Assessment #4 will cover: Information from Chapters 11, 13, 14, & 15, as well as information covered in class and the hypothetical class profiles. Use the “In This Chapter You Will Discover” as a study guide as well.

- Always think about how you would apply this information with a specific age group of children.
- You will be using the class profiles developed in class.
- Be sure to bring your copy of the CLASS PROFILES to the assessment.
- Bring Scan-Tron #882 for the multiple choice questions.
- You may use one 4”x6” index card (both sides okay) with notes during the Assessment.

The following topics will help you study for this assessment:

Chapter 11: Developmental Tasks as the Curriculum: What Children Need at What Stage
1. Know the “trickle-down effect”.
2. Know the studies of cultural expectations.
3. Know the three knowledge bases and how to apply them.
4. Understand the value & cautions of the developmental charts of children’s development.

Chapter 13: Language and Emergent Literacy
1. Review Laurie Makins’ list of guiding principles for ECE regarding language.
2. Understand how do you facilitate language development for specific age groups.
3. Review the four levels of listening.
4. Understand the difference between Reading Readiness Approach vs. the Emergent Literacy Approach as described by the author of the text.

Chapter 14: Providing Developmentally Appropriate Experiences in Math and Science
1. Know the Constructivist Approach regarding what and how children learn.
2. Review Piaget’s three types of knowledge in regards to the Constructivist Approach
   a. physical knowledge
   b. logico-mathematical knowledge
   c. social knowledge
4. Understand what “Science’ looks like in an early childhood program
5. Understand the following:
   a. constructivist approach vs. formal science lessons
   b. physics and the Project Approach
   c. chemistry and the Project Approach
   d. nature study
   e. transition projects
6. Know the basic equipment and materials for math and science

Chapter 15: Integrating Art, Music, and Social Studies into a Holistic Curriculum
1. Know what children gain from Art Experiences and understand how you facilitate the process.
2. Know what children gain from Music Experiences and understand how you would facilitate the process.
3. Understand the dynamics of Social Science in early childhood education programs.
4. Understand beginning with self → moving from self to others → to community.
5. Understand all the components and steps in Curriculum Webbing (be able to design a web on a specific topic). Identify: concepts, skills, developmentally appropriate activities for the children in the class profiles. Be able to summarize what children will learn.

6. Be able to describe how early childhood professional create a Holistic Curriculum.

Possible Questions Using the Essay Format:

1. Identify and describe the three knowledge bases and why they are important for teachers in creating equitable classrooms.

2. Discuss the “trickle-down effect” as it relates to early childhood education.

3. Discuss the risks of a child's losing his or her home language in an English-only early childhood program.

4. Describe the processes of “transformation” and “representation”.

5. Compare a constructivist approach to a formal science-lesson approach.

6. Using the children in the class profiles in your example, explain how art can be both an individual endeavor and a collaborative experience.

7. Describe how early childhood professionals create a holistic curriculum.

8. Describe what a music center should offer children.

9. *Looking at the Class Profiles, design a learning experience that illustrates how you will support three children’s development using one of the following curriculum areas as a vehicle for learning. Curriculum areas: language and emergent literacy, math, science, music, art, or social studies.

10. Discuss the value of the developmental charts as well as discussing the cautions in using the charts. Then, *using your child profiles, select one or more child/ren to illustrate your points in your essay.

11. Discuss how developmental expectations differ from culture to culture. Support your essay using data from the studies of cultural expectations.

12. Describe how an emergent-literacy approach differs from a reading-readiness approach to literacy. Provide an in-depth discussion.

13. Describe how teachers and providers facilitate emergent literacy in programs for preschoolers, kindergarteners, and in programs for school-age children. [Describe each separately].


15. Discuss how the study of self, others, and the community fits into a social studies curriculum. Provide an in-depth discussion.