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| **Multiple Choice** |

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| 1. ​Forces affecting how children are socialized include which of the following?   |  |  |  | | --- | --- | --- | |  | a. | ​Demographics | |  | b. | ​Economics | |  | c. | ​Politics | |  | d. | ​All of these |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASEW: 2 NAEYC: 2 NAEYC: 4 | |

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| 2. ​The process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of groups and society is called   |  |  |  | | --- | --- | --- | |  | a. | ​socialization. | |  | b. | ​maturation. | |  | c. | ​temperament. | |  | d. | ​revolution. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 2 NAEYC: 4 NASW: 8 | |

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| 3. ​According to Handel, Cahill, and Elkin (2007), socialization occurs   |  |  |  | | --- | --- | --- | |  | a. | ​by means of communication. | |  | b. | ​through interactions with significant others. | |  | c. | ​in emotionally significant contexts. | |  | d. | ​all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 2 NASW: 4 NASW: 5 | |

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| 4. ​The process by which externally controlled behavior shifts to internally controlled, or self-controlled, behavior is   |  |  |  | | --- | --- | --- | |  | a. | ​internalization. | |  | b. | ​socialization. | |  | c. | ​reciprocal connection. | |  | d. | ​cultural change. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 4 NAEYC: 4 NASW: 5 | |

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| 5. ​“Socialization as a reciprocal process” refers to which of the following ideas?   |  |  |  | | --- | --- | --- | |  | a. | ​When individuals interact, a response in one individual usually elicits a response in the other. | |  | b. | ​Both mothers and fathers are important in the lives of children. | |  | c. | ​Children are socialized by many people; many people are important in their lives. | |  | d. | ​Human interactions change over time. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 2 NAEYC: 4 | |

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| 6. ​The process of socialization begins   |  |  |  | | --- | --- | --- | |  | a. | ​at birth. | |  | b. | ​before birth. | |  | c. | ​at school-age. | |  | d. | ​after birth. |  |  |  | | --- | --- | | *ANSWER:* | b | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 1 | |

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| 7. ​The total composite of hereditary instructions coded in the genes at the moment of conception is one’s   |  |  |  | | --- | --- | --- | |  | a. | ​identity. | |  | b. | ​genotype. | |  | c. | ​exosystem. | |  | d. | ​chronosystem. |  |  |  | | --- | --- | | *ANSWER:* | b | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-3 - Name two characteristics of the brain that make socialization unique in homes. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 4 NASW: 1 | |

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| 8. ​Genetic prewiring that motivates a person to seek out compatible environments is called   |  |  |  | | --- | --- | --- | |  | a. | ​active. | |  | b. | ​passive. | |  | c. | ​language-rich. | |  | d. | ​responsive. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 4 | |

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| 9. ​A happy, sociable child is more likely to engage others in social activities than a moody, shy child.  This is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​passive genotype–environment interaction. | |  | b. | ​active genotype–environment interaction. | |  | c. | ​evocative genotype–environment interaction. | |  | d. | ​none of these. |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 4 NASW: 10 NAEYC: 5 | |

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| 10. ​The difficult child has what kind of response?   |  |  |  | | --- | --- | --- | |  | a. | ​Intense | |  | b. | ​Mild | |  | c. | ​Indifferent | |  | d. | ​Adaptable |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASW: 8 NAEYC: 3 NAEYC: 4 | |

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| 11. ​Samantha is generally in a positive mood, has regular rhythms, and can adapt to change with ease.  Which temperament style does Samantha exhibit?   |  |  |  | | --- | --- | --- | |  | a. | ​Easy | |  | b. | ​Difficult | |  | c. | ​Slow-to-warm-up | |  | d. | ​Unclassified |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-3 - Name two characteristics of the brain that make socialization unique in homes. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 3 NASW: 9 NAEYC: 4 NASW: 10 | |

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| 12. ​Kochanska (1995, 1997) found that gentle parenting techniques were   |  |  |  | | --- | --- | --- | |  | a. | ​less effective in getting timid children to comply as compared to assertive children. | |  | b. | ​more effective in getting timid children to comply as compared to assertive children. | |  | c. | ​equally effective in getting timid children and assertive children to comply. | |  | d. | ​none of these. |  |  |  | | --- | --- | | *ANSWER:* | b | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 2 NASW: 10 NAEYC: 4 | |

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| 13. ​An adult tells a 6-year old to share a toy with a 4-year-old sibling.  This is an example of what kind of socialization?   |  |  |  | | --- | --- | --- | |  | a. | ​Intentional | |  | b. | ​Unintentional | |  | c. | ​Private | |  | d. | ​Challenging |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-5 - Define intentional and unintentional socialization. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 4 NASW: 11 | |

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| 14. ​Which of the following is true?   |  |  |  | | --- | --- | --- | |  | a. | ​Children absorb the verbal as well as the nonverbal cues of others. | |  | b. | ​Intentional socialization can end up being unintentional. | |  | c. | ​Much of socialization takes place spontaneously during human interactions. | |  | d. | ​All of these are true. |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-5 - Define intentional and unintentional socialization. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASW: 2 NAEYC: 2 NAEYC: 4 NASW: 14 | |

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| 15. ​Children are socialized by   |  |  |  | | --- | --- | --- | |  | a. | ​parents. | |  | b. | ​friends. | |  | c. | ​characters in movies and books. | |  | d. | ​all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 2 NASW: 10 NAEYC: 4 NASW: 11 | |

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| 16. ​According to Aries, children were treated as “miniature adults” during which historical period?   |  |  |  | | --- | --- | --- | |  | a. | ​Before the Renaissance | |  | b. | ​During the Industrial Revolution | |  | c. | ​In the 21stcentury | |  | d. | ​During the Great Depression |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 4 NASW: 2 NAEYC: 5 | |

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| 17. ​According to your text, a common concern in the United States today is   |  |  |  | | --- | --- | --- | |  | a. | ​the “loss” of childhood. | |  | b. | ​the use of children for heavy labor. | |  | c. | ​the lack of separate laws governing child punishment and adult punishment. | |  | d. | ​child death and disease. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 2 NASW: 9 NAEYC: 4 NASW: 14 | |

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| 18. ​Which of the following is *not* an “output” of socialization?  Self-esteem   |  |  |  | | --- | --- | --- | |  | a. | ​Values | |  | b. | ​Attitudes | |  | c. | ​Socialization interactions | |  | d. | ​Self-esteem |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 3 NASW: 1 NASW: 2 | |

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| 19. ​In *Walden Two*, children were given alternate strategies to avoid   |  |  |  | | --- | --- | --- | |  | a. | ​temptation. | |  | b. | ​using drugs and alcohol. | |  | c. | ​losing a baseball game. | |  | d. | ​child abuse. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 4 NASW: 9 | |

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| 20. ​Instruction, feedback, and reinforcement are all examples of   |  |  |  | | --- | --- | --- | |  | a. | ​socialization variables considered “input.” | |  | b. | ​socialization variables considered “outputs.” | |  | c. | ​attachment. | |  | d. | ​direct change. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-3 - Name two characteristics of the brain that make socialization unique in homes. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 3 NAEYC: 4 NASW: 2 | |

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| 21. ​An organized set of statements that explain observations, integrates different facts or events, and predicts future outcomes is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​theory. | |  | b. | ​adaptation. | |  | c. | ​system. | |  | d. | ​event. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 22. ​Which of the following proposed a stage theory describing cognitive development in childhood?   |  |  |  | | --- | --- | --- | |  | a. | ​Piaget | |  | b. | ​Bronfenbrenner | |  | c. | ​Aries | |  | d. | ​Woods |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 2 NAEYC: 4 NAEYC: 5 | |

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| 23. ​The bioecological model   |  |  |  | | --- | --- | --- | |  | a. | ​can accommodate other theories. | |  | b. | ​was developed by Bronfenbrenner. | |  | c. | ​provides a “whole picture” of the developing child. | |  | d. | ​all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASW: 1 NASW: 2 | |

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| 24. ​Kevin and Jai are parents raising their infant daughter Kelli.  Kevin and Jai are best described as part of Kelli’s   |  |  |  | | --- | --- | --- | |  | a. | ​microsystem. | |  | b. | ​exosystem. | |  | c. | ​macrosystem. | |  | d. | ​chronosystem. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 4 NASW: 1 NASW: 2 | |

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| 25. ​Which of the following is *not* part of the microsystem?   |  |  |  | | --- | --- | --- | |  | a. | ​School | |  | b. | ​Peer group | |  | c. | ​Family | |  | d. | ​Religion |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 2 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 26. ​The socializing agent that is thought to have the most significant impact on a child’s development is   |  |  |  | | --- | --- | --- | |  | a. | ​family. | |  | b. | ​parent’s work. | |  | c. | ​macrosystem. | |  | d. | ​media. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 2 NASW: 2 NAEYC: 4 | |

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| 27. ​The family offers the child his or her first opportunities to   |  |  |  | | --- | --- | --- | |  | a. | ​experience nurturance. | |  | b. | ​observe models of behavior. | |  | c. | ​experience language. | |  | d. | ​all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-5 - Define intentional and unintentional socialization. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 2 NASW: 2 NAEYC: 4 | |

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| 28. ​The microsystem in which children formally learn about their society is which of the  following?   |  |  |  | | --- | --- | --- | |  | a. | ​Family | |  | b. | ​Peer group | |  | c. | ​School | |  | d. | ​Community |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 2 NASW: 2 NAEYC: 4 | |

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| 29. ​The media differs from the community in that   |  |  |  | | --- | --- | --- | |  | a. | ​the media is not a small, interactive setting. | |  | b. | ​children cannot interact with any media types. | |  | c. | ​children cannot learn attitudes and values from the media. | |  | d. | ​all of these. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-6 - Name a socialization effect of societal change on child rearing and another on education. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 2 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 30. ​*Micro* is to *exo* as   |  |  |  | | --- | --- | --- | |  | a. | ​*small* is to *outside*. | |  | b. | ​*big* is to *little*. | |  | c. | ​*responsive* is to *nonresponsive*. | |  | d. | ​*small* is to *big*. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 1 NASW: 2 NAEYC: 6 | |

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| 31. ​The relationships between family and school are part of the   |  |  |  | | --- | --- | --- | |  | a. | ​microsystem. | |  | b. | ​macrosystem. | |  | c. | ​mesosystem. | |  | d. | ​exosystem. |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 2 NASW: 1 NAEYC: 4 NASW: 2 NASW: 8 | |

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| 32. ​An example of an exosystem is   |  |  |  | | --- | --- | --- | |  | a. | ​a parent’s job. | |  | b. | ​an elementary school. | |  | c. | ​the relationship between family and school. | |  | d. | ​a peer group. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 3 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 33. ​Exosystems affect children   |  |  |  | | --- | --- | --- | |  | a. | ​indirectly. | |  | b. | ​directly. | |  | c. | ​through the school only. | |  | d. | ​none of these; exosystems do not affect children. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 3 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 34. ​According to your text, people differ in their unconscious assumptions about   |  |  |  | | --- | --- | --- | |  | a. | ​personal space. | |  | b. | ​time. | |  | c. | ​interpersonal relations. | |  | d. | ​all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASW: 1 NASW: 2 NAEYC: 3 NAEYC: 4 | |

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| 35. ​A low-context macrosystem is characterized by \_\_\_\_\_\_\_\_\_, whereas a high-context macrosystem is characterized by \_\_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | ​competition; cooperation | |  | b. | ​rationality; intuitiveness | |  | c. | ​progress; tradition | |  | d. | ​all of these |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASW: 2 NAEYC: 5 | |

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| 36. ​When *what* is said is more important than *who* said it, the system is most likely a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​low-context microsystem. | |  | b. | ​high-context macrosystem. | |  | c. | ​low-context macrosystem. | |  | d. | ​elemental system. |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 4 NASW: 1 NAEYC: 5 NASW: 3 | |

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| 37. ​Compared to members of low-context macrosystems, members of high-context macrosystems are more likely to   |  |  |  | | --- | --- | --- | |  | a. | ​try to control nature. | |  | b. | ​expect personal freedom. | |  | c. | ​follow traditional role expectations. | |  | d. | ​have fragmented social relationships. |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASW: 1 NASW: 2 NAEYC: 4 | |

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| 38. ​Examples of chronosystems include   |  |  |  | | --- | --- | --- | |  | a. | ​changes in computer technology over time. | |  | b. | ​the physical changes of puberty. | |  | c. | ​increases in school violence over time. | |  | d. | ​all of these. |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-9 - Define the chronosystem and give examples of chronosystem effects relating to the past, present, and future. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 39. ​Socializing agents generally aim to prepare children for both   |  |  |  | | --- | --- | --- | |  | a. | ​stability and change. | |  | b. | ​trust and mistrust. | |  | c. | ​abuse and neglect. | |  | d. | ​the past and the present. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-10 - List the seven indicators of well-being for children. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 2 NASW: 2 NASW: 5 NASW: 4 | |

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| 40. ​According to your text, systems of government in the United States are shifting from what to what?   |  |  |  | | --- | --- | --- | |  | a. | ​Materialistic to paternalistic | |  | b. | ​Paternalistic policies to policies of empowerment | |  | c. | ​Egalitarian to robust | |  | d. | ​Mesosystems to macrosystems |  |  |  | | --- | --- | | *ANSWER:* | b | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 4 NASW: 1 NASW: 5 NAEYC: 5 | |

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| 41. ​The No Child Left behind Act is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​microsystem. | |  | b. | ​high-context macrosystem. | |  | c. | ​social shift in responsibility from one system to another. | |  | d. | ​information intermediary. |  |  |  | | --- | --- | | *ANSWER:* | c | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes. | | *KEYWORDS:* | Blooms:Apply | | *NOTES:* | NAEYC: 4 NASW: 1 NAEYC: 5 NASW: 2 | |

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| 42. ​A celebrity is an example of a(n)   |  |  |  | | --- | --- | --- | |  | a. | ​microsystem. | |  | b. | ​high-context macrosystem. | |  | c. | ​social shift in responsibility from one group to another. | |  | d. | ​information intermediary. |  |  |  | | --- | --- | | *ANSWER:* | d | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms:Apply | | *NOTES:* | NAEYC: 1 NASW: 1 NASW: 2 NAEYC: 4 | |

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| 43. ​When an official makes a decision based on statistics related to poverty, he or she is likely using which kind of indicator?   |  |  |  | | --- | --- | --- | |  | a. | ​Economic circumstance | |  | b. | ​Behavior | |  | c. | ​Education | |  | d. | ​Housing |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-5 - Define intentional and unintentional socialization. | | *KEYWORDS:* | Blooms:Apply | | *NOTES:* | NAEYC: 2 NASW: 1 NAEYC: 4 NASW: 2 NASW: 7 | |

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| 44. ​Which of the following is *not*true regarding socialization?   |  |  |  | | --- | --- | --- | |  | a. | ​Socialization begins in adolescence. | |  | b. | ​Socialization continues throughout life. | |  | c. | ​Socialization is a reciprocal process. | |  | d. | ​Socialization is a dynamic process. |  |  |  | | --- | --- | | *ANSWER:* | a | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 2 NASW: 1 NASW: 2 NASW: 10 NAEYC: 4 | |

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| **Completion** |

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| 45. ​The science of interrelationships between organisms and their environments is termed \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​ecology | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 5 NASW: 2 | |

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| 46. ​\_\_\_\_\_\_\_\_\_ refers to developmental changes associated with the biological process of aging.   |  |  | | --- | --- | | *ANSWER:* | ​Maturation | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 47. ​A happy, sociable child is more likely to engage others in social activities than is a moody, shy child.  This is an example of \_\_\_\_\_\_\_ genotype–environment interaction?   |  |  | | --- | --- | | *ANSWER:* | ​evocative | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 3 NASW: 1 NAEYC: 5 NASW: 2 NASW: 8 | |

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| 48. ​When an adult reminds a child to write a thank-you note to Grandma, this is an example of \_\_\_\_\_\_\_\_\_ socialization.   |  |  | | --- | --- | | *ANSWER:* | ​intentional | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-5 - Define intentional and unintentional socialization. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 2 NASW: 5 NAEYC: 4 | |

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| 49. ​Prior to the development of the printing press, infancy ended at age \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​7 years | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 50. ​Values, morals, motives, and self-esteem are all examples of \_\_\_\_\_\_\_\_\_ related to the socialization process.   |  |  | | --- | --- | | *ANSWER:* | ​outputs | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 4 | |

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| 51. ​Bronfenbrenner’s model is called the \_\_\_\_\_\_\_\_\_ model of human development.   |  |  | | --- | --- | | *ANSWER:* | ​bioecological | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 2 NAEYC: 5 NASW: 7 | |

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| 52. ​The family, school, and community are part of the \_\_\_\_\_\_\_\_\_, according to Bronfenbrenner.   |  |  | | --- | --- | | *ANSWER:* | ​microsystem | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 2 NASW: 2 NASW: 10 | |

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| 53. ​The peer group is part of the \_\_\_\_\_\_\_\_\_ in Bronfenbrenner’s model.   |  |  | | --- | --- | | *ANSWER:* | ​microsystem | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 4 NASW: 2 NASW: 10 NAEYC: 5 | |

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| 54. ​The media are part of the \_\_\_\_\_\_\_\_\_, according to Bronfenbrenner.   |  |  | | --- | --- | | *ANSWER:* | ​microsystem | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 4 NASW: 2 NASW: 10 | |

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| 55. ​The \_\_\_\_\_\_\_\_\_ refers to linkages and interrelationships between two or more of a person’s microsystems.   |  |  | | --- | --- | | *ANSWER:* | ​mesosystem | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-6 - Name a socialization effect of societal change on child rearing and another on education. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 2 NASW: 1 NASW: 2 NAEYC: 4 | |

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| 56. ​According to Bronfenbrenner, a community’s school board is an example of a(n) \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​exosystem | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 2 NASW: 4 NAEYC: 3 NASW: 5 | |

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| 57. ​\_\_\_\_\_\_\_\_\_ refers to an ascribed attribute of membership in a group in which members identify themselves by national origin, culture, race, or religion.   |  |  | | --- | --- | | *ANSWER:* | ​Ethnicity | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 2 NASW: 1 NASW: 7 | |

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| 58. ​Rationality and practicality are characteristic of a(n) \_\_\_\_\_\_\_\_\_-context macrosystem.   |  |  | | --- | --- | | *ANSWER:* | ​low | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 4 NASW: 1 NAEYC: 5 NASW: 2 | |

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| 59. ​According to your text, the idea that change is good would be likely to be found in a(n) \_\_\_\_\_\_\_\_\_-context macrosystem.   |  |  | | --- | --- | | *ANSWER:* | ​low | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 1 NASW: 2 NAEYC: 4 | |

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| 60. ​Living in harmony with nature would be stressed in a(n) \_\_\_\_\_\_\_\_\_ -context macrosystem.   |  |  | | --- | --- | | *ANSWER:* | ​high | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASW: 2 NAEYC: 4 | |

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| 61. ​The \_\_\_\_\_\_\_\_\_ refers to temporal changes in ecological systems or within individuals, producing new conditions that affect development.   |  |  | | --- | --- | | *ANSWER:* | ​chronosystem | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-9 - Define the chronosystem and give examples of chronosystem effects relating to the past, present, and future. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 62. ​According to Bronfenbrenner, school violence is an example of something found in the \_\_\_\_\_\_\_\_\_?   |  |  | | --- | --- | | *ANSWER:* | ​chronosystem | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-9 - Define the chronosystem and give examples of chronosystem effects relating to the past, present, and future. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 1 NASW: 1 NAEYC: 4 NASW: 2 | |

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| 63. ​Frozen embryos are an example of a societal trend in the area of \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​biotechnology | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Apply | | *NOTES:* | NAEYC: 2 NASW: 1 NASW: 5 NASW: 10 | |

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| 64. ​When a strong authority takes care of less able citizens, this is considered \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​paternalistic | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-6 - Name a socialization effect of societal change on child rearing and another on education. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC:4 NASW: 2 NAEYC: 6 NASW: 4 NASW: 5 | |

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| 65. ​A principle or action based on the belief that any individual can learn to care for him- or herself is called \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​empowerment | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 4 NASW: 1 NASW: 4 NASW: 11 | |

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| 66. ​The No Child Left Behind Act of 2004 requires children to take \_\_\_\_\_\_\_\_\_ tests.   |  |  | | --- | --- | | *ANSWER:* | ​standardized achievement | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-6 - Name a socialization effect of societal change on child rearing and another on education. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 3 NASW: 2 NAEYC: 4 NAEYC: 5 NASW: 10 NASW: 11 | |

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| 67. ​The process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of society is known as \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​socialization | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 6 NASW: 3 | |

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| 68. ​Regarding development, socialization begins at \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​birth | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 1 NASW: 1 NASW: 2 NASW: 10 NAEYC: 2 NAEYC: 4 | |

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| 69. ​An individual’s sensitivity to various experiences and responsiveness to patterns of social interaction collectively are called \_\_\_\_\_\_\_\_\_.   |  |  | | --- | --- | | *ANSWER:* | ​temperament | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Remember | | *NOTES:* | NAEYC: 4 NASW: 1 | |

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| **Subjective Short Answer** |

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| 70. ​Write an essay contrasting childhood during the Industrial Revolution with childhood today.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms:Analyze | | *NOTES:* | NAEYC: 4 NASW: 2 NASW: 8 NASW: 9 NAEYC: 5 | |

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| 71. ​Imagine you are giving a speech entitled *Changes in Society Today and How They Affect Children and Families*.  Describe what you will say.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-1 - Define ecology and discuss how it relates to child development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 4 NASW: 2 NAEYC: 5 | |

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| 72. ​Compare and contrast *intentional* socialization with *unintentional* socialization and give examples.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-5 - Define intentional and unintentional socialization. | | *KEYWORDS:* | Blooms:Analyze | | *NOTES:* | NAEYC: 2 NASW: 1 NASW: 2 NAEYC: 4 | |

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| 73. ​Explain the systems found in Bronfenbrenner’s model and give examples.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 4 NASW: 1 NASW: 2 NAEYC: 5 | |

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| 74. ​Describe how the mesosystem differs from the macrosystem.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 4 NASW: 1 NASW: 2 NAEYC: 5 | |

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| 75. ​Compare and contrast the different types of microsystems, providing examples of how each impacts development.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-8 - Name and define the four ecological systems involved in socialization. | | *KEYWORDS:* | Blooms: Analyze | | *NOTES:* | NAEYC: 4 NASW: 1 NASW: 2 NAEYC: 5 | |

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| 76. ​Use the concept of *passive* genotype–environment interaction to explain a child’s musical and/or artistic abilities.  Explain how *passive* genotype–environment interactions are different from *evocative* or *active* interactions.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-6 - Name a socialization effect of societal change on child rearing and another on education. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 5 NASW: 2 | |

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| 77. ​Imagine you are providing in-service training for newlyrecruited Peace Corps volunteers.  Write a speech explaining the difference(s) between high-context and low-context macrosystems.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-10 - List the seven indicators of well-being for children. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 2 NASW: 1 NASW: 4 NASW: 5 NASW: 7 NAEYC: 4 NAEYC: 5 | |

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| 78. ​Imagine you are part of a debate team.  Your position for the debate is to argue that children play a role in their own socialization.  Describe what you will say.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-7 - Define a theory and apply it to the bioecological theory of human development. | | *KEYWORDS:* | Blooms: Understand | | *NOTES:* | NAEYC: 4 NASW: 1 NASW: 2 NASW: 5 NAEYC: 5 | |

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| 79. ​Compare an *easy* child with one who is *slow-to-warm-up* using the five aspects of temperamental quality found in the text.   |  |  | | --- | --- | | *ANSWER:* | ​Answer not provided. | | *LEARNING OBJECTIVES:* | CFSC.BERN.16.1-2 - Define socialization and explain how it relates to child development. | | *KEYWORDS:* | Blooms:Analyze | | *NOTES:* | NAEYC: 1 NASW: 10 NASW: 10 NAEYC: 4 | |