Complete the questions **in complete sentences** and upload them to the Assignments/Uploads content area on the left.

**INSTRUCTION: 8 PAGES FOR ALL THE QUESTIONS CHAPTER 9 - 15 (SHORT ANSWERS)**

**Chapter 9:**

1. How are cognitive development and linguistic development interdependent?  How does language development also depend on social interaction?

2. Talk (text or email) with a person whose native language is a language other than English and find out what kinds of experiences he or she had throughout elementary and high school

**Chapter 10:**

1. What did your parents do (or not do) to promote your literacy development when you were growing up? How were you taught to read? What were some of your favorite books and why? What were some of the books you disliked and why?

2. Think back to your own experience as an elementary, middle school, and high school student.  Describe ways in which your teachers incorporated music and the arts into your learning experiences.

3. What is meant by the term, “standards-based instruction?”

4. What kinds of things do many preschool children know about printed language even before they have been exposed to deliberate literacy instruction?

5. Why is it important for youngsters to engage in recreational reading¾that is, in reading that adults have not specifically asked them to do?

**Chapter 11:**

1. What are the implications for the future of a securely attached infant? For an insecurely attached infant?

2. How can teachers help children with early insecure attachment become well-adjusted, happy adults?

3. Why is it important for children to learn to regulate their emotions? What impact does emotional regulation have on children’s learning?

4. What are some ways you can promote emotional development in the classroom?

5. How might temperament influence children’s behavior in the classroom?

6. How can teachers structure learning environments to address the needs of children with different personality types?

7. Just include a discussion of the results you discover in Handout 11

**Handout 11**

**Comparing Personality Types**

On a scale of 1 (low) to 5 (high), please, rate yourself according to each of the following personality dimensions:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personality Dimension** | **Low** |  |  |  | **High** |
| Extraversion (being socially outgoing)  | 1 | 2 | 3 | 4 | 5 |
| Agreeableness (being warm and sympathetic) | 1 | 2 | 3 | 4 | 5 |
| Conscientiousness (being persistent and organized) | 1 | 2 | 3 | 4 | 5 |
| Neuroticism (being anxious and fearful) | 1 | 2 | 3 | 4 | 5 |
| Openness (being curious and imaginative) | 1 | 2 | 3 | 4 | 5 |

1. Draw a line connecting each of your answers.
2. Next, choose a person that you are close to and rate them according to the same scale.
3. Using a different line (i.e., different color, dashed, dotted, etc.), connect the answers of the person you selected.
4. Choose a partner.  Discuss what you discovered about yourself and the person that you selected.

**Chapter 12:**

1. Are we born with a sense of self? If not, at what age does it emerge and why?

2. In what ways does a person’s self-concept change over the years?

3. Why is *identity* development an “adolescent issue” rather than a “children’s issue?”

4. How might a student’s self-perception influence his or her educational capabilities? Is a person’s self-perception immutable or are there ways that teachers can positively or negatively influence students’ self-perceptions and consequently their academic success?

5. Should children and adolescents receive negative feedback? Why or why not? Discuss some examples of how a teacher might give negative feedback to a student in a helpful manner.

**Chapter 13:**

1. What is the relationship between self-regulation and intrinsic motivation?

2. What motivates children and adolescents?

3. Are there any benefits associated with extrinsic motivation?

4. What did you do today (or yesterday) that was intrinsically motivated, and what did you do today (or yesterday) that was extrinsically motivated?

5. How do your expectations of future events influence how you behave now?

6. To what degree should teachers be responsible for motivating students and to what degree should teachers be responsible in helping students motivate themselves?

**Chapter 14**:

1. Do you think that moral development occurs gradually or in a stage-like fashion?

2. How do you plan to model caring behaviors to the children or adolescents you will be working with?

3. How would you respond to a parent who told you that moral education should occur only in the home?

4. In what ways do girls and boys differ with respect to moral development?

5. In what way do exceptionally aggressive children perceive people differently from how less aggressive children perceive people? Describe an aggressive and nonaggressive child’s thought processes at each step of Dodge’s (1986) social information processing model.

6. Does aggressive behavior serve any useful purposes?

7. As a future practitioner, working with infants, children, or adolescents, how might you help your aggressive students improve their ability to interpret social cues more accurately?

**Chapter 15**:

1.  Why does peer pressure influence peak in the middle school years?

2. What are the social-emotional implications of adolescents racially categorizing each other?

3. How and why would you help special needs students improve their social skills?

4. Why should teachers be knowledgeable about peer relationships?

5. Zachary is a rejected child in your classroom and Gina is a neglected child in your classroom. Would your approach to promoting each child’s interpersonal relationships be the same or different?

6. What is the difference between a gang and a clique?

7. What were some of the messages your parents told you about dating when you were growing up? Were you restricted from dating until a certain age?