

Name: _____ Date: _____

Curriculum Matching

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| 1. The conditions and surroundings affecting children and adults. | A. Prop Box |
| 2. Gardner's Theory that one form of intelligence is not better than the other. | B. Transition |
| 3. An attitude opinion or idea that is preconceived or decided usually unfavorably. | C. Unit |
| 4. An attitude belief or feeling that results in unfair treatment of an individual or a group. | D. Prejudice |
| 5. A multileveled process that encompasses what happens in an early education classroom each day. | E. Anecdotal Record |
| 6. Oversimplified generalization about a particular group race or sex- often negative. | F. Integrated Curriculum |
| 7. Play | G. Routine |
| 8. Collection of information | H. Emergent Curriculum |
| 9. Collection of item / Dramatic Play | I. Theme |
| 10. Broad concept or idea | J. Constructive play |
| 11. Curriculum / Transfer knowledge | K. Evaluation |
| 12. Brief Narrative | L. Inclusion |
| 13. collection / Show progress over time | M. Goal |
| 14. Process / Determine goals met. | N. Self-Regulation |
| 15. Information gathered from various sources / Behavioral. | O. Checklist |
| 16. Record / Prepared list. | P. Egocentric |
| 17. Blending / Special ED | Q. Environment |
| 18. Overall Aim | R. Assessment |
| 19. Individuals that think about the world only in relations to themselves. | S. Stereotype |
| 20. The basic daily timeline. | T. Case study |
| 21. The events that fit into the daily time frame. | U. Bias |

22. A curriculum that emerges out of the interests and experiences of the children.	V. Curriculum
23. A child's natural ability to exercise control over physical and emotional behavior in the face of changing circumstance.	W. Portfolio
24. Study of mind / emotions	X. Schedule
25. Section of the curriculum	Y. Psychology
26. Move from one activity to another one.	Z. Multiple Intelligence