

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	<p>Content Objective: TSWBAT take a pretest to demonstrate prior knowledge of the Roman Empire. (<i>The Story of the World</i>).</p> <p>Teacher Evaluation Objective: Item analysis of Friday's test.</p> <p>(Miss Nichols assisting on the lesson delivery and taking charge of the lesson in the afternoon classes.)</p>	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (<i>The Story of the World</i>)</p> <p>(Miss Nichols assisting on the lesson delivery and taking charge of the lesson in the afternoon classes.)</p>	<p>Content Objective: TSWBAT analyze informational text to answer content questions (Chapters 22 & 24 of <i>The Story of the World</i>).</p> <p>(Miss Nichols assisting on the lesson delivery and taking charge of the lesson in the afternoon classes.)</p>	<p>Content Objective: TSWBAT assemble pertinent information from an informational text for .</p> <p>(Miss Nichols assisting on the lesson delivery and taking charge of the lesson in the afternoon classes.)</p>	<p>Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 22 & 24 of <i>The Story of the World</i>)</p> <p>Content Objective: TSWBAT summarize and discuss current events and identify for the 5 Themes of Geo in the netcast.</p> <p>(Miss Nichols assisting on the lesson delivery and taking charge of the lesson in the afternoon classes.)</p>
	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit.</p> <p>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</p> <p>Please note the visuals included with the text.</p>	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit.</p> <p>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</p> <p>Please note the visuals included with the text.</p>	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit.</p> <p>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</p> <p>Please note the visuals included with the text.</p>	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit.</p> <p>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</p> <p>Please note the visuals included with the text.</p>	<p>Language Objective (SIOP): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the unit.</p> <p>Language Objective (SIOP): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.</p> <p>Please note the visuals included with the text.</p>
Assessment	<p>Exit card</p> <p>Lecture with formative assessment as the lecture progresses.</p>	<p>Cornell Notes & formative assessment as activity progresses.</p>	<p>Cornell Notes & formative assessment as activity progresses.</p>	<p>Cornell Notes & formative assessment as activity progresses.</p>	<p>Students will work on the study of an informational text using Cornell notes as a study device.</p> <p>Channel One Type 2 writing: summarize 3 events from the netcast.</p>
Closing Activity	<p>Item analysis of test questions.</p>	<p>Formative assessment as activity progresses.</p>	<p>Formative assessment as activity progresses.</p>	<p>Formative assessment as activity progresses.</p>	<p>Type 2 summary.</p>
Vocabulary	<p>Rome Julius Caesar consul senator triumverate Cincinnatus Celts Boadicea Britain Constantinople Diocletian Eastern Roman Empire Western Roman Empire</p>				
Strategy	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>	<p>DI: Visual, Auditory, Bodily Kinesthetic Action: Defining and decoding.</p>	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>	<p>DI: Visual, Auditory, Action: Defining and decoding.</p>

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
Published to:	http://www.mrmcgirr.com/downloads-9/index.html				
CCS	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4. 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<p>31a Plans Note: 31a Staff may be reassigned by the office to cover other classes without notice. In such cases, these plans do not apply.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>	<p>The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.</p>

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	See student teacher plans below				
Assessment	Oral assessment of vocabulary	Students will be assessed on a "Learning the Language of Debate" assessment. (p. 27)			
Activity	Students will define vocabulary. Word Wall activity at the end of class. Independent reading.	Evaluating/Grading a Persuasive Essay.	Assign Debate Crossword.	Oral review	Vocab Assessment
Vocabulary	Unit Vocabulary: debate fact opinion quote resolve proposition evidence persuade contention affirmative side negative side oppose rebuttal concede counterargument				
Strategy	Group work, oral interpretation, relationship building with fellow students, relevant material to the Social Studies Curriculum	Group work, oral interpretation, relationship building with fellow students, relevant material to the Social Studies Curriculum	Group work, oral interpretation, relationship building with fellow students, relevant material to the Social Studies Curriculum	Group work, oral interpretation, relationship building with fellow students, relevant material to the Social Studies Curriculum	Group work, oral interpretation, relationship building with fellow students, relevant material to the Social Studies Curriculum
CCS	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.
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Teacher's Name <u>Miss Katie Nichols</u>	Date: <u>January 30, 2013</u>
School <u>Strong Middle School</u>	Lesson topic/title <u>Debates</u>
Grade Level <u>7th</u>	Subject <u>Enrichment</u>

Objectives for the lesson (What the students will learn)	Instructional procedures and materials for each objective (What will be done to achieve the objectives and the equipment or materials to be used)	Assessment of each objective (How student progress will be measured)
<p>Objectives: TSWBAT compare, contrast, and evaluate their own and others views on assorted topics. TSWBAT describe and construct meaning for their views. Common Core Standards:</p> <p>CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Introduction:</p> <ol style="list-style-type: none"> 1) Students will stand on a line and see where they stand on different issues <p>Lesson (scaffolding):</p> <ol style="list-style-type: none"> 1) The students last issue will be death penalty the line will fold and they will stand face to face with students whose view is opposing 2) The class will divided in half, affirmative and negative views on the death penalty. 3) Each side will read an article that supports their view to be read independently 4) Students will pair up within their view and complete the Choosing your Contentions Worksheet <p>Material</p> <ol style="list-style-type: none"> 1. Affirmative Death Penalty article 2. Negative Death Penalty article 3. Choosing your contention Worksheet 	<ol style="list-style-type: none"> 1) The students will be assessed on their Choosing Your Contention Worksheet.

Teacher Reflection
 (NMSA Standard 5)
 Address what went well in addition to what changes need to be made to this lesson.

Objectives for the lesson (What the students will learn)	Instructional procedures and materials for each objective (What will be done to achieve the objectives and the equipment or materials to be used)	Assessment of each objective (How student progress will be measured)
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Multiple Intelligences Addressed in this lesson:

Verbal/Linguistic
 Bodily/Kinesthetic
 Visual/Spatial
 Musical/Rhythmic
 Interpersonal
 Intrapersonal
 Naturalist
 Logical/Mathematical

Teacher's Name <u>Miss Katie Nichols</u>	Date: <u>January 29, 2013</u>
School <u>Strong Middle School Melvindale</u>	Lesson topic/title <u>Debates</u>
Grade Level <u>7th</u>	Subject <u>Enrichment</u>

Objectives for the lesson (What the students will learn)	Instructional procedures and materials for each objective (What will be done to achieve the objectives and the equipment or materials to be used)	Assessment of each objective (How student progress will be measured)
<p>Objectives: TSWBAT identify opposing arguments or rebuttals of a persuasive essay. TSWBAT analyze, distinguish, and interrupt the differences between facts and opinions.</p> <p>Common Core Standards: CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Introduction: 1) Students will review differences between facts and opinions</p> <p>Lesson (scaffolding): 1) Students will reread the persuasive essay on off campus lunch 2) Students will complete analyzing an opinion or claim worksheet 3) Students will complete the differences between fact and opinion worksheet and be able to explain their reasoning</p> <p>Material 1. Analyzing an opinion or claim worksheet 2. Difference between fact and opinion worksheet</p>	<p>1) Students will assessed on their differences between fact and opinion worksheet</p>

Objectives for the lesson (What the students will learn)	Instructional procedures and materials for each objective (What will be done to achieve the objectives and the equipment or materials to be used)	Assessment of each objective (How student progress will be measured)
Teacher Reflection (NMSA Standard 5) Address what went well in addition to what changes need to be made to this lesson.		
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Multiple Intelligences Addressed in this lesson: <input type="checkbox"/> Verbal/Linguistic <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Visual/Spatial <input type="checkbox"/> Musical/Rhythmic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalist <input type="checkbox"/> Logical/Mathematical		

Name: _____

Fact and Opinion

Directions: Read each statement and then circle whether it is a fact or opinion. Explain your answer.

1. Eating fast food isn't bad if you only eat it once a week.

Fact or Opinion Explain: _____

2. The chicken sandwiches are more expensive than double cheeseburgers.

Fact or Opinion Explain: _____

3. Skateboarding on public property is against the law.

Fact or Opinion Explain: _____

4. Copying homework assignments is wrong.

Fact or Opinion Explain: _____

5. Students who are caught cheating in college can be kicked out of the university without a refund.

Fact or Opinion Explain: _____

6. Sometimes curly hair can look better than straight hair.

Fact or Opinion Explain: _____

7. Each year more people are taken to the hospital for injuries while playing football than basketball.

Fact or Opinion Explain: _____

8. Justin Bieber is a very talented entertainer.

Fact or Opinion Explain: _____

9. Cursing in school is inappropriate behavior.

Fact or Opinion Explain: _____

10. The Sony Playstation 2 is the best selling video game console of all time.

Fact or Opinion Explain: _____

11. It is worth sacrificing some personal liberties to protect our country from terrorism.

Fact or Opinion Explain: _____

12. The average giant tortoise will outlive the average human.

Fact or Opinion Explain: _____

14. Rock music lyrics are more poetic than rap music lyrics.

Fact or Opinion Explain: _____

15. Heart disease is the leading cause of death in America.

Fact or Opinion Explain: _____

16. A human being will die sooner from lack of sleep than from lack of food.

Fact or Opinion Explain: _____

17. Burning the American flag should be a crime.

Fact or Opinion Explain: _____

18. There are more cell phones in Japan than people.

Fact or Opinion Explain: _____

19. It is much harder for someone who is sixteen to raise a child than someone who is 30 or older.

Fact or Opinion Explain: _____

20. The video game industry generated more money than the film industry last year.

Fact or Opinion Explain: _____

21. Playing video games is more fun than doing homework.

Fact or Opinion Explain: _____

22. There are more calories in latte from Starbucks than a Snickers bar.

Fact or Opinion Explain: _____

23. People who graduate from college are smarter than people who drop out of high school.

Fact or Opinion Explain: _____

25. On average, college graduates earn more money in their lifetimes than high school graduates.

Fact or Opinion Explain: _____

Teacher's Name <u>Miss Katie Nichols</u>	Date: <u>February 1,</u>
<u>2013</u>	
School <u>Strong Middle School Melvindale</u>	Lesson topic/title <u>Debates</u>
Grade Level <u>7th</u>	Subject <u>Encore</u>

Objectives for the lesson (What the students will learn)	Instructional procedures and materials for each objective (What will be done to achieve the objectives and the equipment or materials to be used)	Assessment of each objective (How student progress will be measured)
<p>Objectives: TSWBAT compare their arguments to the opposing arguments TSWABT restate and illustrate the opposing arguments</p> <p>Common Core Standards: CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Introduction: 1) The students will be taught the steps of the debate</p> <p>Lesson (scaffolding): 1) Students will meet as a group and compare the contentions for and against their arguments as a group 2) As a group they will plan the debate that the students will present</p> <p>Material 1. Fighting Their Counterarguments Worksheet 2. Large sticky note paper 3.</p>	<ol style="list-style-type: none"> 1) The students will be assessed on their ability to work as a group 2) The students will be assessed on their debate

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Teacher Reflection (NMSA Standard 5) Address what went well in addition to what changes need to be made to this lesson.		
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Multiple Intelligences Addressed in this lesson: <input type="checkbox"/> Verbal/Linguistic <input type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Visual/Spatial <input type="checkbox"/> Musical/Rhythmic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalist <input type="checkbox"/> Logical/Mathematical		

Teacher's Name <u>Miss Katie Nichols</u>	Date: <u>January 31,</u> <u>2013</u>
School <u>Strong Middle School Melvindale</u>	Lesson topic/title <u>Debates</u>
Grade Level <u>7th</u>	Subject <u>Encore</u>

Objectives for the lesson (What the students will learn)	Instructional procedures and materials for each objective (What will be done to achieve the objectives and the equipment or materials to be used)	Assessment of each objective (How student progress will be measured)
<p>Objectives: TSWBAT analyze opposing views and assess what a counterargument would be TSWABT interrupt opposing arguments.</p> <p>Common Core Standards: CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>Introduction: 1) The importance of understanding the counterarguments perspective to tear down the argument</p> <p>Lesson (scaffolding): 1) Students will be given the article from the opposing view 2) Students will read the article individual 3) In pairs the students complete the Fighting Their Counterarguments worksheet - Students will consider what the opposing team will say against their ideas and how to answer those arguments</p> <p>Material 1. Affirmative Death Penalty article 2. Negative Death Penalty article 3. Fighting Their Counterarguments Worksheet</p>	<p>1) The students will be assessed on their Fighting their counterarguments worksheet</p>

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Teacher's Name <u>Miss Katie Nichols</u>	Date: <u>January 28,</u>
<u>2013</u>	
School <u>Strong Middle School Melvindale</u>	Lesson topic/title <u>Debates</u>
Grade Level <u>7th</u>	Subject <u>Encore</u>

Objectives for the lesson (What the students will learn)	Instructional procedures and materials for each objective (What will be done to achieve the objectives and the equipment or materials to be used)	Assessment of each objective (How student progress will be measured)
<p>Objectives: TSWBAT decipher the difference between fact and opinions. TSWBAT evaluate a persuasive essay about off-campus lunch.</p> <p>Common Core Standards: CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 	<p>Introduction: 1) Review key vocabulary words</p> <p>Lesson (scaffolding): 1) Students will read a persuasive essay about off campus lunch individually 2) Students will grade the essay based on prior knowledge 3) Students will evaluate the persuasive essay separating facts and opinions</p> <p>Material 1. Persuasive essay 2. Separating fact and opinion worksheet 3. Stapler</p>	<p>1) Students will be assessed on their separating fact and opinion worksheet</p>

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Teacher Reflection (NMSA Standard 5) Address what went well in addition to what changes need to be made to this lesson.		
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Multiple Intelligences Addressed in this lesson: <input checked="" type="checkbox"/> Verbal/Linguistic <input type="checkbox"/> Bodily/Kinesthetic <input checked="" type="checkbox"/> Visual/Spatial <input type="checkbox"/> Musical/Rhythmic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalist <input type="checkbox"/> Logical/Mathematical		