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**Humanities, History & Psychology**

**Learner Profile**

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| --- | --- |
| Attribute |  |
| Inquirer | This is the self-directed part of learning. A student demonstrates inquiry by seeking information to answer hard questions. A student will seek to know why events happen, will pose interesting new questions that relate to course material, and strive to find patterns and meaningful events that shape cultures, political and economic systems and individual behavior. |
| Knowledgeable | This is the active part of learning. A student demonstrates knowledgeable by taking personal responsibility for course material. A student will connect concepts to research and will have notes and materials organized and ready to use in class. A student will evaluate new theories, new historical accounts, and media-created information with coherence to known facts. |
| Thinker | This is the planning part of learning. A student demonstrates thinking by finding material and using resources. A student will use Google Scholar and other sources to find abstracts of research, including texts, online text, search engines to support ideas. |
| Communicator | This is the interpersonal part of learning. A student demonstrates communication by using a variety of communication methods or languages. A communicator will create visual aids that are supportive of a presentation and informative to the audience. They will chose a medium that enhances a presentation. A communicator plans and writes and speaks in a manner that is easily understood. |
| Principled | This is the personal responsibility part of learning. A student demonstrates principle by being prepared to answer questions in class. A student will work independently on all assignments and will not make judgments on culture, religion, or personality based solely on historical precedent. Finally, a principled students references all material and ideas they did not create. |
| Open-Minded  | This is the culturally aware part of learning. A student demonstrates open-mindedness by using research from other cultures and viewpoints, outside of the N. European perspective. They understand that their sense of right and wrong has a historical context. |
| Caring | This is the affective part of learning. A student demonstrates caring by working with others in class. The student will support others so that all will learn and be successful. They will learn from experience and historical events to avoid pitfalls in the future. |
| Risk Taker | This is the intellectual maturity part of learning. A student demonstrates risk taking by attempting every assignment. The student will read instructions and complete assignments that are novel or presented in a novel manner. A risk taker will support their views and answers with reasoned arguments even when an alternative mindset is more prevalent. |
| Balanced | This is the personal maturity part of learning. A student demonstrates balance by completing assignments without last second procrastination. Also, a balanced student will participate in community service because she understands that everyone must contribute to society. |
| Reflective | This is the personal part of learning. A student demonstrates reflection by making connections between classes and between units of the class. The student will seek cross-curricular concepts which can be applied class questions and use prior knowledge in support of answers. A reflective student will ask if there is something more to know to further his understanding. |