

## CHAPTER

# 2 Understanding and Facilitating the Development of Young Children

### Multiple Choice Questions (10)

1. Some of the factors that influence the development of a child include:
    - A. the child's temperament and rate of maturation.
    - B. family and cultural experiences, as well as interaction with others in their environment.
    - C. opportunities for movement and activity.
    - D. all of the above
- ANS: D
2. The early experiences that infants encounter:
    - A. are not important because infants cannot understand their environment.
    - B. should be kept to a minimum to avoid disturbing their rest.
    - C. have a decisive impact on the actual structure of their brains.
    - D. do not make a difference in how children develop.
- ANS: C
3. The concept of the whole child:
    - A. supports the development of the child in all areas of growth.
    - B. is outdated and no longer is used by early childhood educators.
    - C. looks at growth and development in just one domain.
    - D. all of the above
- ANS: A
4. According to Arnold Gesell the behavior of children:
    - A. develops and unfolds in predictable and patterned schedules.
    - B. cannot be predicted because each child develops at their own rate.
    - C. is not important for teachers to know because they will find out about each child by observing them.
    - D. none of the above
- ANS: A
5. The developmental focus areas discussed in the text include:
    - A. social-emotional, cognitive, and motor.
    - B. physical, affective (social-emotional understanding) and aesthetic, and cognitive.
    - C. gross and fine motor, cognitive, and emotional.
    - D. none of the above

ANS: B

6. Aesthetic development in early childhood education:

- A. includes children’s social and emotional growth, as well as the changes in their social and emotional behaviors.
- B. is related to the dimensions of feelings, emotions, and sociability.
- C. refers to artistic awareness and sensorial responsiveness of the children to their surroundings.
- D. should be stressed less than cognitive or affective domain development.

ANS: C

7. Affective development in young children:

- A. refers to awareness and sensorial responsiveness to their surroundings, especially the natural and artistic beauty in their environments.
- B. is related to the dimensions of their feelings, emotions, and sociability.
- C. includes cognition and language acquisition.
- D. all of the above

ANS: B

8. Language skills of young children are:

- A. a critical part of cognitive development.
- B. rarely improved by activities that emphasize listening abilities.
- C. responsive to encouragement but not from the teachers.
- D. developed most often when teachers take the lead in conversations.

ANS: A

9. Developmentally and culturally appropriate activities:

- A. respond to the child’s cultural and linguistic diversity.
- B. contribute to their growth of positive identities.
- C. provide age-appropriate opportunities for children to learn more about their own culture.
- D. all of the above

ANS: D

10. Linguistically diverse children will benefit from programs where teachers:

- A. emphasize the use of English, so the children become proficient as quickly as possible.
- B. correct children when they make mistakes with their attempts at speaking English.
- C. value their home language and offer linguistically appropriate learning opportunities.
- D. all of the above

ANS: C

### Completion Questions (10)

*Terms used in completion questions:*

aesthetic development	developmental focus areas
affective development	physical development
age-appropriate	skills
culturally appropriate	temperament
linguistically appropriate	whole child

1. The developed abilities in body movement, thinking, and social and emotional behaviors are referred to as \_\_\_\_\_.

ANS: skills

*Curriculum for Young Children: An Introduction—Chapter Two*

2. \_\_\_\_\_ is the growth and changes in young children’s social and emotional behaviors.  
ANS: Affective development
3. Supporting development in all areas of growth while respecting the child’s individuality supports the development of the \_\_\_\_\_.  
ANS: whole child
4. \_\_\_\_\_ is the developing awareness and responsiveness to beauty and the surroundings.  
ANS: Aesthetic development
5. The physical, affective and aesthetic and cognitive domains make up the \_\_\_\_\_.  
ANS: developmental focus areas
6. The dimension of growth that relates to basic physiological changes and growth is \_\_\_\_\_.  
ANS: physical development
7. Linguistically diverse children will benefit in programs where teachers are responsive to their home language and offer \_\_\_\_\_ opportunities.  
ANS: linguistically appropriate
8. \_\_\_\_\_ programs are sensitive and responsive to each child’s family, culture, and diversity.  
ANS: Culturally appropriate
9. Experiences in early childhood settings that are suitable for the participating children are \_\_\_\_\_.  
ANS: age appropriate
10. Children’s innate \_\_\_\_\_ creates individual differences in such characteristics as activity level, attitudes, and emotions.  
ANS: temperament

**Short Essay Question (1)**

1. Describe specific ways that early childhood educators can support linguistically and culturally diverse children in the classroom.

ANS: (answer can include any/all of the following)

- Early childhood educators can support linguistically and culturally diverse children in the classroom by being responsive to their home language.
- Teachers can offer linguistically appropriate opportunities, giving children experiences that will help them learn more about their own family culture, family cultures, and communities.
- Educators need to acknowledge the importance of the home language because language is tied to our family existence and culture.
- Continuity is important between home and school.
- Teachers should first examine their own beliefs and family’s cultural values.