

ARMY

TRUCK

LET 1 Packet

Performance Assessment Task

Unit 3: Foundations for Success

Brain Structure and Function [U3C2L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Relate the structure and function of the brain to the learning process



Directions

For this performance assessment task you will demonstrate your knowledge of the brain. For this assessment you will:

1. Find or create an illustration that shows the different parts of the brain. Create a map of the brain's structures and functions.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Brain Structure and Function Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>	
1. The map is divided into major regions of the brain	met	not met
2. The map includes functions of each brain region	met	not met
3. The map relates an external stimulus or activity to the region of the brain it affects	met	not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____



Learning Styles Map

presented by

Family Circle Magazine Cup/Corel WTA Tour F.I.R.S.T. Serve

The question is not “Are you smart?” The question is “In what way are you smart?” Award winning research proves that knowing how you learn best can make a significant impact on your performance as a player, individual or family member. There are no correct answers, just your individual style.

- Which of the following statements best describes you?
A. “I remember in pictures.” C. “I need to need to “feel” or act something out to remember it best.”
B. “I remember what I’ve heard.” D. “I remember what I’ve read.”
- “I work or study best when there is music playing.” Yes No
- “I like dim light to work or study by instead of bright light.” Yes No
- “I like to study/work on a couch or on pillows instead of at a desk.” Yes No
- “I study/work best when I can take little breaks during my work.” Yes No
- “I like to eat or drink while I work.” Yes No
- Which of the following statements best describes you?
A. “I am a morning person.” C. “I am an afternoon person.”
B. “I am a mid-morning person.” D. “I am an evening person.”
- The following statement best describes you:
A. “I like to work alone.”
B. “I like to work with a partner.” C. “I like to work in a group.”



1. If you answered yes to:

A. You may be a visual learner who learns best with pictures, diagrams, symbols, etc. You can improve your skills in this area by drawing maps to describe directions or pictures to describe moods and emotions.

B. You may be an auditory learner who learns best with spoken words and/or music. You can improve this area by listening to music or lectures and writing or drawing descriptions of what you hear and feel.

C. You may be a kinesthetic learner who learns best when able to act out a play or be physically involved in what is being learned. Try playing “Charades” to improve your strengths in this area.

D. You may be a print-oriented learner who learns best by reading. Keep a diary or write often to improve your ability to communicate visually and in print.

E. You may be a combination of one or more of these. Find out what your strengths and weaknesses are to better help you succeed.

Questions 2-6 If you answered yes to most of these questions, you may be a *global thinker* who prefers to get the broad picture and worries less about details or structure. Your vision and what it means to you are most important to your thinking style.

If you answered no to most of these questions, you may be an *analytical thinker* who prefers details, facts, and directions. Your thinking style prefers a step-by-step approach.

Your Uniqueness Is Your Treasure Don't Bury It!



Find out your individual style so that you can work your best. For more information, contact The National Academy of Integrative Learning, PO Box 5784, Hilton Head, SC 29938

Excerpts from Empowerment: “Personal Ownership of Work” and School Success by Laurence Martel, Ph.D.

Exercise 3: Learning Activity Preference Match

Directions: List three things you would like to learn. For each learning goal, list factors from the Dunn and Dunn Learning Styles model that either would help you to learn or might stand in your way. Name at least one factor (sound, light, etc.) in each of the five dimensions (environmental, physical, etc.) that would affect your ability to learn. Include a specific preference choice for each factor. **Example:** Put down a preference for “soft music,” do not just list the factor, “sound.” Refer to your completed self-assessment (Exercise #1: Learning Styles Inventory) to make sure you have covered any major learning preferences. Consider additional factors, as well.

1. I want to learn: <i>These factors might affect me:</i>						
2. I want to learn: <i>These factors might affect me:</i>						
3. I want to learn: <i>These factors might affect me:</i>						
Environmental	Sound <i>How much? What kind?</i>	Light <i>Bright or Dim?</i>	Temperature <i>Cool or Warm?</i>	Design <i>Formal or Flexible?</i>		
Emotional <i>High, Medium or Low?</i>	Motivation	Persistence	Responsibility	Structure <i>External or Self-directed?</i>		
Sociological <i>Whom do you like to work with? When?</i>	Self	Pair	Peers	Team	Adult	Varied
Physical	Perceptual <i>Auditory? Visual? Body Kinesthetic?</i>	Food/Drink <i>Frequent snacks desired or not?</i>	Time <i>Morning, Afternoon, or Evening?</i>	Mobility <i>Move around or sit still?</i>		
Psychological	Analytic/ Global <i>Can you break things down into steps or parts? Do you see the big picture?</i>	Hemispheric Dominance <i>Left or right dominant?</i>	Impulsive/ Reflective <i>Do you like to get going and make things happen or think about it first?</i>			

Exercise 1: Multiple Intelligence Assessment

Directions: Complete this self-assessment to determine your multiple intelligence strengths. Check the appropriate boxes to indicate the statements that are characteristic of you, then go back and total the checkmarks for all eight intelligences. The more checkmarks you have, the greater the strength of that intelligence.

Visual-Spatial Intelligence

- I have a good sense of dimension and perspective.
- I love to doodle while I listen to lectures, speeches, etc.
- I enjoy drawing, sculpting, painting, etc.
- I am good at reading maps, charts, graphs, diagrams, etc.
- I can accurately reproduce, through my drawings, people, landscapes, objects, etc.
- I like spending time designing and building things.
- I learn best when I think in clear, visual pictures, or images.
- I enjoy taking pictures or videotapes.
- I like colors and various color combinations.
- I enjoy courses like Art, Geometry, Photography, etc.

_____ = Total

Logical-Mathematical Intelligence

- I can solve arithmetic problems quickly.
- I love investigating various uses of computers.
- I enjoy exploring patterns, categories, associations, etc.
- I am good at mathematics and computations.
- I can organize, analyze, and interpret data, then make predictions.
- I can solve problems through reasoning and logic.
- I like competing at chess, checkers, and other strategy games.
- I look for logic flaws in the statements/arguments of others.
- I like to conduct experiments to test an hypothesis.
- I enjoy courses like Math, Physics, Science, etc.

_____ = Total

Verbal-Linguistic Intelligence

- I take pleasure from reading book and writing stories.
- I like to write, read, and listen to others.
- I enjoy spinning tall tales, telling jokes, or sharing stories.
- I have a good memory for names, events, facts, and trivia.
- I find that spelling words accurately is easy.
- I have a large vocabulary that I use frequently.
- I find it easy to express what I want to communicate.
- I enjoy crossword puzzles and other word games.
- I like to discuss ideas or debate controversial issues.
- I enjoy courses like English, History, etc.

_____ = Total

Musical-Rhythmic Intelligence

- I take pleasure from playing a musical instrument.
- I like to tap or make rhythmical sounds while I'm busy.
- I enjoy singing and I have a pleasant singing voice.
- I can tell when a musical note is off-key.
- I turn on music when I am studying or working.
- I know the melodies to lots of songs, tunes, musicals, etc.
- I like musicals and other types of musical performances.
- I enjoy keeping time to music.
- I have a large collection of CDs and tapes.
- I enjoy courses like Chorus, Orchestra, Band, etc.

_____ = Total

Bodily-Kinesthetic Intelligence

- I am well coordinated, and I acquire fine and gross motor skills easily.
- I love exercising and taking care of my body.
- I enjoy handicrafts like sewing, knitting, woodworking, etc.
- I am good at a variety of sports, and I consider myself an athlete.
- I like to dance, and I pick up dance steps quickly.
- I fidget when I am seated or inactive for any length of time.
- I learn or think best when I exercise, move around, manipulate objects, act things out, etc.
- I like to touch/be touched by people when talking to them.
- I assess or evaluate information through body sensations.
- I enjoy courses like Woodworking, Home Economics, Physical Education, Small Engine Repair, etc.

_____ = Total

Naturalist Intelligence

- I appreciate nature, and I can differentiate among the various species of flora and fauna.
- I love spending time outdoors camping, hiking, etc.
- I enjoy reading about or listening to programs on nature.
- I learn best when I associate information with nature.
- I have a green thumb with both indoor and outdoor plants.
- I can train animals, and I have or have had numerous pets.
- I like star gazing, bird watching, nature hiking, etc.
- I notice weather patterns, geological formations, etc.
- I care for the environment by composting, recycling, etc.
- I enjoy courses like Geology, Botany, Biology, etc.

_____ = Total

Intrapersonal Intelligence

- I am conscious of my inner feelings and aware of my personal strengths and weaknesses.
- I enjoy a strong sense of self, and I require both my independence and setting my own self-direction.
- I find myself reacting with strong opinions when controversial courses are discussed
- I need to spend a lot of time in my own private world.
- I enjoy pursuing my personal interests and hobbies alone.
- I am self-motivated to work on independent study projects.
- I trust myself and my intuition.
- I like to reflect on my life events, and I keep a journal.
- I enjoy courses like Psychology, Philosophy, etc.

_____ = Total

Interpersonal Intelligence

- I socialize at school, work, church, home, etc.
- I consider myself a good friend, and I have many friends.
- I like to organize groups/teams and am considered a leader.
- I learn better when I get to share and cooperate with others.
- I am good at helping others work through their problems, and I am often asked to be a mediator.
- I like to communicate with others to keep them informed.
- I prefer playing team sports like basketball, volleyball, etc.
- I enjoy teaching others the things I am able to do.
- I have a lot of empathy for the feelings of others.
- I enjoy courses like Social Studies, Geography, etc.

_____ = Total

List your intelligences in order of strength (greatest to least) below or create a chart indicating where your strengths rest.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Performance Assessment Task

Unit 3: Foundations for Success

Becoming a Better Listener [U3C4L2]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Use effective listening strategies



Directions

For this performance assessment task, you will apply effective listening skills in an interview. For this assessment you will:

1. Interview someone that you do not know. It can be a student, teacher, or someone in your community. Your interview topic must be about a topic you do not know about, such as the person's hobbies, religion, career, family, education, etc.
2. Write a summary of the interview.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Becoming a Better Listener Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. When your summary identifies who you interviewed	met not met
2. When you summary describes your interview topic	met not met
3. When your summary includes the questions you asked and the answers given by your interviewee	met not met
4. When your summary includes listening barriers you encountered during the interview	met not met
5. When you summary describes the effective listening strategies you used	met not met

Comments:

Name: _____ ***Date:*** _____

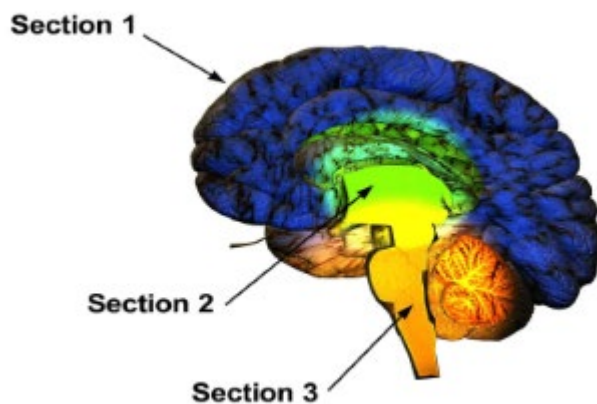
Evaluator's Signature: _____ ***Date:*** _____

Cadet Name: _____

Date: _____

1. (U3C2L1:Q1) When you turned on your TV to watch the news, you saw a man describe what he did when he found himself in the middle of a shootout between police and a bank robber. He said, "When I heard that first bullet, I jumped over the hood of my car and got down behind that brick wall. I didn't even think about it."

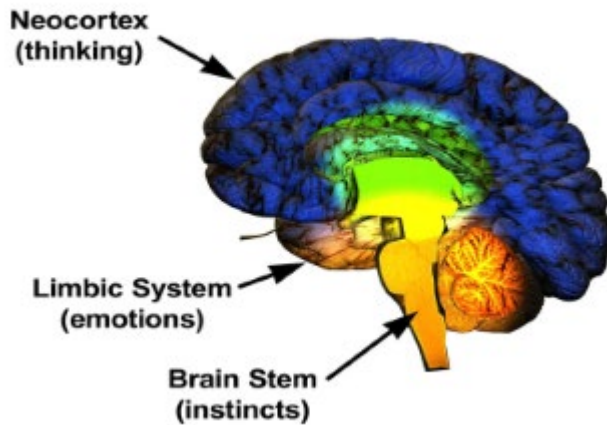
Match the part of the brain that triggered his response.



- A) Brain Stem - Section 3
- B) Cerebral Cortex - Section 1
- C) Limbic System - Section 2
- D) Neocortex - Section 3

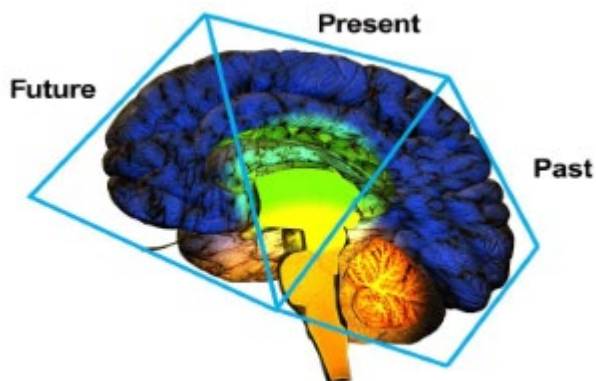
2. (U3C2L1:Q2) Mike always studies for his Geometry tests, but he often "stresses out" before the test and does poorly.

What is a likely cause of this?



- A) His brain is “downshifting,” and information processing is moving from the neocortex to the brain stem.
- B) His emotions cause the limbic system to take over all thinking processes.
- C) His neocortex, the largest part of the brain, takes over the emotions and sensory information.
- D) His whole brain becomes more efficient, and all the parts are in action at the same time.

3. (U3C2L1:Q3) Carefully read the following sentences, and select which option (A-D) is correct. "Decision making, voluntary muscle movement, and responses to the rest of the brain occur in the frontal lobes. Additionally, the temporal lobes process speech and smell information."



- A) Change "frontal" to "temporal"
- B) Change "frontal" to "occipital"
- C) Change "temporal" to "frontal"

D) Change "temporal" to "occipital"

4. (U3C2L1:Q4) Chris was trying to referee an argument between three friends. Even though he did his best to listen, all three friends were talking at once. When he became unsure of who said what, he said, "Whoa! That's too much information at once, and I can't evaluate what you mean!"

What was Chris implying about the status of his brain functions?

A) He's implying that he reached his neuron spike point, which was causing his brain to stop his aural senses from working.

B) He's implying that he reached his sensory flooding stage and was unable to process the information.

C) He's implying that his neurotransmitters have stopped transmitting synapses.

D) He's implying that his sensory cortex and motor cortex are having difficulty processing information from his body's sensory systems.

5. (U3C2L1:G1) What are the three parts of the human brain?

A) Neocortex, limbic system, and brain stem

B) Forehead, cranium, and spine

C) Brain stem, reptilian brain, and R-complex

D) Limbic system, cerebral hemisphere, and the sensory gate

6. (U3C2L1:G2) The oldest part of the brain, sometimes called the reptilian brain or R-complex, processes basic survival needs and is also called _____.

A) Cerebral cortex

B) Neocortex

C) An axon

D) Brain stem

7. (U3C2L1:G3) The part of the brain responsible for emotions and for transmitting incoming messages to either the R-complex or the neocortex is called the _____.

A) Cerebral Cortex

B) Limbic System

C) Cerebral Hemisphere

D) Axon of a neuron

8. (U3C2L1:G4) The part of the brain where higher order and abstract thoughts are believed to be processed is called the _____.

- A) Neocortex (or cerebral cortex)
- B) Reptilian complex
- C) Cerebellum
- D) Limbic System

9. (U3C2L1:G5) When examined from the top, the brain is composed of two interconnected lobes called the _____.

- A) Cerebral hemispheres
- B) Globes
- C) Gray matter
- D) Cones

10. (U3C2L1:G6) What is sensory flooding?

- A) Sensory overload that occurs when too much data is getting through to the brain.
- B) A sensation caused by a lack of sleep.
- C) A byproduct of dehydration.
- D) Sensory overload caused by multi-tasking.

11. (U3C2L1:G7) What is sensory gating?

- A) Knowing when you are getting overstimulated so you can turn off the television, computer, or music.
- B) A neuron spike point that regulates transmission of stimuli to the brain.
- C) A long fiber that sends electrical impulses to the brain.
- D) The part of the brain where emotions are gauged and assessed.

12. (U3C2L1:G8) What is an axon of a neuron?

- A) Long fibers that send electrical impulses and release neuron transmitters.
- B) The part of the brain where higher order and abstract thoughts are processed.
- C) Two interconnecting lobes that join the brain hemisphere together.
- D) The nucleus of a brain cell.

13. (U3C2L1:G9) What is neural plasticity?

- A) The ability of neural circuitry to acquire nearly any function.
- B) The elasticity of the spine that allows it to absorb the shock of walking or running.
- C) The inability of neurons in the brain to recover after injury or illness.
- D) The brain's ability to store short and long term memory.

14. (U3C2L1:G10) T or F: Most nerve cells in the brain that humans use are produced by the time we are born.

- A) True
- B) False

15. (U3C2L1:G11) What part of the brain is responsible for transforming short-term information into long-term memory?

- A) White matter
- B) The axon
- C) The corpus callosum
- D) The hippocampus

16. (U3C2L1:G12) What part of the brain is highly developed and capable of the deliberation and associations necessary for complex thinking and problem solving?

- A) White matter
- B) Limbic System
- C) The cortex
- D) Amygdala

17. (U3C2L1:G13) What is a limbic system?

- A) A group of subcortical structures (the hypothalamus, hippocampus, and amygdala) of the brain that are concerned especially with emotion and motivation.
- B) A system of organization of economic resources.
- C) A system for artificial intelligence.
- D) A fitness training system used in the Cadet challenge.

18. (U3C2L1:G14) The _____ is the oldest part of the brain, sometimes called the reptilian brain, that connects the spinal cord with the forebrain and cerebrum.

- A) Left hemisphere
- B) Brain stem
- C) Right hemisphere
- D) Neocortex

19. (U3C2L1:G15) The neocortex, or cerebral cortex, is the part of the brain where _____ are believed to be processed.

- A) emotions
- B) basic survival needs
- C) fight or flight responses

D) higher order and abstract thoughts

20. (U3C2L1:G16) _____ is sensory overload that occurs when too much data is getting through to the brain.

- A) Reticular formation
- B) Bi-lateral transfer
- C) Reptilian response
- D) Sensory flooding

21. (U3C2L1:G17) A neuron spike point that regulates transmission of stimuli to the brain is called _____.

- A) Sensory gating
- B) Corpus callosum
- C) Bi-lateral transfer
- D) A reflex response

22. (U3C2L1:G21) Define "intelligence."

- A) The capacity to acquire and apply knowledge; the faculty of thought and reason.
- B) How well one does in school.
- C) The equivalent of one's grade point average.
- D) The ability one has to read and adjust to another person's emotions.

23. (U3C2L1:F1) Which of the following involves higher level thinking skills?

- A) pulling your hand away from a hot stove
- B) studying for a geometry test
- C) reacting to a threat
- D) getting into a fight

24. (U3C2L3:Q1) Roy is a kinesthetic/tactile learner. He just found a combination lock that he misplaced about five years ago. Roy says that there's no way he'll ever remember the combination, but you tell him something about kinesthetic/tactile learners could help him remember. Amazingly, Roy opens the lock.

Which answer best represents what you told Roy about memory retrieval for kinesthetic/tactile learners?

- A) They have a mental map that helps trace the path to the combination, and he should

follow that map.

B) They use movements of the dial to aid retrieval of long-term storage, and if he moved the dial, it could help him remember.

C) They gather information by looking, so he should be able to "see" with his mind's eye.

D) They create associations with other things that helps them recall information, and to think about what he related with the combination.

25. (U3C2L3:Q2) Your history teacher uses lecture and group discussion to teach her classes. You are a visual learner, and you are having some trouble learning in her class. To help adjust your learning style to that of your teacher, you write down a list of options.

Of the choices listed below, which one is probably NOT an option for you?

A) Ask the teacher for additional help.

B) "Convert" the material to something you can understand like Thinking Maps® and graphic organizers.

C) Spend extra time studying the material.

D) Ask the teacher to adjust her style to use more visually oriented material.

26. (U3C2L3:Q3) Cadets Weaver, Hilton, and Shaw were assigned to teach a class on the human brain. Cadet Weaver wanted to lecture; Cadet Hilton wanted to do a slide presentation; and Cadet Shaw wanted to build a model brain. If your primary sensory systems were kinesthetic and visual, who would you like to teach the class?

A) Cadets Weaver and Hilton

B) Cadets Hilton and Shaw

C) Cadets Shaw and Weaver

27. (U3C2L3:Q4) You are an auditory/global learner. On career day, you have to attend at least one career presentation. Although the career field may not be to your choosing, in which presentation would you probably learn the most?

Career Day Speakers:

Business Owner: Kay Stanton of Stanton Investing will talk to students about business strategy, investing for the long term, and financial planning.

Auto Mechanic: Roy Hinski will have students disassemble and reassemble a 4-cylinder car engine and other automobile parts.

Personl Fitness Instructor: Donna Downs will have students participate in an endurance and

strength building session, then will ask students to lead short sessions in flexibility.

Interior Designer: Joan Jipson will give students a presentation on the importance of using light and color to design their living spaces.

- A) Business Owner
- B) Auto Mechanic
- C) Personal Fitness Expert
- D) Interior Designer

28. (U3C2L3:G1) A person's _____ is a way a person gathers and processes information.

- A) temperament
- B) winning color
- C) attitude
- D) learning style

29. (U3C2L3:G2) What is a "reflex" response?

- A) A response that does not require thought but rather one that occurs without consciousness.
- B) A response that requires thought and planning.
- C) An involuntary response, like a sneeze, that one can control.
- D) The ability of the brain to transmit data from one hemisphere to another without thinking about that transfer of data.

30. (U3C2L3:G3) What are the three learning styles?

- A) Fast, Moderate, Slow
- B) Average, Talented, Challenged
- C) Auditory, Kinesthetic/Tactile, Visual
- D) Active, Passive, Aggressive

31. (U3C2L3:G4) Perceptual modality is another term used to describe different _____ channels that dominate how we acquire new information.

- A) Sight
- B) Sensory
- C) Opinion
- D) Neuron

32. (U3C2L3:G5) Another name for those who learn by listening is _____.

- A) Auditory learner
- B) Kinesthetic/tactile learner
- C) Visual learner
- D) Reflexive learner

33. (U3C2L3:G6) People who learn new information through touch and movement are called _____.

- A) Auditory learners
- B) Kinesthetic/tactile learners
- C) Visual learners
- D) Callisthenic learners

34. (U3C2L3:G7) People who learn best by looking, reading and watching are called _____ learners.

- A) Kinesthetic/tactile
- B) Auditory
- C) Active
- D) Visual

35. (U3C2L3:G9) T or F: Attention and motivation have little influence in the learning process.

- A) True
- B) False

36. (U3C2L3:G10) T or F: Metacognition is the ability to bring your perceptions and processing into conscious consideration.

- A) True
- B) False

37. (U3C2L3:G12) A _____ learner predominately uses the left hemisphere of his or her brain to focus on details.

- A) Hemispheric
- B) Compartmentalized
- C) Analytic
- D) Specific

38. (U3C2L3:G16) A response that does not require thought but rather one that occurs without consciousness is called _____.

- A) a reflex response
- B) a spontaneous response

- C) a conscious response
- D) an intentional response

39. (U3C2L3:G18) The ability to use different sensory channels that dominate how we acquire new information is called _____.

- A) Information modality
- B) Perceptual dominance
- C) Perceptual modality

- D) Sensory modality

40. (U3C2L3:G22) What is "metacognition?"

- A) To think about metaphysical worlds.
- B) To think about thinking or about the thought process.
- C) To think you are a smart person.
- D) An inordinate fear of strangers.

41. (U3C2L3:G24) What is a "schema?"

- A) A bone in the lower back.
- B) An economic plan for one quarter of a fiscal year.
- C) A pattern imposed on complex reality or experience to assist in explaining it, to mediate perception, or to guide responses to it.
- D) A training guide used by the S-3 to plan JROTC classes.

42. (U3C2L4:Q1) You just bought a used car. Your friend's dad gave you this advice, "Make sure you get a mechanic who doesn't mind getting his hands dirty, and likes to work alone."

If you take his advice, what two kinds of intelligences would you like the mechanic to possess?

- A) Bodily/Kinesthetic and Intrapersonal
- B) Naturalist and Intrapersonal
- C) Visual/Spatial and Interpersonal
- D) Logical/Mathematical and Interpersonal

43. (U3C2L4:Q2) You are on the planning committee for the spring prom. You are in charge of

planning, setting up entertainment, and decorations. You also have to choose three other students to assist you.

If the following choices (A-D) were the intelligences possessed by other students, which one would you prefer NOT to have as an assistant?

- A) Interpersonal; Musical/Rhythmical
- B) Interpersonal; Bodily/Kinesthetic
- C) Logical/Mathematical; Intrapersonal
- D) Visual/Spatial; Interpersonal

44. (U3C2L4:Q4) Sam likes to play computer games. His favorites are complex games that require him to use logic to solve problems and work through puzzles. In classes, Sam always asks questions, and he likes to participate in group discussions. Outside of class, he always seems to be talking to someone.

If you had to label Sam by his intelligences, which two would best apply?

- A) Bodily/Kinesthetic and Interpersonal
- B) Logical/Mathematical and Interpersonal
- C) Verbal/Linguistic and Intrapersonal
- D) Visual/Spatial and Interpersonal

45. (U3C2L4:G2) T or F: Gardner revolutionized thinking of intelligence by asking not "How smart are you?" but "How you are smart?"

- A) True
- B) False

46. (U3C2L4:G4) According to Gardner, what is visual/spatial intelligence?

- A) The gift of being able to read maps.
- B) The gift of understanding what one sees and putting those sights into words.
- C) The gift of visually representing and appreciating concepts, ideas, and information, such as through drawing, building, and designing.
- D) None of the above.

47. (U3C2L4:G6) According to Gardner, what is verbal/linguistic intelligence?

- A) The gift of rhythm and harmony.
- B) The gift of strong language and literacy skills such as listening, reading, speaking, and writing.

- C) The gift of physical powers, coordination, fitness, and action.
- D) The gift of visually representing concepts and ideas through drawing, building, and designing.

48. (U3C2L4:G8) According to Gardner, what is naturalist intelligence?

- A) A gift of natural musical talent that includes melody, rhythm, sound.
- B) A gift of environmental awareness as manifested in an understanding of interrelationships of the natural world.
- C) A gift of reasoning and thinking naturally in symbols such as graphing.
- D) A gift of innate verbal skills such as listening, reading, and writing.

49. (U3C2L4:G9) According to Gardner, what is interpersonal intelligence?

- A) The gift of verbal or linguistic skills such as listening, speaking, and writing.
- B) The gift of inner thought, self-awareness, and self-reflection.
- C) The gift of working with people and understanding the complexities of human relationships.
- D) The gift of environment awareness of the natural world.

50. (U3C2L4:G10) According to Gardner, what is intrapersonal intelligence?

- A) The gift of environmental awareness.
- B) The gift of verbal or linguistic skills such as listening, reading, speaking, and writing.
- C) The gift of working with people and understanding the complexity of human relationships.
- D) The gift of inner thought, self-awareness, and self reflection as demonstrated in goal-setting, self assessing, and self regulating.