

**Multiple Choice**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 21st century
- 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

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

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

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

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

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

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

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

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

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

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

27. The family offers the child his or her first opportunities to
- experience nurturance.
  - observe models of behavior.
  - experience language.
  - 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

28. The microsystem in which children formally learn about their society is which of the following?
- Family
  - Peer group
  - School
  - 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

29. The media differs from the community in that
- the media is not a small, interactive setting.
  - children cannot interact with any media types.
  - children cannot learn attitudes and values from the media.
  - 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

30. *Micro* is to *exo* as
- small* is to *outside*.
  - big* is to *little*.
  - responsive* is to *nonresponsive*.
  - 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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Completion**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Subjective Short Answer**

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

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

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

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

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

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

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

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

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

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

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NASW: 10

NASW: 10

NAEYC: 4