

The study of literature is an integral component of the International Baccalaureate Middle Years Program. As such, we at **Herbert A. Ammons Middle School** encourage our students to participate in the district-wide summer reading initiative. Research has shown that engaging in summer reading can positively impact what is known as “summer slide,” a potential loss of academic achievement during the summer months. More importantly, summer reading is as much an opportunity for self-discovery and exploration, as it is for intellectual growth. As we strive to develop our students into IB Learners, we hope that their interaction with texts provides insights into the communities in which they live and a mindset of global awareness.

Personal choice is paramount to fostering a love of independent reading. Therefore, this summer, students will be permitted to choose their own books by accessing a website approved by **MDCPS**. Books for the summer reading assignment **must be** chosen from this district-approved website. Resources are linked and attached.

Students entering grades 6-8 at **Herbert A. Ammons Middle School** should choose one book from the website and complete the assignment outlined below for their Language and Literature class.



- I. **HOORAY FOR SUMMER!** Select a book to read from <http://read.dadeschools.net>
- II. Review the **IB LEARNER PROFILES** located on page 2.
- III. Choose a character from your book to profile. This means that you will analyze, or study, the character’s traits. Think about the character’s physical, emotional, intellectual, and perhaps even their spiritual attributes.
- IV. Based on your analysis, choose **TWO** IB Learner Profiles:
 1. Choose a profile that represents the character’s most prominent strength; and
 2. Choose a profile that represents what the character is most lacking (weakness).
- V. Create a **4-slide** PowerPoint Presentation in which you do the following:
 1. **Slide 1:** On the Title Slide, please type the information below:
 - Student’s First and Last Name
 - Class Period
 - Title of the Book
 - Name of the Author
 - Reading Dates (Approximate)
 - Website Link to your book (copy/paste)
 2. **Slide 2:** Explain **HOW** and **WHY** the character demonstrates the first profile. Provide specific text evidence from the book to support your response.
 3. **Slide 3:** Explain **HOW** and **WHY** the character does not demonstrate the second profile. Provide specific text evidence from the book to support your response.
 4. **Slide 4:** Explain what you could relate to most about the character you chose, and which of the IB Profiles you consider to be your greatest strength and which you feel is a work in progress.
 5. For **slides 2-4**, please write in paragraph format and provide a picture or image that best represents the information on the slide.



IB LEARNER PROFILES

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning, and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-Minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-Takers

They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.