| 48. Which of the following is not characteristic of effective guidance?​   |  |  |  | | --- | --- | --- | |  | a. | ​Prevents problem behaviors | |  | b. | ​Supports children’s health | |  | c. | ​Emphasizes negative feelings | |  | d. | ​Builds a solid foundation |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 04a - Understanding positive relationships and supportive interactions as the foundation of their work with young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 49. Which of the following is a problem with reliance on external control?​   |  |  |  | | --- | --- | --- | |  | a. | ​It is hard to find a good reward. | |  | b. | ​It rarely motivates a child. | |  | c. | ​It does not help a child learn to behave just because it is the right thing to do. | |  | d. | ​It does not help children modify their behavior for each reward. |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.04 - Analyze the purpose of child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 50. Children respond to adult modeling through​   |  |  |  | | --- | --- | --- | |  | a. | ​annoyance. | |  | b. | ​aggression. | |  | c. | ​trust. | |  | d. | ​imitation. |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.04 - Analyze the purpose of child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 51. Positive child guidance prepares young children for full citizenship in a(n)​   |  |  |  | | --- | --- | --- | |  | a. | ​autocracy. | |  | b. | ​theocracy. | |  | c. | ​democracy. | |  | d. | ​anarchy. |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.04 - Analyze the purpose of child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 52. ​Modern parents are more dependent on caregivers outside of the home.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 53. Flashcards are a developmentally appropriate learning tool for toddlers.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 54. The purpose of positive child guidance is to provide an external control over each child’s thoughts and actions.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.04 - Analyze the purpose of child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 55. One short-term goal of child guidance is to guide children in learning how to protect their own individual human rights.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.05 - List short-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 56. As the world changes dramatically, children no longer need protection and nurturance.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 04a - Understanding positive relationships and supportive interactions as the foundation of their work with young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 57. For parents working outside the home, managing a child’s behavior may be more complicated.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 58. “Baby-sitter” means the same thing as “child care professional.”​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 04a - Understanding positive relationships and supportive interactions as the foundation of their work with young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 59. Investing effort and resources to better children’s lives is cost-effective.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 60. It is easier to bring about meaningful change in adults than it is in children.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 61. All risks for children are bad and should be avoided.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.05 - List short-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 62. An appropriate environment for a child is relaxed and playful.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 63. Children should be involved in maintaining and protecting their environment.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 64. Early experiences do not make much of a difference in children’s lives.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 65. Never before has there been such acute awareness of the influence early caregivers have on young lives.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 66. Mothers below the poverty level always rely on welfare to pay for child rearing.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.01 - Identify contemporary issues in child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02b - Supporting and engaging families and communities through respectful, reciprocal relationships. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 67. ​You shouldn’t thank a child for doing something that he or she is supposed to do; instead thank-you statements should be saved for special occasions.   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.05 - List short-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 68. Sadly, although child care is available to all Americans, many poor families do not take advantage of the opportunity.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02a - Knowing about and understanding diverse family and community characteristics. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 69. Although it is rarely cost-effective, it is ethical and humane to better the lives of children through child care.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02a - Knowing about and understanding diverse family and community characteristics. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 70. In a modern democracy, children are understood to be human beings with inalienable human rights as soon as they turn eighteen.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.05 - List short-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 71. Formal early childhood teaching is a growth industry.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 72. The best early childhood professionals are born with an intuitive knowledge and don’t really any need formal training.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02a - Knowing about and understanding diverse family and community characteristics. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 73. Teaching must be intentional to be effective.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | True | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.02 - Discuss the relevance of developmentally appropriate practice (DAP). | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 74. It is important to keep all children within the same environment focused on the same interests because at each age the students should all be at the same development stage.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.02 - Discuss the relevance of developmentally appropriate practice (DAP). | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 75. Children will become considerate and self-disciplined members of society on their own.​   |  |  |  | | --- | --- | --- | |  | a. | True | |  | b. | False |  |  |  | | --- | --- | | *ANSWER:* | False | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01c - Using developmental knowledge to create healthy environments | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 76. How have opinions and ideas changed about child care outside of the home in the last fifty years?​   |  |  | | --- | --- | | *ANSWER:* | At the same time that family structures are changing, more and more research has surfaced highlighting the critical importance of early experiences for the long-term development of a child’s personality, character, values, brain development, and social competence.​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02a - Knowing about and understanding diverse family and community characteristics. | | *KEYWORDS:* | Bloom’s Taxonomy: Applying | |

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| 77. Why is it important for caregivers to establish a reciprocal relationship with parents?​   |  |  | | --- | --- | | *ANSWER:* | Practical day-to-day responsibility for guiding the next generation is shifting from parents alone to parents, communities, and early childhood personnel working together.​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02a - Knowing about and understanding diverse family and community characteristics. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 78. Give an example of a long-term goal of child guidance. How would you go about achieving that goal as a child care provider?​   |  |  | | --- | --- | | *ANSWER:* | ​If children are to become responsible, they must learn to control their actions and impulses. Unfortunately, self-control is not an easy thing to teach. Children begin life without any self-control whatsoever, so our most critical long-term goal is to assist them in their journey to responsible adulthood by nurturing their mastery of self-control. | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 79. What is the difference between internal and external control? Which is vital in creating future full-fledged, functioning members of society?​   |  |  | | --- | --- | | *ANSWER:* | ​Democracy works best when citizens behave properly through their own internal control. Criminals are those people in society who require external control. | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.04 - Analyze the purpose of child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Applying | |

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| 80. How might the gender, size, or appearance of a child affect a teacher’s analysis of a child’s temperament or behavior traits?​   |  |  | | --- | --- | | *ANSWER:* | Bias affects our expectations for children based on gender, size, appearance, ethnicity, or ability difference.​ | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.06 - List long-term objectives for child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |

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| 81. How could a caregiver alleviate some of the stress for modern parents?​   |  |  | | --- | --- | | *ANSWER:* | ​Be a good listener; be culturally sensitive; provide DAP child care. | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02a - Knowing about and understanding diverse family and community characteristics. | | *KEYWORDS:* | Bloom’s Taxonomy: Applying | |

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| 82. Give an example of how you might respond to a father who is worried that his tenmonth-old might be spoiled.​   |  |  | | --- | --- | | *ANSWER:* | ​Listen respectfully and provide accurate information about typical stages of child development. | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02a - Knowing about and understanding diverse family and community characteristics. | | *KEYWORDS:* | Bloom’s Taxonomy: Applying | |

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| 83. Give an example of one impediment to a successful teacher/parent relationship. What would help correct the relationship?​   |  |  | | --- | --- | | *ANSWER:* | ​The time crunch faced by modern parents is one example of an impediment, and could be corrected by reaching out to parents through email, phone, newsletters, parent meetings, and notes. | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.03 - Explain why parent and professional training is key to child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 02a - Knowing about and understanding diverse family and community characteristics. | | *KEYWORDS:* | Bloom’s Taxonomy: Applying | |

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| 84. What are the advantages and disadvantages of using behavior modification methods with children?​   |  |  | | --- | --- | | *ANSWER:* | ​Such methods are useful for changing mindless habits and may be essential for assisting children who have intellectual disabilities or some other special needs. Other strategies are usually more helpful for developing internal self-discipline and self-control in typically developing children. | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.04 - Analyze the purpose of child guidance. | | *NATIONAL STANDARDS:* | United States - NAEYC. 01b - Knowing and understanding the multiple influences on early development and learning. | | *KEYWORDS:* | Bloom’s Taxonomy: Applying | |

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| 85. Give examples of some of the characteristics of an environment that does not adhere to DAP protocol; be specific.​   |  |  | | --- | --- | | *ANSWER:* | ​Examples include: not culturally sensitive; fails to include families; materials,equipment, and activities do not match the developmental needs of the children; is not accessible to children with different abilities. | | *LEARNING OBJECTIVES:* | PCG.MILL.08.01.02 - Discuss the relevance of developmentally appropriate practice (DAP). | | *NATIONAL STANDARDS:* | United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children. | | *KEYWORDS:* | Bloom’s Taxonomy: Remembering | |