D:\Users\plbiddle\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\12V345P9\MC900238072[1].wmfD:\Users\plbiddle\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\44DGXQMG\MC900197721[1].wmfThe Language A Learner Profile

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| Attribute |  |
| Inquirers | Students investigate texts to find support for their writing. They annotate and ask questions in the margins. In addition, students explore how the text connects to real life. In Language A, inquiry often takes the form of writing: students write essays in part as a means of inquiring into the potential meaning and richness of a literary text. |
| Knowledgeable | Students learn literary terms and theories. They also explore writing structures from which they can later deviate. Students learn research strategies and MLA format. |
| Thinkers | Students have to think about the text’s literal meaning, make inferences, and connect what they are learning to life. Additionally, students must think about the potential figurative, metaphorical, or symbolic meanings of text, and they must think deeply about the means by which an author creates meaning in literature. After responding to the text, students analyze the implications within the work. Students will engage with the text in a personal way. |
| Communicators | Writing and speaking are major literacy focuses in Language A. Socratic Seminars, discussion boards, and informal class discussions allow students to listen and respond to each other in a respectful, thoughtful manner. All five of the IB assessments require students to communicate their personal understanding of the literature they have studied. Two of the required assessments are oral and three of them are written. Students will organize and present oral presentations, using effective strategies to engage an audience |
| Principled | Students learn the importance of citing sources. They become comfortable with turnitin.com, which reviews their work for originality and proper citations. |
| Open-minded | Students read new genres and texts written from a variety of perspectives. Students will have the patience to accept a variety of answers or unresolved questions as starting points for further thinking and exploring of ideas in works of literature Additionally, Language A1 requires that students study literature from a variety of cultures, time places, and periods. This requires that students remain open-minded to viewpoints from a wide variety of people. |
| Caring | Students work together on tasks where they have to be caring and patient toward other students. For example, Socratic Seminars allow students to share their own ideas and help others share their ideas as well. The content of Language A requires that students care about literature and writing. Successful students must devote themselves to real intellectual engagement with text both as readers and writers. They must care enough to commit their personal energy so that their responses rise well above the level of rote repetition of others' ideas . |
| Risk-takers | Students take risks by sharing their writing and giving oral presentations in front of their peers. Students also learn that crafting an original, thoughtful thesis requires courage. Socratic Seminars also require risk-taking; students must be willing to offer ideas that seem unusual, unlikely, or unpopular in order for a full examination of a text to take place. The investigation of a text and the writing of a personal analysis both require that students risk sharing their personal views with others. |
| Balanced | Students must learn to balance reading and interacting with texts. They need to understand the literal and the symbolic, deeper aspects of texts. Students must be able to work with familiar and new texts. The IB Language A1 curriculum also requires balance in terms of the literature studied and the assessments completed. The curriculum requires that students study works from a range of time periods, geographical regions, and genres, as well as works written in different languages. The assessments require a balance of written and oral skills. |
| Reflective | Students of Language A1 engage in ongoing reflection about what constitutes meaning in a literary text. For every text read, they must reflect on what the author intended, and on whether the students' interpretations of the author's intention is reasonable and plausible. Students reflect on how an author uses his or her craft to create meaning. Students also self-reflect on their strengths and weaknesses as readers, writers, thinkers, and viewers upon which they can improve. In addition, students consider how texts relate to their lives. |