Test Bank for Introduction to Teaching Interactive eBook Making a Difference in Student Learning 2nd Hall

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MULTIPLE CHOICE

1. Our ethnicity is determined by
   A) our economic status.
   B) our ancestors' native countries.
   C) our biological traits.
   D) none of the above.

   ANS: B PTS: 1 DIF: Easy REF: Introduction
   OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Knowledge

2. Which of the following is not one of the six pan-ethnic and racial groups?
   A) Latino
   B) Native Hawaiian and Pacific Islander
   C) Appalachian
   D) White

   ANS: C PTS: 1 DIF: Medium
   REF: How Racially And Ethnically Diverse Are Our Schools?
   OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

3. What is the largest Asian ethnic group in the United States?
   A) Korean
   B) Vietnamese
   C) Chinese Americans
   D) Asian Indian

   ANS: C PTS: 1 DIF: Medium
   REF: How Racially And Ethnically Diverse Are Our Schools?
   OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

4. Which state is home to the largest number of Asian Americans?
   A) Hawaii
   B) California
   C) New York
   D) Alaska

   ANS: B PTS: 1 DIF: Medium
   REF: How Racially And Ethnically Diverse Are Our Schools?
   OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

5. Which of the following is not an indigenous or original people who inhabited the US?
   A) Alaska Natives
   B) Sioux
   C) Chicano

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D) Native Hawaiian

ANS: C PTS: 1 DIF: Medium
REF: How Racially And Ethnically Diverse Are Our Schools?
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

6. When was the Johnson-Reed Act repealed?
A) 1955
B) 1965
C) 1975
D) 1985

ANS: B PTS: 1 DIF: Medium REF: The Impact Of Immigration
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

7. Which country in 2013 was the nation of origin for the largest number of immigrants to America?
A) China
B) India
C) Mexico
D) Canada

ANS: C PTS: 1 DIF: Medium REF: The Impact Of Immigration
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

8. Which statistic best identifies the percentage of America's K-12 student population with at least one parent who is an unauthorized immigrant?
A) 2%
B) 4%
C) 5%
D) 7%

ANS: B PTS: 1 DIF: Medium REF: The Impact Of Immigration
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Comprehension

9. By the year 2040, what is the projected percent of the US population who will be white?
A) 34%
B) 54%
C) 64%
D) 74%

ANS: C PTS: 1 DIF: Medium
REF: Race and Ethnicity in Schools
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

10. Which region of the country has the highest concentration of African American students?
A) South
B) North

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C) West
D) East

ANS: A PTS: 1 DIF: Medium
REF: Race and Ethnicity in Schools
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

11. The Supreme Court in *Plyer v. Doe* (1982) ruled that
A) separate but equal education is inherently unequal.
B) students with disabilities are entitled to an education.
C) unauthorized students are entitled to an education.
D) none of the above.

ANS: C PTS: 1 DIF: Medium REF: The Impact Of Immigration
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

12. The largest concentration of students of color in the United States is in which region?
A) Western
B) Eastern
C) Southern
D) Northern

ANS: A PTS: 1 DIF: Medium
REF: Race and Ethnicity in Schools
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Comprehension

13. Roughly what percent of US public school teachers are white?
A) 50%
B) 60%
C) 70%
D) 80%

ANS: D PTS: 1 DIF: Easy
REF: Race and Ethnicity in Schools
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Knowledge

14. Which of the following is most often used as an indicator to gauge student achievement?
A) Standardized tests
B) Reading level
C) Enrollment in higher level math class
D) College enrollment

ANS: A PTS: 1 DIF: Easy
REF: The Achievement Opportunity
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

15. Which ethnic group is most likely to suffer the most from lack of achievement opportunities due to poverty?

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A) Native Hawaiians
B) Pacific Islanders
C) Hispanic Students
D) Asian Americans

ANS: C PTS: 1 DIF: Easy
REF: The Achievement Opportunity
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

16. Which federal law requires annual testing of public school students to determine if they are meeting state math and reading standards?
A) No Child Left Behind
B) Individuals with Disabilities Education Act
C) Americans with Disabilities Act
D) Elementary and Secondary Education Act

ANS: A PTS: 1 DIF: Easy
REF: The Achievement Opportunity
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

17. The Children's Defense Fund reported that children from families in poverty score lower on measures of cognitive development than affluent children as early as what age?
A) 6 months
B) 9 months
C) 12 months
D) 15 months

ANS: B PTS: 1 DIF: Easy
REF: The Achievement Opportunity
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

18. What is the percent gap between American Indian students and white students?
A) 11%
B) 16%
C) 21%
D) 26%

ANS: C PTS: 1 DIF: Easy
REF: The Achievement Opportunity
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

19. The population with the highest percentage of people living in poverty is
A) Latino.
B) Native American.
C) African American.
D) White.

ANS: B PTS: 1 DIF: Easy
REF: The Achievement Opportunity

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OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

20. The Ethnic Studies approach provides all of the following except?
A) Examination of political history
B) Contemporary Conditions
C) Solutions to issues
D) Examination of Social History

ANS: C PTS: 1 DIF: Easy REF: Race in the Classroom
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Knowledge

21. In today's schools, students are increasingly segregated by
A) Racial Identity
B) Economic Levels
C) Achievement
D) Ethnicity

ANS: B PTS: 1 DIF: Hard REF: Ethnocentric Curriculum
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

22. Basing educational judgments on class status can
A) prevent students from having an equal opportunity.
B) provide a foundation of understanding.
C) create a framework to plan instruction.
D) provide educational resources to those most in need

ANS: A PTS: 1 DIF: Hard
REF: Economic Diversity Of Students
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

23. Which ethnic group has the highest number of persons in poverty?
A) Pacific Islander
B) African American
C) White
D) Native American

ANS: C PTS: 1 DIF: Medium
REF: Students In Low-Income Families
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Analysis

24. What is the rate of poverty for African American children?
A) 32%
B) 37%
C) 42%
D) 47%

ANS: B PTS: 1 DIF: Easy
REF: Students In Low-Income Families

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OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

25. To be eligible for free or reduced price lunch, family income must fall below what percent of the federal poverty level?
A) 100%
B) 110%
C) 120%
D) 130%

ANS: D PTS: 1 DIF: Easy
REF: Students In Low-Income Families
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

26. What percent of public school students were eligible for FRPL in 2012?
A) 20%
B) 30%
C) 40%
D) 50%

ANS: D PTS: 1 DIF: Easy
REF: Students In Low-Income Families
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

27. In 2013 how many children were homeless in the US?
A) 2 million
B) 2.5 million
C) 3 million
D) 3.5 million

ANS: B PTS: 1 DIF: Easy REF: Homeless Students
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

28. When teachers develop instruction and interactions with their students that ensure they will be behave as teachers expect this is known as
A) English Language Learner Programs
B) Affective Instruction
C) ethno-centrism
D) self fulfilling prophecy

ANS: D PTS: 1 DIF: Hard
REF: Students In Low-Income Families
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

29. How many residents of the US speak a language other than English at home?
A) 50 million
B) 60 million
C) 70 Million
D) 80 million

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ANS: A PTS: 1 DIF: Easy
REF: What If Students's Native Languages Are Not English?
OBJ: Explain at least three different instructional programs that are used with English Language Learners. COG: Knowledge

30. Which of the following programs uses students' native languages and English as instructional techniques?
A) English Language Learners
B) Bilingual Education
C) English as a second language
D) Immersion

ANS: B PTS: 1 DIF: Easy REF: Bilingual Education
OBJ: Explain at least three different instructional programs that are used with English Language Learners. COG: Knowledge

31. Which of the following programs uses instruction in English only is the program focus?
A) English Language Learners
B) Bilingual Education
C) English as a second language
D) Immersion

ANS: C PTS: 1 DIF: Easy
REF: English As A Second Language
OBJ: Explain at least three different instructional programs that are used with English Language Learners. COG: Knowledge

32. Which program uses both the home language and English for instruction?
A) English Language Learners
B) Bilingual Education
C) English as a second language
D) Immersion

ANS: D PTS: 1 DIF: Easy REF: Bilingual Education
OBJ: Explain at least three different instructional programs that are used with English Language Learners. COG: Knowledge

33. Which program for immigrant students who know limited English use ESL to help students learn English and the common culture?
A) English Language Learners
B) Bilingual Education
C) English as a second language
D) Newcomer Programs

ANS: D PTS: 1 DIF: Easy
REF: English As A Second Language
OBJ: Explain at least three different instructional programs that are used with English Language Learners. COG: Knowledge

34. Which term is used to describe an individual as male or female based on biological differences?
A) Gender
B) Equity

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C) Sex
D) Orientation

ANS: C PTS: 1 DIF: Easy
REF: Differences Between Females And Males
OBJ: Identify gender differences that will help teachers provide equitable instruction for both girls and boys. COG: Knowledge

35. Which federal legislation makes it illegal to treat students differently or separately based on gender?
A) Title I
B) Title III
C) Title IX
D) Title X

ANS: C PTS: 1 DIF: Easy
REF: Delivering An Equitable Education For Boys And Girls
OBJ: Identify gender differences that will help teachers provide equitable instruction for both girls and boys. COG: Knowledge

36. The term used to describe behavioral, cultural and psychological traits typically associated with one sex is?
A) Gender
B) Equity
C) Sex
D) Orientation

ANS: A PTS: 1 DIF: Easy
REF: Differences Between Females And Males
OBJ: Identify gender differences that will help teachers provide equitable instruction for both girls and boys. COG: Knowledge

37. Which student group has the most positive interaction with teachers according to research?
A) White females
B) Black Females
C) White Males
D) Black Males

ANS: A PTS: 1 DIF: Easy REF: The Research
OBJ: Identify gender differences that will help teachers provide equitable instruction for both girls and boys. COG: Knowledge

38. Which student group has the least positive interaction with teachers according to research?
A) White females
B) Black Females
C) White Males
D) Black Males

ANS: D PTS: 1 DIF: Easy REF: The Research
OBJ: Identify gender differences that will help teachers provide equitable instruction for both girls and boys. COG: Knowledge

39. Which of the following can be a major challenge in secondary schools for LGBTQ students?

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A) Academic achievement
B) Attendance
C) Bullying
D) Drop-out rate

ANS: C PTS: 1 DIF: Hard REF: Sexual Identity
OBJ: List actions a teacher could take to be supportive of LGBTQ students in classrooms and schools. COG: Application

40. LGBTQ students feel more comfortable where which of the following are portrayed in the curriculum?
A) Gay-straight alliances
B) Comprehensive Policy on harassment is enforced
C) Faculty and Staff are supportive
D) All of the above

ANS: D PTS: 1 DIF: Medium REF: Sexual Identity
OBJ: Identify gender differences that will help teachers provide equitable instruction for both girls and boys. COG: Comprehension

41. Persons who choose not to participate in any organized religion are
A) nonbelievers.
B) agnostic.
C) unreligious.
D) none of the above.

ANS: B PTS: 1 DIF: Medium REF: Religious Diversity
OBJ: Analyze the impact of the religious beliefs of students and their families on classroom and school practices in your community. COG: Comprehension

42. AN increase in which population made the US more religiously diverse in the 1960s?
A) Asian and Middle Eastern Immigrants
B) Hispanic Immigrants
C) East European Immigrants
D) African Immigrants

ANS: A PTS: 1 DIF: Medium REF: Religious Diversity
OBJ: Analyze the impact of the religious beliefs of students and their families on classroom and school practices in your community. COG: Comprehension

43. What percent of Americans identify themselves as Christian?
A) 50%
B) 60%
C) 70%
D) 80%

ANS: C PTS: 1 DIF: Medium REF: Religious Diversity
OBJ: Analyze the impact of the religious beliefs of students and their families on classroom and school practices in your community. COG: Comprehension

44. Which religious group accepts the validity of diverse populations that have evolved from different historical experiences?
A) Evangelicals

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B) Fundamentalists
C) Reformists
D) Liberal Religions

ANS: D PTS: 1 DIF: Medium REF: Religious Diversity
OBJ: Analyze the impact of the religious beliefs of students and their families on classroom and school practices in your community. COG: Comprehension

45. The term AYP (adequate yearly progress) is used to measure
A) drop-out rates in secondary schools.
B) graduation rates in secondary schools.
C) growth of highly qualified teachers.
D) academic progress in public schools in standardized tests.

ANS: D PTS: 1 DIF: Medium
REF: The Achievement Opportunity
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Comprehension

46. Queer is a term that been used to reject_____?
A) Discrimincation
B) Bigotry
C) Assimilation
D) Equity

ANS: C PTS: 1 DIF: Hard REF: Sexual Identity
OBJ: Identify gender differences that will help teachers provide equitable instruction for both girls and boys. COG: Application

47. Whites and _____ have disproportionately high representation in middle class in the US.
A) Asian Americans
B) African Americans
C) Native Hawaiiians
D) Native Americans

ANS: A PTS: 1 DIF: Easy REF: Middle Class Families
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

48. _____ is an educational strategy that separates students based on their academic abilities
A) Segregation
B) Special Education
C) Title 1
D) Tracking

ANS: D PTS: 1 DIF: Easy REF: Tracking
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Knowledge

49. Females tend favor the _____ area of the brain.
A) Right Hemisphere

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B) Left Hemisphere
C) Cerebral Cortex
D) Cerebellum

ANS: B PTS: 1 DIF: Easy
REF: Differences Between Females And Males
OBJ: Identify gender differences that will help teachers provide equitable instruction for both girls and boys. COG: Knowledge

50. Classes for students classified as low ability are often characterized as_____.
A) Uninviting and boring
B) Remedial
C) Tutorial
D) outcome based

ANS: A PTS: 1 DIF: Hard REF: Tracking
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

51. Instruction in developmental bilingual programs takes place _____ in the lower grades.
A) Resource Room
B) Tutorial Room
C) Home
D) Language Lab

ANS: C PTS: 1 DIF: Medium
REF: What If Students's Native Languages Are Not English?
OBJ: Explain at least three different instructional programs that are used with English Language Learners. COG: Analysis

TRUE/FALSE

52. Three in ten foreign born adults do not have a high school diploma.

ANS: T PTS: 1 DIF: Medium
REF: Teaching English Language Learners
OBJ: Explain at least three different instructional programs that are used with English Language Learners. COG: Analysis

53. Many schools in America are segregated by gender.

ANS: F PTS: 1 DIF: Medium
REF: What Is The Relationship Between Gender And Education
OBJ: Identify gender differences that will help teachers provide equitable instruction for both girls and boys. COG: Analysis

54. The category "two or more races" is not a category of selection for census data.

ANS: F PTS: 1 DIF: Medium
REF: Race and Ethnicity of the Population
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

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55. The term *indigenous* is used to describe original people who inhabited North America.

ANS: T PTS: 1 DIF: Medium
REF: Race and Ethnicity of the Population
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

56. Over 40% of Hawaii's population is Asian American.

ANS: T PTS: 1 DIF: Medium
REF: Race and Ethnicity of the Population
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

57. The majority of Latinos come from Central American nations.

ANS: T PTS: 1 DIF: Medium
REF: Race and Ethnicity of the Population
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

58. Iraq and Bhutan have been nations of origin for a substantial number of refugees to America in the last decade.

ANS: T PTS: 1 DIF: Medium REF: The Impact Of Immigration
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

59. Children of unauthorized families cannot be denied a public school education.

ANS: T PTS: 1 DIF: Medium REF: The Impact Of Immigration
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

60. The percentage of the U.S. population classed as predominantly white is increasing.

ANS: F PTS: 1 DIF: Medium
REF: Race and Ethnicity in Schools
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

61. The diversity of the teacher population mirrors the diversity of the student population.

ANS: F PTS: 1 DIF: Medium
REF: Race and Ethnicity in Schools
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

62. Teachers may stereotype students from racial and ethnic groups with which they have no experience.

ANS: T PTS: 1 DIF: Medium
REF: Race and Ethnicity in Schools

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OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

63. African American and Hispanic students are scoring on average at the same level as white students on achievement tests.

ANS: F PTS: 1 DIF: Medium
REF: The Achievement Opportunity
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

64. Race is a topic easily discussed in most classrooms.

ANS: F PTS: 1 DIF: Medium REF: Race in the Classroom
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

65. Afrocentric curriculum schools are most likely to be found in rural areas.

ANS: F PTS: 1 DIF: Medium REF: Ethnocentric Curriculum
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

66. The criteria used to classify students a low socioeconomic status is free and reduced-price lunch count.

ANS: T PTS: 1 DIF: Medium
REF: Students In Low-Income Families
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Comprehension

67. Schools can provide enrollment to homeless students if they do not have previous school records.

ANS: T PTS: 1 DIF: Medium REF: Homeless Students
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Comprehension

68. When using the identifier LGBTQ, the Q can mean queer or questioning.

ANS: T PTS: 1 DIF: Medium REF: Sexual Identity
OBJ: List actions a teacher could take to be supportive of LGBTQ students in classrooms and schools.
COG: Comprehension

69. Test scores are more closely correlated to the education level or social class of students' parents than their academic potential.

ANS: T PTS: 1 DIF: Hard REF: Tracking
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

ESSAY

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70. How have demographic trends of the country changed in terms of ethnicity and the diversity of today's school population?

ANS:
Increasing numbers of students come from families where English is not the spoken language at home. The countries of origin of the students has changed over the years from European origin to non-European origin.

PTS: 1 DIF: Hard REF: The Impact Of Immigration
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Application

71. How are our identities determined?

ANS:
Our identities are determined by all factors in our being. These include actions, ethnicity, and family backgrounds.

PTS: 1 DIF: Hard REF: Introduction
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Application

72. What opportunities are offered to teachers as a result of the growing diversity of today's schools?

ANS:
Teachers can use the growing diversity as a resource and a strength. The diversity as a resource to tap into and celebrate is one for teachers to use as an instructional support opportunity.

PTS: 1 DIF: Medium REF: Introduction
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

73. How can a teacher use students' race and ethnicity to develop instructional strategies to enhance learning?

ANS:
Teachers can use ethnicity as a resource to modify instruction to accommodate diverse learning styles and provide support to diverse learning needs.

PTS: 1 DIF: Medium REF: Introduction
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

74. How has the immigrant population changed in America over the last 50 years?

ANS:
Post World War II the immigrant population came primarily from Europe. Recently the immigrant population has greatly lessened from Europe and increased from Asia and South/Central America. With this change the languages of the new immigrants have also changed.

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PTS: 1 DIF: Medium REF: The Impact Of Immigration
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Analysis

75. What protections in terms of confidentially are in place for parents of unauthorized families?

ANS:
Questions regarding living status, address, and citizenship cannot be asked. Children cannot be denied an education due to the lack of this information.

PTS: 1 DIF: Hard REF: Homeless Students
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

76. Explain what is meant by ethnic studies.

ANS:
Studies in ethnic issues, contributions, and diversity appreciation.

PTS: 1 DIF: Hard REF: Introduction
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

77. Discuss the approach knows as an "Afrocentric curriculum."

ANS:
This curriculum, advocated by some African Americans, emphasizes African American experiences, contributions, and personalities.

PTS: 1 DIF: Hard REF: Race in the Classroom
OBJ: Illustrate how students' race and ethnicity can be used by a teacher to develop effective instructional strategies for learning. COG: Application

78. Discuss the trend in homeless students in America.

ANS:
The homeless population in America has increased in terms of numbers with many more children being homeless on either a short- or long-term basis. Lack of a home cannot be a reason to deny a child an education.

PTS: 1 DIF: Hard REF: Homeless Students
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

79. Discuss the concept of self-fulfilling prophecy and how it can impact student achievement.

ANS:
By association and environment, students can be put in situations that result in expectations that they will not succeed in school.

PTS: 1 DIF: Hard REF: Homeless Students

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OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

80. What does living in a low income family mean for children and teenagers?

ANS:
Children in low income families tend to have poorer health including greater issues with vision, breathing and hearing problems than children from more affluent families. They are also more likely to be exposed to lead in pipes which negatively impacts cognitive function. Their nutrition is also poor and they are more likely to move from one district to antother

PTS: 1 DIF: Hard REF: Students In Low-Income Families
OBJ: Demonstrate that you value and respect students regardless of the socioeconomic status of their families. COG: Application

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