**Final KTDEs (Chapters 4, 5, 6, 7, 9, 10)**

**Teachers Schools and Society: Brief Intro to Ed, 5e (Sadker)**

**EELB 230 – Murillo**

**Answer Key**

**Chapter 4**

**Student Life in School and at Home**

From the moment children first enter school, they are immersed in an informal and subtle network of interactions that forms a big part of school culture. This chapter takes readers beyond academics to the lesser-known three Rs (rules, rituals, and routines). School tracking practices assign students to high- and low-ability groups, and an academic caste system may emerge. The chapter also discusses the changing American family and social forces confronting children.

1. What rituals and routines shape classroom life?

2. How does the teacher’s gatekeeping function influence classroom roles?

3. What is tracking, and what are its advantages and disadvantages?

4. How do gender and peer groups influence children in elementary and middle school?

5. In what ways does the adolescent culture shape teenage perceptions and behaviors in high school?

6. What impact do changing family patterns and economic issues have on children and schools?

7. How can educators respond to social issues that place children at risk?

**Key Terms and People**

Ability grouping

Gatekeeping

McKinney-Vento Homeless Assistance Act

Oakes, Jeannie

Sociograms

Tracking

1) Student achievement will be increased when \_\_\_\_\_\_\_\_.

A) the teachers spend more time on providing essential supplies to students

B) the teachers spend more time on helping the students improve their behavior

C) the students spend more time on interacting with their classmates

D) the students spend more time on learning their subjects

Answer:

Topic: Watching the Clock

Learning Objective: 4.2: Evaluate the importance of time in student achievement.

2) Paula is an elementary school teacher who often feels that the last thing in the world she gets to do is teach her students. She feels as though much of her day is spent on determining who gets to speak, when to line up for lunch, how the class will work when broken into groups, and so on. In this example, Paula occupies the role of a(n) \_\_\_\_\_\_\_\_.

A) organizer

B) gatekeeper

C) tracker

D) administrator

Answer:

Topic: The Teacher as Gatekeeper

Learning Objective: 4.3: Identify the gatekeeping function of a teacher and its influence on classroom roles.

3) According to Goodlad, which statement is true regarding the patterns of classroom interactions?

A) While there is relatively little praise in classrooms, the feedback students receive tends to be corrective in nature.

B) The teacher tends to be disengaged from students, preferring to let them work in groups rather than engage in direct instruction.

C) Students are typically restrained in a relatively small space during a period in which much of the activity is about maintaining order.

D) Students feel that they have an important role in influencing the activities that the teacher chooses for instruction.

Answer:

Topic: The Teacher as Gatekeeper

Learning Objective: 4.3: Identify the gatekeeping function of a teacher and its influence on classroom roles.

4) As gatekeepers, teachers must:

A) counsel weak students.

B) determine which student will talk when.

C) determine the grade for each student.

D) assemble same-ability, homogeneous classes.

Answer:

Topic: The Teacher as Gatekeeper

Learning Objective: 4.3: Identify the gatekeeping function of a teacher and its influence on classroom roles.

5) Which of the following makes for an engaging education experience?

A) Feeling that school work is a routine part of life

B) Experiencing a teacher-centered approach

C) Getting the opportunity to excel

D) Engaging in a gatekeeping role

Answer:

Topic: The Teacher as Gatekeeper

Learning Objective: 4.3: Identify the gatekeeping function of a teacher and its influence on classroom roles.

6) Which of the following statements is true about the effect of patterns of classroom interactions on both teachers and students?

A) Most classroom questions require that students avoid using rote memory.

B) Roughly two-thirds of classroom time is taken up by talk and two-thirds of that talk is by the teacher.

C) Because questioning signals curiosity, it is the learners who do most questioning, asking as many as 348 questions a day.

D) Teachers interact more and more with students as they go through the grades.

Answer:

Topic: The Teacher as Gatekeeper

Learning Objective: 4.3: Identify the gatekeeping function of a teacher and its influence on classroom roles.

7) Identify a true statement about race, socioeconomic status, and tracking.

A) Teachers with the most experience and the highest levels of qualifications are assigned to students in the lowest tracks.

B) Low-track students are often required to take as many math and science classes as high-track students.

C) When parents intervene, counselors place middle- and upper-socioeconomic class students with low grades and test scores into higher tracked groups.

D) Asian, white, and wealthy students are more likely than black, Hispanic, and poor students to be recommended for advanced classes and gifted programs, even with equivalent test scores.

Answer:

Topic: The Other Side of the Tracks

Learning Objective: 4.4: Define the concept of tracking and list its advantages and disadvantages.

8) In the context of tracking, students are sorted based on \_\_\_\_\_\_\_\_.

A) ability

B) appearance

C) past achievement

D) religion

Answer:

Topic: The Other Side of the Tracks

Learning Objective: 4.4: Define the concept of tracking and list its advantages and disadvantages.

9) Which of the following is a true statement about students in low-ability tracks?

A) They get more learning opportunities than students in higher-ability tracks.

B) Their instruction places more emphasis on classroom management problems.

C) Their instruction covers more content and involves less repetition.

D) They get more encouragement and instruction from their teachers.

Answer:

Topic: The Other Side of the Tracks

Learning Objective: 4.4: Define the concept of tracking and list its advantages and disadvantages.

10) In the context of the education system in the United States, which of the following is one of the most important discoveries made by Jeannie Oakes?

A) She found that in the tracking system, race, far more than ability, determines which students are placed in which tracks.

B) She found that children go to their first-grade teacher not only for this practical information but also for hugs, praise, and general warmth and affection.

C) She found that grades go down as alcohol consumption and drug use go up.

D) She found that extracurricular activities expand cultural, artistic, and athletic opportunities.

Answer:

Topic: The Other Side of the Tracks

Learning Objective: 4.4: Define the concept of tracking and list its advantages and disadvantages.

11) According to Jeannie Oakes, tracking persists in schools largely because \_\_\_\_\_\_\_\_.

A) administrators believe that it is the most cost-effective way to educate children

B) teachers think it is the best way to improve test scores among their students

C) teachers expect little from the low-track students and they do little to improve student performance

D) educators believe it is the fairest way to treat their students so that they can learn well

Answer:

Topic: The Other Side of the Tracks

Learning Objective: 4.4: Define the concept of tracking and list its advantages and disadvantages.

12) Which of the following statements would most likely be made by a critic of middle school education?

A) Middle schools offer a more discipline-focused curriculum than K-8 schools.

B) Middle schools give excessive importance to academic rigor.

C) Middle schools overemphasize self-esteem building.

D) Middle schools ignore emotional and physical developmental growth of students.

Answer:

Topic: The Gendered World of Elementary and Middle Schools

Learning Objective: 4.5: Analyze the impact of gender and peer groups on children in elementary and middle school.

13) Critics of middle school education argue that they should be replaced by \_\_\_\_\_\_\_\_.

A) single-sex schools

B) K-8 schools

C) charter schools

D) home schools

Answer:

Topic: The Gendered World of Elementary and Middle Schools

Learning Objective: 4.5: Analyze the impact of gender and peer groups on children in elementary and middle school.

14) When asked to identify the one best thing about their high school, \_\_\_\_\_\_\_\_ usually rank at the top of the list of students.

A) academics

B) cultural activities

C) friends

D) sporting events

Answer:

Topic: High School: Lessons in Social Status

Learning Objective: 4.6: Understand the challenges faced by high school students and the importance of positive teacher-student relationships in overcoming these challenges.

15) Which of the following ranked highest with students while describing their peer culture in middle school?

A) Student-teacher camaraderie

B) Relational aggression

C) Worries about poverty

D) Gender clashes

Answer:

Topic: The Gendered World of Elementary and Middle Schools

Learning Objective: 4.5: Analyze the impact of gender and peer groups on children in elementary and middle school.

16) Which of the following statements regarding the composition of the modern family in the United States is true?

A) American families most often have at least three children or more.

B) More than 50 percent of new mothers have at least some college education.

C) More than 80 percent children are born to mothers who are at least 35 years old.

D) Only a few American families are remarried or recoupled.

Answer:

Topic: Social Challenges Come to School

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

17) Which of the following is true of children living in low-income homes?

A) Their families do not encourage them to study harder or perform well in school.

B) They have many adults with professional careers who can serve as role models.

C) Their neighborhood reality is often filled with crime and drugs.

D) They may not get admitted to public schools because of their financial status.

Answer:

Topic: Social Challenges Come to School

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

18) Which of the following is a recommended teaching strategy that can help children from low-income homes achieve academic success?

A) Teachers should avoid lowering their expectations for students belonging to this group.

B) Teachers should encourage them to study at home and spend lesser time at school.

C) Teachers should lower their academic expectations for such children.

D) Teachers should ask them to avoid taking difficult subjects like mathematics.

Answer:

Topic: Social Challenges Come to School

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

19) The most widespread form of substance abuse is \_\_\_\_\_\_\_\_.

A) alcohol

B) marijuana

C) heroin

D) cocaine

Answer:

Topic: Children: At Promise or at Risk?

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

20) In 1987, Congress passed the \_\_\_\_\_\_\_\_, which requires homeless students to have the same access to school as everyone else.

A) McKinney-Vento Homeless Assistance Act

B) Transitional Housing Participant Misconduct Act

C) Homelessness Reduction Bill

D) Homeless Persons Order

Answer:

Topic: Social Challenges Come to School

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

21) In the context of the social challenges that students face in school, which of the following statements is true about poor children entering school?

A) They are less likely to live in single-parent families.

B) They have more books to read.

C) They are read to as often as higher-income children.

D) They typically receive less adult attention.

Answer:

Topic: Social Challenges Come to School

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

22) In the context of the social challenges that students face in school, children from low socioeconomic backgrounds often \_\_\_\_\_\_\_\_.

A) have difficulty generating new solutions to problems

B) have the ability to easily monitor the quality of their work

C) exhibit low levels of distractibility

D) exhibit long attention spans

Answer:

Topic: Social Challenges Come to School

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

23) Which of the following is the most popular first-time choice for teens trying drugs?

A) Lysergic acid diethylamide (LSD)

B) Marijuana

C) Prescription drugs

D) Inhalants

Answer:

Topic: Children: At Promise or at Risk?

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

24) Which of the following statements is true about bullying?

A) Boys are more likely than girls to engage in relational bullying.

B) Both boys and girls often engage in bullying with similar behaviors.

C) Both boys and girls are likely to cyber-bully.

D) Girls are more likely than boys to engage in physical bullying.

Answer:

Topic: Children: At Promise or at Risk?

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

25) Identify an accurate statement about bullying in schools.

A) Teachers accept the common myths surrounding bullying.

B) Bullies only use physical force or threats to intimidate others.

C) Most youths describe bullying as a harmless act.

D) Only a small number of children are affected by bullying.

Answer:

Topic: Children: At Promise or at Risk?

Learning Objective: 4.8: Review the steps educators can take to help address the social issues affecting children in schools.

26) Schools create their own cultures, replete with their own norms, rituals, and routines. Using experiences from your elementary, middle, or secondary schooling, describe the norms, rituals, and routines that you experienced. What made them rituals? How did these contribute to the overall culture of the school? Be sure to provide specific examples to support your position.

Answer:

Topic: Rules, Rituals, and Routines

Learning Objective: 4.1: Analyze the impact of rules, rituals, and routines at schools on classroom life.

27) Are you of the view that students mostly waste time, while teachers are busy organizing, structuring, talking, questioning, handing out, collecting, timekeeping, and crisis hopping? Suggest some ways of efficient time management in the classroom.

Answer:

Topic: Watching the Clock

Learning Objective: 4.2: Evaluate the importance of time in student achievement.

28) Discuss what you believe John Goodlad meant when he said that "the emotional tone of the classroom is neither harsh and punitive nor warm and joyful; it might be described most accurately as flat." To what extent do you feel his statement mirrored your experiences as a student? What steps can teachers take to change the emotional tone of their classrooms while still remaining professional? Be sure to support your positions with specific examples.

Answer:

Topic: The Teacher as Gatekeeper

Learning Objective: 4.3: Identify the gatekeeping function of a teacher and its influence on classroom roles.

29) Imagine that you are the principal of a school. You realize that the teachers in your school mainly remain busy gatekeeping, and much of their day is spent on determining who gets to speak, when to line up for lunch, how the class will work when broken into groups, and so on. How can you ensure that your teachers spend more time on teaching and not on gatekeeping? What sort of changes would you make?

Answer:

Topic: The Teacher as Gatekeeper

Learning Objective: 4.3: Identify the gatekeeping function of a teacher and its influence on classroom roles.

30) Jeannie Oakes argues that the tracking debate is symbolic of a larger struggle over the purpose of education. How do you feel that tracking fits into the larger discussion over the purpose of education in America? Be sure to provide specific examples to support your positions.

Answer:

Topic: The Other Side of the Tracks

Learning Objective: 4.4: Define the concept of tracking and list its advantages and disadvantages.

31) The authors argue that teachers must work to create humane and caring classrooms to support all students but particularly those who are at risk from academic and social issues. Discuss how teachers would go about creating caring and humane classrooms. What are the obstacles to teachers creating such classrooms for their students? What can teachers do to overcome such obstacles? Be sure to support your arguments with specific examples and analysis where appropriate.

Answer:

Topic: The Gendered World of Elementary and Middle Schools

Learning Objective: 4.5: Analyze the impact of gender and peer groups on children in elementary and middle school.

32) Discuss the arguments posed by critics of the middle school process. Based upon your experiences in middle school, do you feel that their arguments have merit? What actions do you think could be taken that would satisfy the middle school critics while preserving the mission of middle school? Be sure to support your positions with specific examples and analysis.

Answer:

Topic: The Gendered World of Elementary and Middle Schools

Learning Objective: 4.5: Analyze the impact of gender and peer groups on children in elementary and middle school.

33) Imagine that you are a new high school teacher. You want to do the best job possible of helping your students get the most out of their opportunities. In order to do so, what are some aspects of adolescent struggles that you would need to familiarize with? Keeping these adolescent struggles in mind, how would you create a classroom that would help your students perform well in high school?

Answer:

Topic: High School: Lessons in Social Status

Learning Objective: 4.6: Understand the challenges faced by high school students and the importance of positive teacher-student relationships in overcoming these challenges.

34) At the school where you teach, the issue of "helicopter parents" has become a real source of tension for teachers, administrators, and students. As you have an excellent track record of dealing with parents, you have been asked to help train school personnel in dealing with these parents. What sort of advice will you give them? What would be some of the examples you would provide in effectively working with such demanding parents?

Answer:

Topic: High School: Lessons in Social Status

Learning Objective: 4.6: Understand the challenges faced by high school students and the importance of positive teacher-student relationships in overcoming these challenges.

35) Discuss the role of schools in alleviating unhealthy student stress. Explain how positive student-teacher relationships can help in building trust and a healthier academic and social climate for adolescents.

Answer:

Topic: High School: Lessons in Social Status

Learning Objective: 4.6: Understand the challenges faced by high school students and the importance of positive teacher-student relationships in overcoming these challenges.

36) Detail some of the social conditions or problems that may affect student performance in school (a few examples: poverty, homelessness, substance abuse). In your opinion, which of these conditions or problems poses the biggest threat to your ability, as a teacher, to provide educational opportunity for all? What can you as a teacher do in response?

Answer:

Topic: Social Challenges Come to School

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

37) How do changes in the structure of the American family influence decisions and choices teachers must make?

Answer:

Topic: Social Challenges Come to School

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

38) Researchers who study children in poverty note that schools reflect middle-class values. What are some of these values? How do teachers display these values to their students? What sort of challenges do these values present to teachers who are working with students in poverty? What can teachers do to help these students reach their educational potential? Be sure to provide specific examples to support your positions.

Answer:

Topic: Social Challenges Come to School

Learning Objective: 4.7: Explain the effect of evolving family patterns and economic inequality on student life in school.

39) Describe the cultural shift in drug abuse that researchers have discovered. How might this affect programs designed to combat the problem of drug abuse? Be sure to provide specific examples to support your analysis.

Answer:

Topic: Children: At Promise or at Risk?

Learning Objective: 4.8: Review the steps educators can take to help address the social issues affecting children in schools.

40) What myths surrounding bullying are often accepted by teachers? What realities of bullying in schools run counter to those myths? In what ways are teachers well placed to combat bullying among students?

Answer:

Topic: Children: At Promise or at Risk?

Learning Objective: 4.8: Review the steps educators can take to help address the social issues affecting children in schools.

**Chapter 5**

**The Multicultural History of American Education**

Understanding the history of America’s schools offers students perspective—a sense of their place in the education system. In a very real way, today’s classrooms are living tributes to past achievements and sacrifices. This chapter traces American education from colonial times to the present and the ongoing struggle to open the schoolhouse door to more diverse citizens.

1. What was the nature and purpose of colonial education?

2. How did the Common School Movement promote universal education?

3. What developments mark the educational history of Native Americans?

4. How did teaching become a “gendered” career?

5. How did secondary schools evolve?

6. What were the main tenets of the Progressive Education movement?

7. What role has the federal government played in American education?

8. How did history shape the educational experiences of African Americans, Hispanics, Asian Americans/Pacific Islanders, and Arab Americans?

9. What educational barriers and breakthroughs have girls and women experienced?

10. Who are some of the influential educators who have helped fashion today’s schools?

**Key Terms and People**

Academy

American Spelling Book

A Nation at Risk

Ashton-Warner, Sylvia

Brown v. Board of Education of Topeka

Clark, Kenneth

Comenius

Common school

Crandall, Prudence

Dame schools

De facto segregation

De jure segregation

Dewey, John

DuBois, W. E. B.

Elementary school

English Classical School

Franklin, Benjamin

Freire, Paulo

Froebel, Friedrich

Gendered career

Herbart, Johann

Hornbook

In loco parentis

Jefferson, Thomas

Kalamazoo, Michigan, case

Kindergarten

Land Ordinance Act

Latin grammar school

Mann, Horace

McGuffey Readers

McLeod Bethune, Mary

Montessori, Maria

National Defense Education Act (NDEA)

New England Primer

Normal schools

Northwest Ordinance

Old Deluder Satan Law

Pedagogy of the Oppressed

Pestalozzi, Johann Heinrich

Piaget, Jean

Plessy v. Ferguson

Progressive education

Rousseau, Jean-Jacques

Second-generation segregation

Separate but equal

Skinner, Burrhus Frederick (B. F.)

Tenth Amendment

Washington, Booker T.

Willard, Emma Hart

1) In early colonial times, some women began to devote their time to teaching, converting their homes into schools. These women taught reading, writing, and computation, and their homes became known as \_\_\_\_\_\_\_\_.

A) public schools

B) dame schools

C) charter schools

D) common schools

Answer:

Topic: Colonial New England Education: God's Classrooms

Learning Objective: 5.2: Explain the characteristic features and objectives of colonial education.

2) The Old Deluder Satan Law of 1647 required that:

A) all citizens of Massachusetts must present themselves periodically to recite the Scripture.

B) every town of fifty households must appoint and pay a teacher of reading and writing.

C) every household must appoint an individual to read the Scripture on behalf of the family.

D) all citizens of Massachusetts must be assessed to determine their reading and writing skills.

Answer:

Topic: Colonial New England Education: God's Classrooms

Learning Objective: 5.2: Explain the characteristic features and objectives of colonial education.

3) Many colonies required that masters teach reading and writing as well as \_\_\_\_\_\_\_\_ skills.

A) fighting

B) swimming

C) household

D) vocational

Answer:

Topic: Colonial New England Education: God's Classrooms

Learning Objective: 5.2: Explain the characteristic features and objectives of colonial education.

4) Nathan was a young man receiving an education during the colonial period. As his family was business-oriented, he was enrolled in a private school devoted to teaching accounting, and that helped him take over his family business. Based on the description above, Nathan most likely attended a school in the \_\_\_\_\_\_\_\_ colonies.

A) northern

B) middle

C) southern

D) eastern

Answer:

Topic: Colonial New England Education: God's Classrooms

Learning Objective: 5.2: Explain the characteristic features and objectives of colonial education.

5) How did Benjamin Franklin help in severing American educational thought from its European roots?

A) He gave importance to religious education and the establishment of religious schools.

B) He was committed to offering free education to all Americans, whether rich or poor.

C) He was committed to a practical program of nonsectarian study, offering elective courses.

D) He gave importance to the value of mastering Greek and Latin classics in grammar schools.

Answer:

Topic: Colonial New England Education: God's Classrooms

Learning Objective: 5.2: Explain the characteristic features and objectives of colonial education.

6) In 1749, \_\_\_\_\_\_\_\_ penned Proposals Relating to the Youth of Pennsylvania, suggesting a new kind of secondary school to replace the Latin grammar school—the academy.

A) Booker T. Washington

B) Benjamin Franklin

C) Jean-Jacques Rousseau

D) Johann Herbart

Answer:

Topic: A New Nation Shapes Education

Learning Objective: 5.3: Analyze the transformation of American education brought about by the ideas that led to the American Revolution.

7) Historians consider \_\_\_\_\_\_\_\_ to be the outstanding proponent of education for the common person (the Common School Movement), and he is often referred to as "the father of the public school."

A) Johann Herbart

B) John Dewey

C) Horace Mann

D) Booker T. Washington

Answer:

Topic: The Common School Movement

Learning Objective: 5.4: Understand the role of the Common School Movement in promoting public education.

8) Horace Mann became the nation's leading advocate for the establishment of a \_\_\_\_\_\_\_\_ school open to all.

A) private

B) charter

C) dame

D) common

Answer:

Topic: The Common School Movement

Learning Objective: 5.4: Understand the role of the Common School Movement in promoting public education.

9) \_\_\_\_\_\_\_\_ American students have the highest dropout rate of all students and are more likely to struggle with alcohol and drug addiction.

A) African

B) Native

C) Hispanic

D) Asian

Answer:

Topic: Native American Tribes: The History of Miseducation

Learning Objective: 5.5: Indicate how education was used against Native Americans to repress their culture.

10) By the early part of the twentieth century, women constituted upward of \_\_\_\_\_\_\_\_ percent of teachers.

A) 50

B) 10

C) 90

D) 20

Answer:

Topic: Spinsters, Bachelors, and Gender Barriers in Teaching

Learning Objective: 5.6: Criticize how teaching became a "gendered" career.

11) What was the new concern that arose as women came to dominate teaching and the gender tables turned in the twentieth century?

A) Female teachers not receiving the same salaries as male teachers

B) The fear that boys were being discriminated

C) Male teachers not being recruited by the school districts

D) The fear that female teachers were "feminizing" boys

Answer:

Topic: Spinsters, Bachelors, and Gender Barriers in Teaching

Learning Objective: 5.6: Criticize how teaching became a "gendered" career.

12) As secondary schools spread, they generally took the form of \_\_\_\_\_\_\_\_ academies.

A) free-for-all

B) not-for-profit

C) public, government-funded

D) private, tuition-charging

Answer:

Topic: The Secondary School Movement

Learning Objective: 5.7: List the factors that led to the development of secondary schools.

13) In the context of the development of American schools, which of the following statements is true about common schools?

A) They were free, open to all social classes, and intended to bring democracy to the classroom.

B) They prepared wealthy men for college and emphasized a classical curriculum, including Latin and some Greek.

C) They were viewed as preparation for business careers and as a means of installing social graces.

D) They were taught by women in their homes who offered child care for working parents.

Answer:

Topic: The Secondary School Movement

Learning Objective: 5.7: List the factors that led to the development of secondary schools.

14) In the context of the development of American schools, \_\_\_\_\_\_\_\_ were open to all social classes and provided both precollege and career education.

A) itinerant schools

B) high schools

C) private schools

D) local schools

Answer:

Topic: The Secondary School Movement

Learning Objective: 5.7: List the factors that led to the development of secondary schools.

15) Which of the following is one of the seven goals for high school identified by the report Cardinal Principles of Secondary Education?

A) Command of fundamental academic skills

B) Economic prosperity

C) Excellence in sports

D) Proficiency of foreign language

Answer:

Topic: A Brief History of Educational Reform

Learning Objective: 5.8: Recall the role of National Education Association (NEA) in improving the quality of high school education.

16) The movement with which John Dewey was closely associated with is known as \_\_\_\_\_\_\_\_.

A) materialism

B) progressivism

C) idealism

D) constructivism

Answer:

Topic: John Dewey and Progressive Education

Learning Objective: 5.9: Describe the fundamentals of progressive education.

17) When the Progressive Education Association released their Eight-Year Study, they reported that students who graduated from progressive schools:

A) were judged to be more objective and more precise thinkers.

B) earned a slightly lower grade point average.

C) received slightly less academic honors.

D) were judged to possess lower intellectual curiosity and lower drive.

Answer:

Topic: John Dewey and Progressive Education

Learning Objective: 5.9: Describe the fundamentals of progressive education.

18) Many people are unaware that the responsibility for educating Americans is not even mentioned in the Constitution. Under the \_\_\_\_\_\_\_\_ Amendment, any area not specifically stated in the Constitution as a federal responsibility is automatically assigned to the states.

A) Tenth

B) Fourteenth

C) Sixteenth

D) Fifth

Answer:

Topic: The Federal Government

Learning Objective: 5.10: Review the federal government's involvement in American education.

19) In response to the Soviet launching of Sputnik, the \_\_\_\_\_\_\_\_ provided substantial funds for a variety of educational activities, including student loans, the education of school counselors, and the strengthening of instructional programs in science, mathematics, and foreign languages.

A) Morrill Land Grant College Acts

B) Land Ordinance Act and Northwest Ordinance

C) Smith-Hughes Act (1917)

D) National Defense Education Act (1958)

Answer:

Topic: The Federal Government

Learning Objective: 5.10: Review the federal government's involvement in American education.

20) The act that calls for standards and annual testing of math, reading, and science is called the \_\_\_\_\_\_\_\_.

A) National Defense Education Act

B) Elementary and Secondary Education Act

C) No Child Left Behind Act

D) Bilingual Education Act

Answer:

Topic: The Federal Government

Learning Objective: 5.10: Review the federal government's involvement in American education.

21) Aaron is a young man in his early twenties. He just returned home after serving in the U.S. Army for 3 years. Now he hopes to go to college at his state university to become an engineer. Which of the following federal acts would help Aaron to do so?

A) National Defense Education Act

B) Servicemen's Readjustment Act

C) Elementary and Secondary Education Act

D) Individuals with Disabilities Education Act

Answer:

Topic: The Federal Government

Learning Objective: 5.10: Review the federal government's involvement in American education.

22) Which of the following provided funds for teacher training and program development in vocational education at the high school level?

A) Elementary and Secondary Education Act

B) Bilingual Education Act

C) Morrill Land Grant College Acts

D) Smith-Hughes Act

Answer:

Topic: The Federal Government

Learning Objective: 5.10: Review the federal government's involvement in American education.

23) Which of the following statements is true about Project Head Start (1964–1965)?

A) This act provides financial assistance to local school districts to provide free and appropriate education for the nation's 8 million children with disabilities who are between 3 and 21 years of age.

B) This act protects the rights of both males and females from preschool through graduate school, in sports, financial aid, employment, counseling, school regulations and policies, admissions, and other areas.

C) This act provides medical, social, nutritional, and educational services for low-income children from 3 to 6 years of age.

D) This act established 69 institutions of higher education in various states, some of which are among today's great state universities.

Answer:

Topic: The Federal Government

Learning Objective: 5.10: Review the federal government's involvement in American education.

24) Which of the following laws provided financial assistance to school districts with low-income families, to improve libraries and instructional materials, and to promote educational innovations and research?

A) No Child Left Behind Act (2001)

B) Every Student Succeeds Act (2015)

C) Bilingual Education Act (1968)

D) Elementary and Secondary Education Act (1965)

Answer:

Topic: The Federal Government

Learning Objective: 5.10: Review the federal government's involvement in American education.

25) In the landmark case of Plessy v. Ferguson (1896), the Supreme Court developed the doctrine of \_\_\_\_\_\_\_\_.

A) separate but equal

B) fundamental breach

C) substantial performance

D) repudiatory breach

Answer:

Topic: Black Americans: The Struggle for a Chance to Learn

Learning Objective: 5.11: Recall the opposition faced by Black Americans in their struggle for education.

26) With the 1896 Plessy v. Ferguson Supreme Court decision, \_\_\_\_\_\_\_\_ became a legally sanctioned part of the American way of life.

A) segregation

B) homosexuality

C) marijuana usage

D) racial equality

Answer:

Topic: Black Americans: The Struggle for a Chance to Learn

Learning Objective: 5.11: Recall the opposition faced by Black Americans in their struggle for education.

27) The \_\_\_\_\_\_\_\_ gave the federal government power to help local school districts desegregate (Title IV) and, when necessary, to initiate lawsuits or withhold federal school funds to force desegregation.

A) Elementary and Secondary Education Act

B) Civil Rights Act

C) Smith-Hughes Act

D) No Child Left Behind Act

Answer:

Topic: Black Americans: The Struggle for a Chance to Learn

Learning Objective: 5.11: Recall the opposition faced by Black Americans in their struggle for education.

28) In 1949, \_\_\_\_\_\_\_\_ caused Congress to reverse more than a century of immigration quotas and naturalization and anti-miscegenation laws.

A) the rise of "Chinatowns" in major cities throughout the United States

B) the institution of a Communist government in mainland China

C) the realization that Chinese immigrants were a boon to the U.S. economy

D) the demand raised by U.S. citizens to grant refugee status to Chinese immigrants

Answer:

Topic: Asian Americans and Pacific Islanders: The Magnitude of Diversity

Learning Objective: 5.12: Evaluate the factors that shaped the educational experiences of Asian Americans and Pacific Islanders.

29) Which of the following statements is true?

A) Vast majority of Arab Americans living in the United States are Christian.

B) All Arabs living in the Middle East follow Islam.

C) Most Americans perceive Arabs as pro-American.

D) Majority of America's Muslims are Arabs.

Answer:

Topic: Arab Americans: Moving beyond the Stereotype

Learning Objective: 5.14: Understand the effects of cultural differences on the education of a traditional Arab student.

30) Emma Hart Willard made an important contribution to education when she:

A) opened the first school for specially abled children in the United States.

B) opened the first institution of learning for African American women.

C) became the first woman to attend an American university.

D) established one of the earliest teacher training programs in U.S. history.

Answer:

Topic: Women and Education: A History of Sexism

Learning Objective: 5.15: Illustrate the challenges girls and women have faced in the past in their struggle for educational opportunity.

31) In colonial America, female teachers were particularly attractive to school districts because:

A) they were perceived to be more intelligent and effective than male teachers.

B) they were typically paid one-third to one-half of the salary paid to male teachers.

C) they would always work for longer hours than male teachers.

D) they were way more educated and knowledgeable than male teachers.

Answer:

Topic: Women and Education: A History of Sexism

Learning Objective: 5.15: Illustrate the challenges girls and women have faced in the past in their struggle for educational opportunity.

32) Which of the following statements about Title IX of the Education Amendments of 1972 is true?

A) This law was created to protect only female students against gender discrimination.

B) The federal government has penalized hundreds of schools for violating Title IX.

C) The law has eradicated sexism from education institutes in the United States.

D) The law is rarely enforced, and ignorance of the law is widespread.

Answer:

Topic: Women and Education: A History of Sexism

Learning Objective: 5.15: Illustrate the challenges girls and women have faced in the past in their struggle for educational opportunity.

33) There is a belief that "In a very real way, today's classrooms are living tributes to past achievements and sacrifices." Bringing to bear what you have learned about the history of American education, describe how the current educational landscape represents both the successes and the struggles that educators and students have experienced to this day. Provide specific examples to support your discussion.

Answer:

Topic: Colonial New England Education: God's Classrooms; A New Nation Shapes Education; The Common School Movement; Native American Tribes: The History of Miseducation; Spinsters, Bachelors, and Gender Barriers in Teaching; The Secondary School Movement; A Brief History of Educational Reform; John Dewey and Progressive Education; The Federal Government; Black Americans: The Struggle for a Chance to Learn; Asian Americans and Pacific Islanders: The Magnitude of Diversity; Arab Americans: Moving beyond the Stereotype; Women and Education: A History of Sexism; Christopher Lamb's Colonial Classroom; Hispanics: Growing School Impact

Learning Objective: 5.8: Recall the role of National Education Association (NEA) in improving the quality of high school education.

34) Discuss the role that wealth has played in education from colonial times to the present. In examining the educational environment today, what issues regarding the role of wealth have changed—for better or for worse? What seems to have stayed the same? Be sure to provide specific examples to support your analysis.

Answer:

Topic: Colonial New England Education: God's Classrooms; A New Nation Shapes Education; The Common School Movement; Native American Tribes: The History of Miseducation; Spinsters, Bachelors, and Gender Barriers in Teaching; The Secondary School Movement; A Brief History of Educational Reform; John Dewey and Progressive Education; The Federal Government; Black Americans: The Struggle for a Chance to Learn; Asian Americans and Pacific Islanders: The Magnitude of Diversity; Arab Americans: Moving beyond the Stereotype; Women and Education: A History of Sexism; Christopher Lamb's Colonial Classroom; Hispanics: Growing School Impact

Learning Objective: 5.8: Recall the role of National Education Association (NEA) in improving the quality of high school education.

35) Following the American Revolution, a truly American education began to take shape. Describe the characteristics of "American" education, and what makes it specifically American. Be sure to provide examples in your discussion.

Answer:

Topic: A New Nation Shapes Education

Learning Objective: 5.3: Analyze the transformation of American education brought about by the ideas that led to the American Revolution.

36) During his efforts to establish public common schools, Horace Mann encountered considerable opposition. Who were the groups who opposed Mann, and what was the reason for their opposition? What do you think these groups would make of the current educational system? Would they still be opposed? Be sure to explain your reasoning, and provide specific examples in your discussion.

Answer:

Topic: The Common School Movement

Learning Objective: 5.4: Understand the role of the Common School Movement in promoting public education.

37) What do you feel has been Horace Mann's influence on your education? Where have you seen the effects of his advocacy and actions during your schooling? Be sure to provide specific examples to support your discussion.

Answer:

Topic: The Common School Movement

Learning Objective: 5.4: Understand the role of the Common School Movement in promoting public education.

38) How did teaching become a "gendered" career? How were the first women who became teachers in regular school setting viewed? Why did school districts prefer hiring unmarried women as teachers in the late nineteenth and early part of the twentieth century? How were these teachers perceived by the American society?

Answer:

Topic: Spinsters, Bachelors, and Gender Barriers in Teaching

Learning Objective: 5.6: Criticize how teaching became a "gendered" career.

39) What are the components of progressive education? What is its philosophy? What kind of acceptance has it received in the United States?

Answer:

Topic: John Dewey and Progressive Education

Learning Objective: 5.9: Describe the fundamentals of progressive education.

40) If you had the opportunity to speak with the framers of the Constitution of the United States, what would you suggest they include in terms of education? Why?

Answer:

Topic: The Federal Government

Learning Objective: 5.10: Review the federal government's involvement in American education.

41) Is the federal government's role in education a help or a hindrance? Is there too much influence from the federal government, or not enough? Support your opinions.

Answer:

Topic: The Federal Government

Learning Objective: 5.10: Review the federal government's involvement in American education.

42) Describe the challenges faced by African Americans in their pursuit of education. How did White Americans respond to the education of African Americans? Explain how the doctrine of separate but equal affected the education of African Americans?

Answer:

Topic: Black Americans: The Struggle for a Chance to Learn

Learning Objective: 5.11: Recall the opposition faced by Black Americans in their struggle for education.

43) How does second-generation segregation affect the education of African American students? Describe the Kerner Commission findings on race. How did these findings affect national efforts to increase the quality of education for African Americans?

Answer:

Topic: Black Americans: The Struggle for a Chance to Learn

Learning Objective: 5.11: Recall the opposition faced by Black Americans in their struggle for education.

44) Asian Americans and Pacific Islanders are often referred to as a "model minority." Provide the rationale behind this statement, and discuss how this stereotypes Asian Americans. What problems do Asian American and Pacific Islander students face that this label masks?

Answer:

Topic: Asian Americans and Pacific Islanders: The Magnitude of Diversity

Learning Objective: 5.12: Evaluate the factors that shaped the educational experiences of Asian Americans and Pacific Islanders.

45) How has the American cultural perception of Arab Americans changed over time? How large and internally diverse is the Arab American population in the United States? What might be done to continue combating common misconceptions about this group?

Answer:

Topic: Arab Americans: Moving beyond the Stereotype

Learning Objective: 5.14: Understand the effects of cultural differences on the education of a traditional Arab student.

46) What are some of the misperceptions you had regarding Title IX? What is the reality of the law compared to what you had previously perceived? How do people's misperceptions of Title IX manifest themselves in schools? Be sure to provide specific examples to support your discussion.

Answer:

Topic: Women and Education: A History of Sexism

Learning Objective: 5.15: Illustrate the challenges girls and women have faced in the past in their struggle for educational opportunity.

**Chapter 6**

**Philosophy of Education**

This chapter introduces the foundations of educational philosophy and illustrates how five major philosophies appear in practice. Although there are similarities, there are also profound differences in the way leading educators define the purpose of education, the role of the teacher, the nature of curriculum and assessment, and the method of instruction.

1. What is a philosophy of education, and why should it be important to you?

2. How do teacher-centered philosophies of education differ from student-centered philosophies of education?

3. What are some major philosophies of education in the United States today?

4. How are these philosophies reflected in school practices?

5. What are some of the psychological and cultural factors influencing education?

6. What were the contributions of Socrates, Plato, and Aristotle to Western philosophy, and how are their legacies reflected in education today?

7. How do metaphysics, epistemology, ethics, political philosophy, aesthetics, and logic factor into a philosophy of education?

**Key Terms and People**

Academy

Adler, Mortimer

Aesthetics

Aristotle

Back-to-basics

Bagley, William

Behaviorism

Behavior modification

Cartesian dualism

Constructivism

Core curriculum

Counts, George

Deductive reasoning

Dewey, John

Empiricism

Epistemology

Essentialism

Ethics

Ethnocentrism

Existentialism

Freire, Paulo

Golden Mean

Great Books

Greene, Maxine

Hirsch Jr., E. D.

Hooks, bell

Hutchins, Robert

Idealism

Inductive reasoning

Informal education

Laboratory School

Logic

Martin, Jane Roland

Materialism

Metaphysics

Neill, A. S.

Noddings, Nel

Oral tradition

Perennialism

Philosophy

Plato

Political philosophy

Pragmatism

Praxis

Progressivism

Rationalism

Scaffolding

Skinner, B. F.

Social Darwinism

Social reconstructionism

Socrates

Socratic method

1) Helena believes that her main goal as a teacher is to transfer the knowledge and values that her students will need to do well in society. She strives to have her students learn to be academically proficient. She also tries to instill her students with values such as respect, diligence, and practicality. Helena is most likely to rely on:

A) teacher-centered philosophies.

B) student-centered philosophies.

C) progressivism.

D) existentialism.

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

2) An essentialist would argue that essentialism is an approach to \_\_\_\_\_\_\_\_.

A) encourage students to work together cooperatively

B) organize schools around the concerns and curiosity of students

C) ensure a common culture among Americans

D) organize schools around books, ideas, and concepts

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

3) As a teacher, Richard wants his students to think rationally and rigorously. He feels that he should prepare his brightest students for future leadership and responsibility, while providing vocational training to the rest of the students. Richard's approach to education is indicative of \_\_\_\_\_\_\_\_.

A) progressivism

B) perennialism

C) existentialism

D) constructivism

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

4) In a(n) \_\_\_\_\_\_\_\_ classroom, students spend considerable time and energy mastering the three "Rs," reading, 'riting, and 'rithmetic.

A) progressivist

B) existentialist

C) perennialist

D) constructivist

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

5) Which of the following books would likely be included in the "Great Books" favored by perennialists?

A) A book on feminist ideas written by a female author

B) A book on alternative medicines written by an Asian writer

C) A love story written by an African American writer

D) A theology book written by a classical author

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

6) Which of the following is a similarity between perennialism and essentialism?

A) Both aim to enhance students' moral qualities.

B) Both advocate student-centered classrooms.

C) Both tolerate high flexibility in the curriculum.

D) Both reject a traditional approach to education.

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

7) \_\_\_\_\_\_\_\_ strives to teach students the accumulated knowledge of human civilization through core courses in the traditional academic disciplines.

A) Pragmatism

B) Essentialism

C) Progressivism

D) Existentialism

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

8) Which of the following statements is true about perennialists?

A) They aim to instill students with "essentials" of academic knowledge, patriotism, and character development.

B) They maintain that classrooms should be oriented toward the teacher, who should serve as an intellectual and moral role model for the students.

C) They reject the idea that education is a sorting mechanism, a way to identify and prepare the intellectually gifted for leadership, while providing vocational training for the rest of society.

D) They believe that the goal of education should be to develop rational thought and to discipline minds to think rigorously.

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

9) \_\_\_\_\_\_\_\_ organizes schools around the concerns, curiosity, and real-world experiences of students.

A) Perennialism

B) Essentialism

C) Progressivism

D) Behaviorism

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

10) According to \_\_\_\_\_\_\_\_, the way to determine if an idea has merit is simple: Test it. If the idea works in the real world, then it has merit.

A) pragmatism

B) idealism

C) essentialism

D) perennialism

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

11) In 1896, John Dewey founded the Laboratory School, a famous experimental school, to test his educational ideas. Which of the following statements about this school is accurate?

A) It enrolled more than 500 students in a single year, over a span of 8 years.

B) It had only one classroom but several facilities for experiential learning.

C) It promoted students from one grade to another after they mastered certain material.

D) It helped students learn different subjects through isolated exercises or drills.

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

12) In a progressivist classroom, you would find teachers \_\_\_\_\_\_\_\_.

A) talking to rows of seated students who are listening to them attentively

B) focusing their students' attention on scheduled standardized tests

C) focusing their students' attention on one discrete discipline at a time

D) walking around the room, asking questions and making suggestions

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

13) Why did social reconstructionists split from progressivists?

A) Unlike progressivists, they wanted to advocate teacher-centered classrooms.

B) They grew impatient with the slow pace of change in schools and in society.

C) They disagreed with progressivists' idea that schools should concentrate on the needs of students.

D) Unlike progressivists, they wanted to sharpen students' intellectual powers and enhance their moral qualities.

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

14) \_\_\_\_\_\_\_\_ is the idea that society is an ingenious "sorting" system, one in which the more talented rise to the top, while those less deserving find themselves at the bottom of the social and economic pecking order.

A) Social reconstructionism

B) Perennialism

C) Social Darwinism

D) Cartesian dualism

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

15) Which of the following is an accurate statement about the famous Brazilian educationist Paulo Freire who opposed social Darwinism?

A) He believed that schools should perpetuate the status quo views of the rich and powerful.

B) He envisioned schools as a place where the poor can acquire the skills to regain control of their lives.

C) He believed that those without money deserve their lot in life, and poverty is a normal, preordained part of reality.

D) He believed that schools should be viewed as "banks," where the privileged deposit ideas.

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

16) \_\_\_\_\_\_\_\_ asserts that the purpose of education is to help children find the meaning and direction in their lives, and it rejects the notion that adults should or could direct meaningful learning for children.

A) Perennialism

B) Essentialism

C) Existentialism

D) Behaviorism

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

17) Which of the following is an accurate statement about existentialist classrooms?

A) They give utmost importance to math and natural sciences.

B) They de-emphasize honest interpersonal relationships.

C) They afford students great latitude in their choice of subject matter and activity.

D) They encourage imitation of established models more than individual creativity.

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

18) \_\_\_\_\_\_\_\_ asserts that knowledge cannot be handed from one person to another (from a teacher to a learner) but must be constructed by each learner through interpreting and reinterpreting a constant flow of information.

A) Behaviorism

B) Perennialism

C) Essentialism

D) Constructivism

Answer:

Topic: Psychological Influences on Education

Learning Objective: 6.7: Identify the psychological factors influencing education.

19) A key aspect of teaching in a constructivist classroom is \_\_\_\_\_\_\_\_.

A) putting the teacher at the center of the educational stage

B) handling knowledge from the teacher to the students

C) gauging a student's prior knowledge and understanding

D) educating the students on the fundamentals of religion

Answer:

Topic: Psychological Influences on Education

Learning Objective: 6.7: Identify the psychological factors influencing education.

20) Unlike existentialists, \_\_\_\_\_\_\_\_ believe that free will is an illusion and that human nature is shaped by the environment.

A) essentialists

B) progressivists

C) perennialists

D) behaviorists

Answer:

Topic: Psychological Influences on Education

Learning Objective: 6.7: Identify the psychological factors influencing education.

21) The use of a system of positive reinforcement to promote desired learning is based on \_\_\_\_\_\_\_\_.

A) constructivism

B) behaviorism

C) existentialism

D) progressivism

Answer:

Topic: Psychological Influences on Education

Learning Objective: 6.7: Identify the psychological factors influencing education.

22) If Barbara, a teacher, follows the principles of behaviorism, she believes that \_\_\_\_\_\_\_\_.

A) she should act as a facilitator, rather than delivering lectures to her students

B) positive reinforcement can be used to promote desired learning

C) scaffolding is the best way to promote learning among students

D) the learning environment should be based on the individual needs of the students

Answer:

Topic: Psychological Influences on Education

Learning Objective: 6.7: Identify the psychological factors influencing education.

23) Ethnocentrism is the \_\_\_\_\_\_\_\_.

A) belief that sensory experience is the source of knowledge

B) idea that ethnic diversity is essential for cultural growth

C) tendency to view one's own culture as superior to others

D) tendency to include cultural discussions in education

Answer:

Topic: Cultural Influences on Education

Learning Objective: 6.8: Explain the impact of cultural factors on education.

24) Which of the following statements is true about educational practices in the West?

A) In Western society, formal schools, formal certification and degrees are valued.

B) Oral traditions enjoy particular prominence in the West.

C) In Western society, the child's education is primarily a concern of the family.

D) The notion of teachers and nonteachers is foreign in the West.

Answer:

Topic: Cultural Influences on Education

Learning Objective: 6.8: Explain the impact of cultural factors on education.

25) The birthplace of Western philosophy is \_\_\_\_\_\_\_\_.

A) ancient Egypt

B) ancient Greece

C) ancient China

D) ancient India

Answer:

Topic: The Three Legendary Figures of Classical Western Philosophy

Learning Objective: 6.9: Recall the contributions of Socrates, Plato, and Aristotle that laid the foundation for most of Western philosophy.

26) According to \_\_\_\_\_\_\_\_, the human soul has three parts: intellect, spirit, and appetite.

A) Socrates

B) Plato

C) Aristotle

D) Herodotus

Answer:

Topic: The Three Legendary Figures of Classical Western Philosophy

Learning Objective: 6.9: Recall the contributions of Socrates, Plato, and Aristotle that laid the foundation for most of Western philosophy.

27) \_\_\_\_\_\_\_\_ promoted the doctrine of the Golden Mean, or the notion that virtue lies in a middle ground between two extremes.

A) Aristotle

B) Plato

C) Socrates

D) Herodotus

Answer:

Topic: The Three Legendary Figures of Classical Western Philosophy

Learning Objective: 6.9: Recall the contributions of Socrates, Plato, and Aristotle that laid the foundation for most of Western philosophy.

28) \_\_\_\_\_\_\_\_ examines the nature and the origin of human knowledge.

A) Metaphysics

B) Aesthetics

C) Epistemology

D) Anthropology

Answer:

Topic: Basic Philosophical Issues and Concepts

Learning Objective: 6.10: Identify the subdivisions of philosophy and explain their significance to educators.

29) \_\_\_\_\_\_\_\_ holds that sensory experience (seeing, hearing, touching, and so on) is the source of knowledge.

A) Materialism

B) Rationalism

C) Empiricism

D) Idealism

Answer:

Topic: Basic Philosophical Issues and Concepts

Learning Objective: 6.10: Identify the subdivisions of philosophy and explain their significance to educators.

30) In the context of basic philosophical issues and concepts, \_\_\_\_\_\_\_\_ deals with the origin and the structure of reality.

A) ethics

B) metaethics

C) aesthetics

D) metaphysics

Answer:

Topic: Basic Philosophical Issues and Concepts

Learning Objective: 6.10: Identify the subdivisions of philosophy and explain their significance to educators.

31) Which of the following statements is true about ethics?

A) It is the study of what is "good" or "bad" in human behavior, thoughts, and feelings.

B) It probes the nature of beauty.

C) It is the branch of philosophy that deals with reasoning.

D) It focuses on how to move from a set of assumptions to valid conclusions and examines the rules of inference.

Answer:

Topic: Basic Philosophical Issues and Concepts

Learning Objective: 6.10: Identify the subdivisions of philosophy and explain their significance to educators.

32) \_\_\_\_\_\_\_\_ are interested in how people use their minds to distinguish valid from illusory paths to true knowledge.

A) Constructivists

B) Epistemologists

C) Existentialists

D) Behaviorists

Answer:

Topic: Basic Philosophical Issues and Concepts

Learning Objective: 6.10: Identify the subdivisions of philosophy and explain their significance to educators.

33) Which of the following statements is true about empiricists?

A) They urge that traditional disciplines such as math, science, history, foreign language, and literature form the foundation of the curriculum, known as the core curriculum.

B) They aim to instill students with "essentials" of academic knowledge, patriotism, and character development.

C) They assert that people experience the external world by sensory perception and conceptualize ideas that help them interpret that world through reflection.

D) They maintain that classrooms should be oriented toward the teacher, who should serve as an intellectual and moral role model for the students.

Answer:

Topic: Basic Philosophical Issues and Concepts

Learning Objective: 6.10: Identify the subdivisions of philosophy and explain their significance to educators.

34) What are the five educational philosophies presented in this chapter? Discuss the potential strengths and weaknesses of each of these philosophies. Be sure to provide examples to support your arguments.

Answer:

Topic: Teacher-Centered Philosophies; Five Philosophies of Education

Learning Objective: 6.3: List the five philosophies of education popular in the United States today.

35) Now that you have studied different educational philosophies, which philosophies do you find most relevant for educating students in today's society? Are there any philosophies that you find to be obsolete or no longer applicable? Be sure to give specific examples to support your analysis.

Answer:

Topic: Teacher-Centered Philosophies; Student-Centered Philosophies; Five Philosophies of Education; Finding Your Philosophy of Education; Inventory of Philosophies of Education

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

36) What are some of the questions that influence the formation of educational philosophies? What are some other factors that may also influence educational philosophies? Be sure to provide appropriate examples in your answer.

Answer:

Topic: Finding Your Philosophy of Education

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

37) What is your educational philosophy, and how do you think it will shape your teaching style? Be sure to provide specific examples to support your discussion.

Answer:

Topic: Finding Your Philosophy of Education

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

38) As a future educator, how do you feel your educational philosophy reflects your overall philosophy on life? Be sure to provide specific examples to support your discussion.

Answer:

Topic: Finding Your Philosophy of Education

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

39) Advocates of the back-to-basics approach argue that it ensures a common culture among Americans. What is this common culture referred to as by the supporters of this approach? How does this approach ensure a common culture among Americans? Be sure to provide specific examples to support your arguments.

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

40) Perennialists lament the change in universities from places where a few gifted students rigorously pursued the truth for its own sake to a glorified training ground for future careers. To what extent do you agree with the perennialists regarding what has happened to universities? To what extent do you disagree with same? Be sure to provide specific examples to support your arguments.

Answer:

Topic: Teacher-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

41) Create a lesson that a progressivist teacher would teach to his or her students. What would be some of the key characteristics of such a lesson? Be sure to provide specific examples.

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.4: Examine the objectives of teacher-centered philosophies of education and identify the two major philosophies under this approach.

42) How did the philosophy of pragmatism provide a basis for the development of progressivism? What did John Dewey see as the link between democracy and education?

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

43) To what extent do you believe that social Darwinism exists in schools (classrooms, extracurricular activities, curriculum, etc.) today? How aware are educators that they may be engaged in this process? What sort of influence do you think social Darwinism has on philosophies of education?

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

44) Why do the authors feel that existentialism is perhaps the most challenging of the philosophies for many readers? What are the core goals of existentialism?

Answer:

Topic: Student-Centered Philosophies

Learning Objective: 6.5: Review the objectives of student-centered philosophies of education and identify the three major philosophies under this approach.

45) How might followers of constructivist philosophy criticize the essentialist and perennialist teaching philosophies? What does this say about a constructivist's view toward the nature of passing on knowledge?

Answer:

Topic: Psychological Influences on Education

Learning Objective: 6.7: Identify the psychological factors influencing education.

46) According to the authors, Western society tends to value formal education at the expense of other educational models such as oral tradition and informal education. Discuss the potential benefits that Western educators could derive if they adopted oral tradition and informal education into their current, formal educational model. Be sure to provide examples to support your arguments.

Answer:

Topic: Cultural Influences on Education

Learning Objective: 6.8: Explain the impact of cultural factors on education.

47) Provide examples of where one might experience the Golden Mean in schools. What are some of the challenges in using the Golden Mean as part of a philosophy of education? What are some of its benefits?

Answer:

Topic: The Three Legendary Figures of Classical Western Philosophy

Learning Objective: 6.9: Recall the contributions of Socrates, Plato, and Aristotle that laid the foundation for most of Western philosophy.

48) What is the basis of knowledge from the perspective of an empiricist and a rationalist? Describe how a rationalist and an empiricist would teach others.

Answer:

Topic: Basic Philosophical Issues and Concepts

Learning Objective: 6.10: Identify the subdivisions of philosophy and explain their significance to educators.

**Chapter 7**

**Financing and Governing America’s Schools**

During the last decade, states and communities from coast to coast have faced monumental challenges in the ways schools are financed and managed. How districts raise, distribute, and then manage their funds, a system that in no small way will affect the life of every classroom teacher, is a major focus of this chapter.

1. Why do teachers need to know about finance and governance?

2. How is the property tax connected to unequal educational funding?

3. What is the distinction between educational equity and educational adequacy?

4. What are the sources of state revenues?

5. How does the federal government influence education?

6. How does commercialization at home and in school affect children?

7. What current trends are shaping educational finance?

8. How do school boards and superintendents manage schools?

9. What is the “hidden” government of schools?

10. How does the business community influence school culture?

11. How are schools being made more responsive to teachers and the community?

**Key Terms and People**

Accountability

Adequate education

Block grants

Bond

Categorical grants

Chief state school officer

Collaborative decision making

Consolidation

Covert power

Decentralization

Edelman, Marian Wright

Educational partnership

Hidden government

Property tax

Robin Hood reformers

San Antonio v. Rodriguez

School boards

Serrano v. Priest

Site-based (school-based) management

State board of education

State department of education

Tenth Amendment

1) To raise money for schools, colonial towns and districts assessed a(n) \_\_\_\_\_\_\_\_ tax.

A) property

B) road

C) excise

D) income

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

2) In funding schools, urban areas struggle the most, suffering not only from lower property values but also from the need to use those limited resources to fund more police officers, hospitals, subways, and other services than their suburban counterparts. This phenomenon is known as \_\_\_\_\_\_\_\_.

A) urban overload

B) municipal overburden

C) economic stability

D) urban overreach

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

3) Activists who took funds from wealthy districts and redistributed the monies to the poorer districts were called \_\_\_\_\_\_\_\_.

A) adequacy advocates

B) equal opportunists

C) Robin Hood reformers

D) Captain Cook reformers

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

4) Which of the following was an outcome of the San Antonio v. Rodriguez (1973) ruling of the Supreme Court?

A) The court stated that educational funding through the property tax was a highly effective system.

B) The court declared education as a fundamental right under the U.S. Constitution.

C) The court declared that it will change the way education systems in the United States were funded.

D) The court stated that preserving local control was a legitimate reason to use the property tax system.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

5) What was the significance of the Serrano v. Priest (1971) ruling of the California Supreme Court?

A) It struck down the state's financial system as unconstitutional.

B) It declared that education was a fundamental right under the California constitution.

C) It stated that the property tax system upholds equal protection of right to education.

D) It implemented steps to increase the amount of tax collected by the state.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

6) Which of these court cases led to the advent of Robin Hood reformers?

A) Serrano v. Priest

B) San Antonio v. Rodriguez

C) Edgewood v. Kirby

D) Abbot v. Burke

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

7) The Abbott cases in New Jersey contributed to a new line of litigation focusing on \_\_\_\_\_\_\_\_.

A) financial input

B) educational outcome

C) economic resource

D) student demography

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

8) Which of the following is true of adequate education guarantees, the educational clauses present in the constitution of different states?

A) They guarantee that every student is entitled to either an equal education or equal funding.

B) They require that states implement a uniform testing system in all school districts.

C) They guarantee that every student receives an efficient, sound, or thorough education.

D) They ensure children with disabilities are excluded from schools.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

9) The state with perhaps the purest example of adequate education approach is \_\_\_\_\_\_\_\_.

A) New York

B) California

C) Maryland

D) Virginia

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

10) Which of these statements best describes the attitude of Americans toward inequities in school funding?

A) They believe that the problems of poor people can be solved through additional school funding.

B) They believe that communities are collectively responsible for the education of students.

C) They are unaware that different financial resources should be utilized to educate neighborhood children.

D) They believe that an individual's circumstances are merely obstacles to be overcome.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

11) The \_\_\_\_\_\_\_\_ is collected through payroll deductions, money deducted even before one receives salary.

A) value added tax

B) sales tax

C) personal income tax

D) property tax

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

12) The federal funds directed at specific categories and targeted educational needs of schools are known as \_\_\_\_\_\_\_\_.

A) categorical grants

B) block grants

C) limited grants

D) conditional grants

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

13) Which of the following statements is true about categorical grants?

A) They identify critical education areas for federal financial support.

B) They give the states the power to make their own spending decisions.

C) They reduce the obligations, rules, and even competition associated with seeking federal dollars.

D) They are provided by state governments for funding schools.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

14) The marketing technique in which advertising is done on preexisting social networks is known as \_\_\_\_\_\_\_\_.

A) guerrilla marketing

B) viral marketing

C) aspirational marketing

D) scarcity marketing

Answer:

Topic: Schools, Children, and Commercialism

Learning Objective: 7.2: Criticize the impact of commercialism on American children and schools.

15) The marketing technique that involves selling things in unconventional and unexpected places is known as \_\_\_\_\_\_\_\_.

A) aspirational marketing

B) global marketing

C) guerrilla marketing

D) relationship marketing

Answer:

Topic: Schools, Children, and Commercialism

Learning Objective: 7.2: Criticize the impact of commercialism on American children and schools.

16) Commercialism promotes \_\_\_\_\_\_\_\_.

A) self-esteem

B) self-gratification

C) self-belief

D) self-gratulation

Answer:

Topic: Schools, Children, and Commercialism

Learning Objective: 7.2: Criticize the impact of commercialism on American children and schools.

17) A call for accountability in financing of schools means that \_\_\_\_\_\_\_\_.

A) the teachers want to hold the public accountable for lack of funds

B) the public wants to see academic progress for their tax dollars

C) the public wants to hold the students accountable for their academic progress

D) the teachers want to see a raise in their salaries as a result of increased funding

Answer:

Topic: What the Future May Hold for School Finance

Learning Objective: 7.3: Identify some trends and issues in educational finance that are likely to surface in the future.

18) A \_\_\_\_\_\_\_\_ is a certificate of debt issued by a government guaranteeing payment of the original investment plus interest by a specified future date.

A) stock

B) derivative

C) debenture

D) bond

Answer:

Topic: What the Future May Hold for School Finance

Learning Objective: 7.3: Identify some trends and issues in educational finance that are likely to surface in the future.

19) When teachers and principals have to remedy antiquated buildings, they give higher priority to \_\_\_\_\_\_\_\_.

A) rewiring for computer installation

B) installing modems for Internet access

C) repairing lights and air conditioners

D) replacing old benches and desks

Answer:

Topic: What the Future May Hold for School Finance

Learning Objective: 7.3: Identify some trends and issues in educational finance that are likely to surface in the future.

20) School boards determine educational policy, and majority of their members tend to be \_\_\_\_\_\_\_\_.

A) white

B) black

C) Asian

D) Hispanic

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

21) The chief state school officer is responsible for:

A) formulating educational policy.

B) performing administrative tasks.

C) planning school activities.

D) managing school funds.

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

22) Which of the following is most likely to conduct educational research and development?

A) State board of education

B) School districts

C) School superintendents

D) State department of education

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

23) Most school board members view themselves as \_\_\_\_\_\_\_\_.

A) trustee representatives

B) delegate representatives

C) public representatives

D) elected representatives

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

24) School boards are often criticized for:

A) ignoring administrative details while giving importance to policy issues.

B) being in the backseat when it comes to educational change and reform.

C) giving more representation to local communities while ignoring other groups.

D) taking more financial help from state funds and less from national funds.

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

25) From the following, identify the accurate statement about school superintendents.

A) They are mainly responsible for relieving school boards of their administrative obligations.

B) They are the most powerful education officers in the school district.

C) They are not responsible for recruiting, hiring, and firing personnel.

D) They are always popular and are exempted from criticism when things go wrong.

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

26) According to Donald McCarty and Charles Ramsey, authors of The School Managers: Power and Conflict in American Public Education, a school board in a community dominated by a few powerful figures will seek out a superintendent who \_\_\_\_\_\_\_\_.

A) acts as a decision maker

B) acts as an adviser

C) has a political style

D) has a functionary style

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

27) Who is most likely to be considered part of the "hidden school government"?

A) Teachers

B) Parents

C) Principals

D) Students

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

28) The influence of the business community in America's schools can best be characterized as \_\_\_\_\_\_\_\_.

A) diminishing

B) irrelevant

C) extensive

D) illegal

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

29) Which of the following statements is true about the school boards in the United States?

A) School boards are adequately able to represent local communities because elections to the school board receive substantial public support.

B) The politics of local school board elections has a positive impact on attracting and retaining superintendents.

C) School boards have become immersed in administrative details, at the expense of more important and appropriate policy issues.

D) School boards are able to respond to all the contemporary concerns of children, such as health, social, and nutritional concerns.

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

30) In the context of the levels of educational power, which of the following is a function of state governments?

A) Set standards for school attendance and safety

B) Create and implement local policies and practices for effective school administration

C) Create current and long-range plans for the school district

D) Translate community needs into educational practice

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

31) In the context of the levels of educational power, which of the following is a function of local school districts?

A) License teachers and other educators

B) Fix salaries and working conditions

C) Levy taxes

D) Outline minimum curricular and graduation standards

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

32) How were schools in Colonial America funded? How is it different from the way schools are funded currently? What is the factor that determines whether a school district will have access to sufficient educational funds?

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

33) Discuss how policymakers could be persuaded to include teachers in the educational policy process. Be sure to cite examples in your discussion.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

34) Who should bear the major responsibility for financing America's schools: local, state, or federal government? Discuss the division of financial responsibility you favor and how each area should raise its revenues.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

35) What are some of the obstacles in creating an adequate education system for students? What are the steps that policymakers can take to overcome these obstacles? Include specific examples in your discussion.

Answer:

Topic: Follow the Money: Financing America's Schools; What the Future May Hold for School Finance; Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

36) How would you define adequate education? Based on this definition, would you say that you received an adequate, inadequate, or superior education? Be sure to provide specific examples to support your arguments.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

37) Why are so many Americans tolerant of educational inequities? What, if anything, can be done to change peoples' attitudes on the subject?

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

38) To the question, "Does money matter?" the authors respond, "Trick question: It depends on how it is spent." How do you think school districts should spend their money so that it matters the most? Be sure to provide specific examples in your discussion.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

39) List and discuss some common state sources of funding for schools.

Answer:

Topic: Follow the Money: Financing America's Schools

Learning Objective: 7.1: Evaluate the need for teachers to be concerned about school finance and governance and identify the various factors that influence educational funding.

40) Why has there been such a surge in commercializing childhood? What forces have brought about this rising trend?

Answer:

Topic: Schools, Children, and Commercialism

Learning Objective: 7.2: Criticize the impact of commercialism on American children and schools.

41) What are some positive effects of business-oriented values in schools? What are some negative effects? What can educators do to counteract the negative impacts of marketing in schools?

Answer:

Topic: Schools, Children, and Commercialism

Learning Objective: 7.2: Criticize the impact of commercialism on American children and schools.

42) Describe the different levels of school governance. What is the significance of school district superintendents? Describe the challenges faced by them? Would you like to be a school district superintendent? If so, explain why? Be sure to provide specific examples to support your arguments.

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

43) Discuss some possible ways through which school boards can be improved.

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

44) Give examples of how the hidden government operates in schools. As a classroom teacher, how can you use this information to your advantage?

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

45) Imagine that you have been hired by a school that utilizes site-based management. How do you think the school would be run? What do you think your responsibilities might be? Would you like to be in a school where teachers have a say in running the school? Why or why not?

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

46) What lessons could the United States learn by looking at how other countries, such as Finland, fund and govern their schools? If there is nothing for the United States to learn from these other countries, explain why? Be sure to provide specific examples to support your arguments.

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

47) Discuss some of the criticisms faced by school boards in the United States.

Answer:

Topic: Governing America's Schools

Learning Objective: 7.4: Illustrate the structure of a typical state school system and assess its effectiveness.

**Chapter 9**

**Purposes of America’s Schools and the Current Reform Movement**

This chapter takes the reader to the two fundamental and contradictory purposes assigned to America’s schools: to preserve and transform society. Once that purpose has been identified, what is the best route to achieving it? What does research suggest is needed to create effective schools? School choice has helped to spawn charters, vouchers, homeschooling, and green schools, as well as the notion of schools as a profit center for businesses. Too often, the voices of teachers and students have been ignored in this school reform movement, and many teachers remain skeptical. At the chapter’s conclusion, some questions have been raised regarding the direction of the reform movement.

1. What are the goals of America’s schools?

2. What school goals are important to you?

3. Why has school reform become a national priority?

4. What new school options are replacing the traditional neighborhood public school?

5. What are the advantages and disadvantages of teaching in a virtual school?

6. What are the characteristics of effective schools?

7. What are the roles of teachers and students in reforming our schools?

8. What are the unintended consequences of school reform?

**Key Terms and People**

Academic freedom

Acculturation

Charter school

Cultural transmitter

Five characteristics of effective schools

Freire, Paulo

Full-service school

Goodlad, John

Green schools

Homeschooling

Lemon v. Kurtzman

Lightfoot, Sarah Lawrence

Magnet school

Merit pay

Open enrollment

Privatization

Reconstructing society

School goals

Service learning

Social cohesion

Teacher expectations

Tenure

Trust

Value added

Virtual schools

Voucher

Waronker, Shimon

Zelman v. Simmons-Harris

1) As an economic reconstructionist, Paulo Freire claimed that:

A) to improve the society we should primarily focus on educating the rich.

B) there is no distinction between schools and education.

C) schools often miseducate and oppress the poor.

D) schools provide true education that liberates an individual.

Answer:

Topic: Why Do Schools Exist?

Learning Objective: 9.1: Review the purposes of schools.

2) When students, parents, and teachers were asked to rate goals of schooling in a study by John Goodlad, \_\_\_\_\_\_\_\_.

A) all of them rated social and civic goals as most important.

B) students and parents rated personal goals highest; teachers rated academic goals highest.

C) vocational, personal, academic, social, and civic goals were all rated "very important."

D) students gave the highest rating to goals in the intellectual area.

Answer:

Topic: Why Do Schools Exist?

Learning Objective: 9.1: Review the purposes of schools.

3) Imagine a school where teachers do not have daily contact with one another and act independently, the school administration does not give due importance to effective communication with the students' families about the school's goals and expectations. They are vague about the goals of the school and focus on maintaining the status quo. This represents a failure of which element of the "five-factor theory of effective schools"?

A) Strong leadership

B) A clear school mission

C) Monitoring school progress

D) High expectations

Answer:

Topic: What Makes Schools Effective?

Learning Objective: 9.3: Describe the factors through which effective schools are able to promote student achievement.

4) Some studies on school size have determined that:

A) students in smaller schools are more likely to resort to violence.

B) larger schools are more effective than smaller schools because they have better resources and students learn more.

C) C. larger schools are more effective than smaller schools because their students routinely outperform their peers in smaller schools.

D) D. students in smaller schools are more likely to pass their courses and attend college.

Answer:

Topic: What Makes Schools Effective?

Learning Objective: 9.3: Describe the factors through which effective schools are able to promote student achievement.

5) Which of the following is a characteristic of charter schools?

A) Charter schools carefully select their students through admissions tests.

B) Charter schools can be closed down if they do not meet expectations.

C) Charter schools must conform to all the state laws and rules applicable to traditional schools.

D) Charter schools do not receive public funding.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

6) At a recent school board meeting, a group of parents spoke out on the issue of the poor quality of the district's schools. They demanded the formation of charter schools that emphasized a rigorous, traditional curriculum and teacher-centered classrooms. These parents most closely resemble:

A) zealots.

B) reformers.

C) entrepreneurs.

D) ideologues.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

7) Full-service schools:

A) have become increasingly common.

B) have been strongly opposed by educator and community advocate Geoffrey Canada.

C) remain open most of the day and 11 months a year.

D) are parochial schools that emphasize religious instruction.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

8) Which statement is true regarding voucher programs?

A) Voucher programs have been opposed by the business sector.

B) In the Zelman v. Simmons-Harris case, a Supreme Court majority ruled that voucher programs were unconstitutional.

C) Voucher programs have been less effective than expected and their impact sounds better in theory than it is in fact.

D) Voucher programs have been sanctioned for students to attend nonsectarian private schools.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

9) Schools that offer high-quality programs for talented students and have been used as a method of voluntary racial desegregation are known as:

A) magnet schools.

B) open enrollment schools.

C) charter schools.

D) for-profit schools.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

10) Identify an accurate statement about open enrollment.

A) Students become eligible to enroll in any public school with available space.

B) Students are currently offered open enrollment, in fewer than ten states.

C) Students are offered a form of distance learning.

D) Students receive educational vouchers to study in select schools.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

11) Elaine was homeschooled for most of her life before heading to college at a state university. Based on what is known of homeschooled students in college, we can conclude that Elaine is most likely to:

A) be well-thought-of by many of her professors because professors describe homeschooled students as more self-directed.

B) have a lower GPA than most students who were not homeschooled.

C) come to school prepared to socialize with diverse students representing many backgrounds and viewpoints.

D) experience little difficulty in her science and history classes, even though most of her learning in these courses was influenced by religion.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

12) For-profit schools are a good idea because they will:

A) support weak teachers and guarantee job security to every employee.

B) strengthen the tenure system.

C) provide greater academic freedom to teachers.

D) offer focused programs and investor oversight will lead to academic success.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

13) Silver Springs middle school was recognized by the U.S. Department of Education as a green ribbon school. The school earned this distinction for:

A) improving comparative test scores and promoting better communication between teachers and students' family members.

B) providing better infrastructure and greater access to technology to students to enhance learning.

C) promoting environmental and sustainable education, offering healthier environments with clean air and water, and promoting outdoor activities.

D) providing a good education to economically disadvantaged students at affordable prices.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

14) Which of the following statements is true about charter schools?

A) They receive public funding based on the number of students enrolled.

B) They use admission tests.

C) They reject additional private funding.

D) They need to conform to most state education rules and regulations.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

15) A \_\_\_\_\_\_\_\_ attracts students by offering one or more special programs, such as math, music production, language immersion, science, technology, and/or other specialties.

A) charter school

B) magnet school

C) virtual school

D) green school

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

16) In theory, \_\_\_\_\_\_\_\_ provide access to a wealth of online learning from pre-school to university, without brick-and-mortar costs like maintenance of buildings, playgrounds, parking lots, and the like.

A) green schools

B) magnet schools

C) virtual schools

D) charter schools

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

17) Which of the following statements is true about charter schools?

A) Most Americans oppose charter schools, and view them as less effective than their neighborhood school.

B) A charter school is required to conform to most state education rules and regulations.

C) By their nature, charter schools face the same economic and academic pressures as neighborhood public schools.

D) Most charter schools are publicly funded and privately run, often by a for-profit corporation.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

18) In a narrow 5–4 decision, the Supreme Court ruled in \_\_\_\_\_\_\_\_ that publicly funded vouchers could be used to send children to Cleveland's private religious schools.

A) Zelman v. Simmons-Harris

B) Lemon v. Kurtzman

C) Wood v. Strickland

D) Ingraham v. Wright

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

19) Value added refers to:

A) assessing and rewarding the value a teacher adds to a student's education.

B) giving due credit to a teacher's experience and degrees.

C) providing cash incentives for students to perform better in exams.

D) adding value to students' test scores by recognizing their efforts in front of their peers.

Answer:

Topic: Teachers, Students, and Reform

Learning Objective: 9.5: Understand the ways in which teachers and students contribute to school reform.

20) According to a survey, by the nonprofit Education Sector, most teachers:

A) support educational reform and change.

B) support a system that rewards longevity.

C) feel that student test scores are the best measure of competence of a teacher.

D) feel that most older teachers or teachers with graduate credits are more skilled than younger teachers.

Answer:

Topic: Teachers and Reform

Learning Objective: 9.5: Understand the ways in which teachers and students contribute to school reform.

21) Influential teacher organizations are cautiously supportive of a merit pay plan. Provided that certain conditions are met, they would be more likely to support it. Which of the following is one of those conditions?

A) The plan should be objective and based solely on student test scores.

B) Local teachers should be involved in planning.

C) Senior tenured teachers must be excluded from the merit pay plan.

D) The plan should be fair and also penalize teachers in under-resourced schools.

Answer:

Topic: Teachers and Reform

Learning Objective: 9.5: Understand the ways in which teachers and students contribute to school reform.

22) Formulate an effective plan to get more boys and students of color to participate in service learning activities. In your opinion, how does service learning impact students?

Answer:

Topic: Why Do Schools Exist?

Learning Objective: 9.1: Review the purposes of schools.

23) What is your take on the current emphasis on standards, tests, and academic performance in schools?

Answer:

Topic: Why Do Schools Exist?

Learning Objective: 9.1: Review the purposes of schools.

24) How do effective schools monitor student progress?

Answer:

Topic: What Makes Schools Effective?

Learning Objective: 9.3: Describe the factors through which effective schools are able to promote student achievement.

25) Briefly discuss the five characteristics of effective schools.

Answer:

Topic: What Makes Schools Effective?

Learning Objective: 9.3: Describe the factors through which effective schools are able to promote student achievement.

26) Discuss how teachers can do a better job of communicating their high expectations to students. What are the barriers to such communication? In your opinion, if a teacher has high expectations from his or her students, would that improve a student's performance?

Answer:

Topic: What Makes Schools Effective?

Learning Objective: 9.3: Describe the factors through which effective schools are able to promote student achievement.

27) Researcher Linda Darling-Hammond recommends investing more in teacher training, in order to reform education. What are your views on effective teacher training? Be sure to provide specific examples to support your arguments.

Answer:

Topic: What Makes Schools Effective?

Learning Objective: 9.3: Describe the factors through which effective schools are able to promote student achievement.

28) Discuss the importance of trust among teachers, students, parents, and principals. What are some of the barriers in developing trusting relationships in schools? As a teacher, what can you do to help promote trust among students, parents, administrators, and colleagues? Be sure to provide specific examples to support your positions.

Answer:

Topic: What Makes Schools Effective?

Learning Objective: 9.3: Describe the factors through which effective schools are able to promote student achievement.

29) What is your opinion about the voucher system? Do you feel Friedman's ideas about vouchers work as well in practice as he might have theoretically conceived?

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

30) Why is the use of vouchers for religious schools such a controversial issue? How often are vouchers used for religious schools (in those states that allow it) and how does this affect the debate?

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

31) Describe some of the steps a school can take to "go green" and their effects on the environment, the staff, and students.

Answer:

Topic: The Schools We Create

Learning Objective: 9.4: Evaluate the importance of school reform and identify the alternatives available to the traditional neighborhood public school.

32) What do you think is the best way to evaluate a teacher's performance? In your opinion, are student test scores the best measure of the competence of a teacher? As students, what do you value most in your teachers?

Answer:

Topic: Teachers and Reform

Learning Objective: 9.5: Understand the ways in which teachers and students contribute to school reform.

33) How can students become involved in educational reform? How might your feelings about school reform as a student differ from your perspective as a teacher? Do you think engaging students in reflecting on the purposes and design of their own educational options would help them or hinder them in their studies? Explain.

Answer:

Topic: Teachers and Reform

Learning Objective: 9.5: Understand the ways in which teachers and students contribute to school reform.

34) Discuss the importance of trust in meaningful school governance, improvement, and reform. How can an environment of safety and trust help teachers reform their schools?

Answer:

Topic: Teachers and Reform

Learning Objective: 9.5: Understand the ways in which teachers and students contribute to school reform.

**Chapter 10**

**Curriculum, Standards, and Testing**

The chapter examines the null, formal, hidden, and extracurriculum. The power of curriculum to shape students and eventually society invites controversy, and the many groups involved in curriculum formation are described, along with standards-based education and the high-stakes testing impact of No Child Left Behind.

1. What is the formal curriculum taught in schools?

2. How does the invisible curriculum influence learning?

3. What is the place of the extracurriculum in school life?

4. What forces shape the school curriculum?

5. How does the Every Student Succeeds Act (ESSA) influence U.S. schools?

6. Why has the Common Core become so controversial?

7. What problems are created by high-stakes testing, and what are the alternatives?

8. How are cultural and political conflicts reflected in the school curriculum?

9. How has technology affected the curriculum?

10. What are some potential directions for tomorrow’s curriculum?

**Key Terms and People**

Authentic assessment

Campbell’s law

Climate change

Common Core State Standards

Core knowledge

Creationism

Cultural literacy

Curriculum

Digital divide

Evaluating teachers

Every Student Succeeds Act (ESSA)

Evolution

Extracurriculum

Formal or explicit curriculum

High-stakes tests

Implicit or hidden curriculum

Intelligent design

Last mile problem

No Child Left Behind Act (NCLB)

Null curriculum

Standardized tests

Stealth or self-censorship

Technology

1) According to educator Hilda Taba, learning in school is different from learning in life because the former:

A) deals with critical socialization skills.

B) stresses on the hidden lessons in life.

C) teaches skills that are needed for work and the professions.

D) is formally organized.

Answer:

Topic: The Visible Curriculum

Learning Objective: 10.2: Define formal or explicit curriculum.

2) Learning that is not always intended but emerges as students are shaped by the school culture, including the attitudes and behaviors of teachers, is known as the \_\_\_\_\_\_\_\_.

A) explicit curriculum

B) formal curriculum

C) hidden curriculum

D) null curriculum

Answer:

Topic: The Invisible Curriculum

Learning Objective: 10.3: Explain the impact of invisible curriculum on learning.

3) When a person or group decides that some topic is unimportant, inappropriate, too controversial, or not worth the time, that topic is never taught and becomes part of the \_\_\_\_\_\_\_\_.

A) implicit curriculum

B) formal curriculum

C) explicit curriculum

D) null curriculum

Answer:

Topic: The Invisible Curriculum

Learning Objective: 10.3: Explain the impact of invisible curriculum on learning.

4) A textbook portrays all African Americans as athletes, Mexican Americans as laborers, and women only in relation to their families. This is an example of a form of bias known as \_\_\_\_\_\_\_\_.

A) stereotyping

B) unreality

C) fragmentation

D) invisibility

Answer:

Topic: The Invisible Curriculum

Learning Objective: 10.3: Explain the impact of invisible curriculum on learning.

5) As a student in college, Luisa was shocked at some of the things she was learning in her Survey of American History course. Although she had studied American history before, her teachers had completely omitted many of the things that she was learning for the first time. Luisa's experiences most closely reflect the effects of:

A) the hidden curriculum.

B) the rhetorical curriculum.

C) the null curriculum.

D) the saber-tooth curriculum.

Answer:

Topic: The Invisible Curriculum

Learning Objective: 10.3: Explain the impact of invisible curriculum on learning.

6) Participation in the extracurricular activities has been connected with:

A) higher instances of null curriculum.

B) lower grades.

C) higher student self-esteem.

D) weak race relations.

Answer:

Topic: The Extracurriculum

Learning Objective: 10.4: Describe the role of extracurricular activities in enriching student life and learning.

7) Participation in extracurricular activities is correlated with \_\_\_\_\_\_\_\_.

A) enriched student life and learning

B) impaired race relations

C) lower grades and SAT scores

D) more conformity to gender stereotypes

Answer:

Topic: The Extracurriculum

Learning Objective: 10.4: Describe the role of extracurricular activities in enriching student life and learning.

8) The role of state governments in curricular decisions has:

A) increased through state standards and tests, and frameworks for all schools to follow.

B) decreased due to the emphasis on local control of schools mandated in the No Child Left Behind Act.

C) been minimized due to reductions in state education budgets.

D) has been restricted to merely providing funds and financial support.

Answer:

Topic: Who and What Shape the Curriculum?

Learning Objective: 10.5: Identify the forces involved in making decisions related to the school curriculum.

9) The development of common core state standards that have been adopted in most states reflects the influence of:

A) education commissions and committees.

B) professional organizations.

C) special interest groups.

D) publishers.

Answer:

Topic: Who and What Shape the Curriculum?

Learning Objective: 10.5: Identify the forces involved in making decisions related to the school curriculum.

10) A textbook covers twentieth-century U.S. history without mentioning the continuing struggle for civil rights; and pictures throughout the text portray only harmonious relations between the races. This is an example of a form of bias known as:

A) unreality.

B) fragmentation.

C) imbalance.

D) stereotyping.

Answer:

Topic: The Invisible Curriculum

Learning Objective: 10.7: Recall the contributions of the No Child Left Behind Act (NCLB) toward American education.

11) Andrew is a student in the class Rebecca teaches. While Andrew is not in the lowest percentile of the class, he isn't in the highest, either. In fact, Andrew could go either way in terms of passing or failing. Rebecca will spend:

A) a moderate amount of time on him, but will focus more on the talented students because that will increase the average scores of the class.

B) the most amount of time on him because he is a "bubble kid."

C) the least amount of time on him and more on the weakest students in the class in the hope that she can get more of them to pass.

D) the most amount of time on him because he is a "triage kid."

Answer:

Topic: The Problem with High-Stakes Standardized Tests

Learning Objective: 10.9: Identify the problems associated with high-stakes standardized testing.

12) Which of the following statements is true about standardized tests?

A) They are more likely to create havoc and hurt than to solve problems.

B) They require all test takers to answer the same questions, so that student and teacher performance can be compared.

C) They are used to determine punishments (like reduced school funding), accolades, or salary increases.

D) They are used to make important decisions about students, educators, schools, or districts.

Answer:

Topic: The Problem with High-Stakes Standardized Tests

Learning Objective: 10.9: Identify the problems associated with high-stakes standardized testing.

13) Identify an accurate statement about using a student's test score to assess the teacher.

A) Test scores reflect students' understanding of the curriculum, hence are an effective and time-tested way of assessing teachers.

B) In order to evaluate a teacher effectively, at least 50 percent of the evaluation must be based upon test scores.

C) This a flawed approach because one test score is an inadequate measure of student growth.

D) This represents an almost perfect and practical application of the value-added concept.

Answer:

Topic: Evaluating Teachers by Student Test Scores

Learning Objective: 10.10: Evaluate the effectiveness of using student test scores to assess teachers.

14) The phenomenon represented by the test-tampering scandal in Atlanta, Georgia, is most closely associated with:

A) Campbell's law.

B) the Hawthorne effect.

C) testing psychosis.

D) Noyes's law.

Answer:

Topic: Evaluating Teachers by Student Test Scores

Learning Objective: 10.10: Evaluate the effectiveness of using student test scores to assess teachers.

15) Lisa, Paul, and Jay were given an assignment at the end of their first unit in Spanish I. They were asked to prepare and act out a skit where they had to assume the roles of students visiting Argentina during Spring Break. They were to enter into a restaurant, order a meal, and pay for the meal, all in Spanish. The students knew they were being evaluated on how they performed these tasks, so they made an effort to do a good job. This sort of task is an example of:

A) active assessment.

B) multimodal assessment.

C) authentic assessment.

D) standard assessment.

Answer:

Topic: Alternatives to High-Stakes Testing

Learning Objective: 10.11: Analyze the alternative methods available in place of high-stakes testing to gauge student performance.

16) Which of the following statements is true about standardized tests?

A) They are more expensive than other assessments.

B) They can be rapidly implemented.

C) They encourage students to produce and reflect on their own work.

D) They produce ambiguous results.

Answer:

Topic: Alternatives to High-Stakes Testing

Learning Objective: 10.11: Analyze the alternative methods available in place of high-stakes testing to gauge student performance.

17) On the subject of teaching creationism, evolution, or intelligent design in schools, a large segment of the public feels that:

A) evolution should be taught in schools as the best and most rational explanation of origin of life.

B) intelligent design is the best compromise and should be taught in schools, evolution should be considered merely as a theory, not fact.

C) the teaching of creationism should supersede all other theories about the origin of life.

D) students should be exposed to competing theories in schools.

Answer:

Topic: Tension Points

Learning Objective: 10.12: Assess how the school curriculum becomes a battleground for conflicting political and cultural ideas.

18) Which of the following statements is true about intelligent design?

A) It competes with the theory of evolution, and most people believe that ideas that contradict evolution have no place in a classroom.

B) It offers a clear scientific position that is devoid of political or religious beliefs.

C) It supports the ideas of creationism, but directly contradicts evolution.

D) It credits an unnamed intelligence for aspects of nature unexplained by science.

Answer:

Topic: Tension Points

Learning Objective: 10.12: Assess how the school curriculum becomes a battleground for conflicting political and cultural ideas.

19) A scientific theory, such as the theory of evolution, is:

A) a scientific guess or hunch.

B) often a political position not related to science.

C) a well-founded scientific explanation.

D) a hypothesis likely to change.

Answer:

Topic: Tension Points

Learning Objective: 10.12: Assess how the school curriculum becomes a battleground for conflicting political and cultural ideas.

20) In response to an informal complaint, a school librarian quietly removes a book from the library shelf and pretends that the book is out of stock. This is an example of:

A) state censorship.

B) standard censorship.

C) fair censorship.

D) self-censorship.

Answer:

Topic: Tension Points

Learning Objective: 10.12: Assess how the school curriculum becomes a battleground for conflicting political and cultural ideas.

21) Describe the seven forms of bias that emerge in today's texts.

Answer:

Topic: The Invisible Curriculum

Learning Objective: 10.3: Explain the impact of invisible curriculum on learning.

22) Winston Churchill once said that "we shape our buildings and our buildings shape us." Translated into educational terms, one could say, "we shape our curriculum and our curriculum shapes us." Discuss how exposure to the educational curriculum has shaped you as a person and particularly as a future educator. As a future educator would you like to suggest possible changes to the curriculum? Be sure to provide specific examples to support your positions.

Answer:

Topic: What We Teach

Learning Objective: 10.4: Describe the role of extracurricular activities in enriching student life and learning.

23) Give an example of a lesson a student might learn from each of the following: the formal curriculum, the extracurriculum, the hidden curriculum, and the null curriculum.

Answer:

Topic: The Extracurriculum; The Invisible Curriculum; The Visible Curriculum

Learning Objective: 10.4: Describe the role of extracurricular activities in enriching student life and learning.

24) One of the criticisms about the benefits of extracurricular activities is that they are limited to a relatively few privileged students. Meanwhile, other students, particularly those from lower socioeconomic families, are excluded. What steps can schools take to get students from diverse backgrounds to participate in extracurricular activities so that all students may have the chance to benefit? Be sure to provide specific examples to support your analysis.

Answer:

Topic: The Extracurriculum

Learning Objective: 10.4: Describe the role of extracurricular activities in enriching student life and learning.

25) Discuss how the local government can have an impact on what is taught in a classroom.

Answer:

Topic: Who and What Shape the Curriculum?

Learning Objective: 10.5: Identify the forces involved in making decisions related to the school curriculum.

26) Regarding the influences that colleges and universities have on curriculum, A. Bartlett Giamatti noted that schools were always trying to "catch up" with college and university admissions requirements. Do you think that colleges and universities and their admissions policies have too much influence over curriculum? Do you think that colleges and universities need to change the way they admit students to reflect curriculum—particularly at the high school level? Be sure to support your answer with examples and analysis.

Answer:

Topic: Who and What Shape the Curriculum?

Learning Objective: 10.5: Identify the forces involved in making decisions related to the school curriculum.

27) Evaluate the movement toward Common Core State Standards and testing. Do you think national standards and testing will raise the performance of students in U.S. schools? Why or why not?

Answer:

Topic: The Common Core

Learning Objective: 10.8: Understand the need for a Common Core and the problems associated with it.

28) One of the criticisms of high-stakes testing is that it results in a narrowing of the curriculum where certain courses such as math and English/language arts are valued more than others. Certain subjects such as the arts, physical education, history, and foreign languages receive less attention and support. How would you make the case for the importance of these subjects to policymakers concerned with scores on high-stakes tests? Be sure to support your answer with specific examples.

Answer:

Topic: The Problem with High-Stakes Standardized Tests

Learning Objective: 10.9: Identify the problems associated with high-stakes standardized testing.

29) In Atlanta, approximately 180 principals, teachers, and staff were involved in test tampering. What were the factors that might have contributed to such widespread cheating on standardized tests? What does such an action say about the impact that testing has on the curriculum? To what extent does cheating on standardized tests undermine the image of educators as professionals?

Answer:

Topic: Evaluating Teachers by Student Test Scores

Learning Objective: 10.10: Evaluate the effectiveness of using student test scores to assess teachers.

30) What are the major arguments for or against teaching the theory of evolution as the sole explanation for the origin of life and its diversity? How have the differing meanings of the word "theory" affected this debate?

Answer:

Topic: Tension Points

Learning Objective: 10.12: Assess how the school curriculum becomes a battleground for conflicting political and cultural ideas.

31) In your view as a future educator, should there be a curricular canon in the curriculum? Why or why not? If you feel that there should be a curricular canon, list five books that should be included and state why they should be included. If you responded "no," how should educators determine the value of what students should read?

Answer:

Topic: What's Worth Knowing? The Case for Cultural Literacy

Learning Objective: 10.12: Assess how the school curriculum becomes a battleground for conflicting political and cultural ideas.

32) Do you ever foresee a time when technology minimizes the value of human teachers—or even makes them obsolete? Why or why not? What can teachers do to keep something like this from happening? Be sure to support your answers with specific examples.

Answer:

Topic: The Technology Revolution

Learning Objective: 10.13: Examine the contributions of technology toward learning and education.

33) What is your understanding of the digital divide? What are the educational implications of an apparent technology gap? What do you think should be done to address this gap?

Answer:

Topic: The Technology Revolution

Learning Objective: 10.13: Examine the contributions of technology toward learning and education.

34) What are your suggestions for tomorrow's curriculum? After going through the current educational curriculum, what do you think is missing in the educational system? What changes would you suggest? Be sure to use specific examples to support your ideas.

Answer:

Topic: Suggestions for Tomorrow's Curriculum

Learning Objective: 10.14: Propose some potential ideas for future's curriculum.