Assessment #3 will cover: Information from Chapters 7, 8, 9 & portions of Chapters 10, 11, 13, & 15, as well as information covered in class. Use the "In This Chapter You Will Discover" as a study guide as well.

- Bring Scan-Tron #882 for the multiple choice questions. Paper will be provided for the essays.
- You may use one 4" x 6" index card (both sides okay) with notes during the Assessment.
- It is your responsibility to be sure you have completed 50 points worth of answers.
- Be sure to use your Own Words when writing your essay response. Your evaluation will be based on good essay format, critical thinking and content information.
- Answer each question as thoroughly as time allows. Divide your time among the questions to avoid the trap of leaving questions unanswered.

* There will be one 10-Point Mandatory Question: Write your educational philosophy statement for early childhood education.

The following topics will help you study for the assessment:

Chapter 7: Modeling Adult Relationships in Early Childhood Settings
1. Discuss the importance and components of working with colleagues -- building relationships with other professionals
2. Discuss the differences between arguing and dialoguing.
3. What are the key components for professional’s developing relationships with families?
4. Discuss ways to help families feel a part of the program.
5. Discuss honoring the diversity within families and staff.
6. Discuss ways to handle conflicts with families.
7. Video: Building Bridges
8. Discuss the RERUN method in resolving conflicts with families.
Chapter 8: Setting Up the Physical Environment
1. Know steps in planning an ECE environment.
2. Know educational theorists that emphasize the importance of environmental set-up.
3. Know the author's opinion regarding the setting for ECE programs.
4. Know the dimensions of the Teaching-Learning Environment.
5. Know what to consider when planning & designing the physical environment.
6. Know appropriate types of material & equipment for the ECE setting.
7. Know the difference between promoting independence and interdependence.
8. Know the NAEYC Standards that apply to setting up the physical environment.
9. Know what research tells us about setting up the physical environment.
10. Know how the environment reflects the following goals: individuality, independence, interdependence, cooperation, anti-bias focus, authenticity, exploration, and aesthetics.

Chapter 9: Creating a Social-Emotional Environment
1. Look at factors that contribute to a positive social-emotional environment.
2. Know the quality indicators.
3. Know how continuity is reflected in an ECE setting.
4. Look at cultural influences.
5. Look at the early childhood culture and the family culture.
6. Know the NAEYC Standards that apply.
7. Look at interdependence vs independence as a focus of programs.
8. Look at the issues of inclusion of children with special needs.

Chapter 10: Routines
1. Why is care-giving considered to be part of the curriculum?
2. Describe what cultural and developmental issues surround the grooming and dressing of young children.
3. What is a transition?
4. How do you handle emotionally charged arrivals and departures?
5. Describe physical-care routines.
6. Describe the keys to a good developmentally appropriate schedule.
Chapter 11: Developmental Tasks as the Curriculum: How to Support Children at Each Stage

1. Discuss the value of developmental charts, as well as discuss the cautions in using the charts.
2. Discuss the three knowledge bases and how they relate to planning for children.
3. Discuss the importance of understanding that children are not the same in all of their “developmental selves” as their chronological age.

Chapter 13: Language and Emergent Literacy

1. What is Language?
2. What is Emergent Literacy?
3. Know the Development of Language.
   • Review Laurie Makins’ list of guiding principles for ECE regarding language.
   • Understand how you facilitate language development.
   • Review the four levels of listening.
   • Understand the difference between Reading Readiness Approach vs. the Emergent Literacy Approach as described by the author of the text.
   • Discuss the risks of a child losing his or her home language in an English-only early childhood program.

Chapter 15: Integrating Social Studies into a Holistic Curriculum

1. Understand the dynamics of Social Science in early childhood education programs.
2. Understand beginning with self → moving from self to others → to community.
3. Describe a Holistic Curriculum.
4. Be able to describe how early childhood professionals Create a Holistic Curriculum.