

York castle High School  
Social Studies  
Multiple Choice Items  
Grade 10  
Name: .....

**1. Which one of the following describes bi-lineal descent?**

- a. The duties and privileges of children is the responsibility of the parents.
- b. The duties and privileges of descent follow the female line.
- c. The duties and privileges of descent follow the male line.
- d. The duties and privileges of descent follow the female and male lines.

**2. Which one of the following is the best description of 'culture'?**

- a. The art, craft, literature and music of a people.
- b. The lifestyle, traditions, ideas and beliefs of a people.
- c. The style, colour and significance of the clothes people wear.
- d. The dancing and singing in the ceremonies of the people.

**3. A child should be able to expect all of the following from its parents except:**

- a. Reliability
- b. Consistency
- c. Intolerance
- d. Fairness

**4. All of the following are good aspects of peer groups except they:**

- a. Can encourage people to work together to achieve good results.
- b. Can make the efforts of individuals more effective.
- c. Can encourage people not to work hard at school.
- d. Can stimulate their members to good actions and achievements.

**5. An out-group is best described as:**

- a. Two or more people carrying out an activity, interest or hobby.
- b. A number of people working out in the fields.
- c. A group of young people helping the mentally handicapped.
- d. A group whose activities are disapproved by society.

**6. Which one of the following is NOT true of the organisations of groups?**

- a. The members need constant supervision.
- b. The members need firm leadership.
- c. Groups demand loyalty from their members.
- d. Groups demand commitment to their activities.

# Grade 4 Social Studies Multiple Choice Questions

**Thomas Griffiths**



#### **Grade 4 Social Studies Multiple Choice Questions:**

*Resources in Education* ,2000-04      Designing Culturally Competent Programming for PK-20 Classrooms Sprott, Katherine,O'Connor Jr., Johnny R.,Msengi, Clementine,2020-08-14 In order to promote effective learning individuals must feel fully appreciated within their own unique identities i e ethnicities language differences socioeconomic status gender religions Culturally competent educators employ practices that acknowledge and build on cultural diversity and that identify students themselves as resources and honors assets possessed within the context of the school community Designing Culturally Competent Programming for PK 20 Classrooms is a comprehensive research publication that explores strategies and best practices for designing culturally competent curricula and serves as a courier for stakeholders fostering inclusive and forward thinking opportunities in PK 20 classrooms Highlighting a wide range of topics such as ethics leadership and organizational development this book is ideal for educators administrators academicians curriculum developers instructional designers researchers and students      *Elementary Social Studies* June R. Chapin,2009 Elementary Social Studies A Practical Guide 7 e is designed to focus on central concerns in teaching social studies in a standards based environment This is a brief text which enables teachers to successfully implement a social studies curriculum with concepts strategies and values relevant to elementary and middle grades      **International Encyclopedia of Education** ,2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files      **The Social Studies** ,1928      *Research in Education* ,1974      **Parent's Guide to the LEAP 21 Tests**

**for Grade 4** Cynthia Johnson, Drew Johnson, 2000 Features all the essential facts and expert advice parents need to help prepare their children for the LEAP 21 Louisiana Educational Assessment Program tests

**Next-Level Digital Tools and Teaching** Rachel Karchmer-Klein, Lauren Boulden, Maureen McDonald, 2022 What we have learned from the many challenges of online teaching and learning during the COVID 19 pandemic is the focus of this authoritative resource Featuring teachers experiences and classroom examples the authors examine what s needed and what works in order to help educators improve current models of technology integrated instruction in their schools and districts With a focus on digital tools and planning for any setting the text provides ready to use help for designing technology integrated lessons building and managing community selecting the best digital tools for particular tasks increasing student engagement and differentiating instruction The text also includes a final chapter that looks at how leaders can support schoolwide coordination and infrastructure Action items at the end of each chapter address the specific needs of individuals teams and schools to help them shift from reflection to actual implementation encouraging collaboration and accountability Next Level Digital Tools and Teaching is applicable to teaching and learning in face to face online or hybrid K 12 classroom settings Book Features Focuses on problems related to online teaching specifically critical issues identified during the 2020 2021 school year Models how to design instruction that leverages technology tools designed to engage students with content in multiple ways Includes examples of lesson plans digital tool applications and ideas for assessing student knowledge in K 12 digital environments Provides ready to download checklists and templates Offers guidance that will continue to be valuable long after the world recovers from COVID 19 and students return to physical classrooms

*Exemplary Elementary Social Studies* Sherry L. Field, Jeff Passe, Andrea S. Libresco, Janet Alleman, 2014-04-01 In many elementary classrooms social studies has taken a back seat to English Language Arts and Mathematics in the wake of No Child Left Behind and Race to the Top This volume is not another hand wringing lament On the contrary the elementary educators who have contributed to this volume have a positive set of stories to tell about how social studies can play a central role in the elementary classroom how teachers can integrate social studies knowledge and skills throughout the school day and how this learning can carry over into children s homes and communities The seven case studies in this book one at each elementary grade level highlight exemplary teachers in whose classrooms social studies is alive and well in this age of accountability At the end of each case study each teacher provides advice for elementary teachers of social studies Our hope is that elementary teachers and prospective teachers elementary principals social studies supervisors staff developers and professors of elementary social studies methods who study the stories that we tell can be empowered to return social studies to its rightful place in the curriculum

Comprehensive School Reform Program United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth, and Families, 1999 The Hearing before the Subcommittee on Early Childhood Youth and Families of the Committee on Education and the Workforce was held on June 23 1998 Statements are presented by various educators in

public education and in charter schools U S Representatives the assistant secretary of Elementary and Secondary Education and members of his staff who discuss the Department s implementation of the Comprehensive School Reform Demonstration program Appendices contain written statements by the speakers at the hearing DFR

**NAEP 1994 U.S. History Report Card** Alexandra S. Beatty,1996 This book describes results from the 1994 National Assessment of Educational Progress NAEP assessment in U S history conducted at grades 4 8 and 12 Included in this report card are the results of students achievement at each grade and within various subgroups of the general population The report discusses the relationships between student performance and instructional and home background variables This information gives educators a context for evaluating the U S history achievement of students and the results that may be used to guide reform efforts Chapters include 1 NAEP 1994 U S History Assessment 2 U S History Results for the Nation and Regions 3 U S History Achievement Levels 4 Contexts in which Students Learn History and 5 What Students Know and Can Do in U S History A conclusion three appendices 52 tables and 13 figures complete the book EH

**The Grade Placement of Curriculum Materials in the Social Studies** Chester Ora Mathews,1926 *Resources in Education* ,1993

**A Study of the Achievement Test** National Center for Health Statistics (U.S.),1967 *Educating Everybody's Children* Robert W. Cole W. Cole,2008-06-15 Designed to promote reflection discussion and action among the entire learning community *Educating Everybody s Children* encapsulates what research has revealed about successfully addressing the needs of students from economically ethnically culturally and linguistically diverse groups and identifies a wide range of effective principles and instructional strategies Although good teaching works well with all students educators must develop an extensive repertoire of instructional tools to meet the varying needs of students from diverse backgrounds Those tools and the knowledge base behind them are the foundation of this expanded and revised second edition of *Educating Everybody s Children* Each strategy discussed in the book includes classroom examples and a list of the research studies that support it The most important thing we have learned as a result of the education reform movement is that student achievement stands or falls on the motivation and skills of teachers We must ensure that all teachers are capable of delivering a standards based curriculum that describes what students should know and be able to do and that these standards are delivered by means of a rich and engaging pedagogy of plenty By these two acts we can ensure that all schools will be ready and able to educate everybody s children

**Smart Tests** Catherine M. Walker,Edgar Schmidt,Kat Mototsune,2004 High stakes accountability and the growing move towards standardized testing are placing teacher knowledge and assessment skills under ever increasing scrutiny Teachers know what is going on in their classrooms and have first hand reliable evidence of what their students can accomplish They can be the major factor in student assessment and help their students better demonstrate what they have learned *Smart Tests* shows educators how to create well structured evaluation tools that match assessment tasks to the purpose and content of instruction Teachers learn how to relate testing directly to classroom goals and activities and make assessment an integral

part of learning and teaching not just the end result They will find the information they need to build assessment tasks that give students in grades K 8 the opportunity to succeed These tasks encourage students to apply new knowledge reflect and defend their thoughts and opinions and connect what they learn the world beyond the classroom      **New York State Pupil Evaluation Program Tests and Program Evaluation Tests, School Administrator's Manual** ,1989      Historical Outlook ,1926      The Software Encyclopedia 2000 Bowker Editorial Staff,2000-05      **Public Personnel Studies** ,1926

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