Henrico High School
International Baccalaureate Career Program

What is the Career Program?

The IBCP is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of students engaged in career-related education. The program leads to further/higher education, apprenticeships or employment. It is IB's newest program and is offered at 214 different schools in 23 countries. Students enter the Career Program in grade 11.

CP Core: Organizing Elements

The IBCP offers students a hybrid of an IB education joined with professional/career education. Students must

- Be enrolled in career or technical education courses in marketing or the NJROTC program and pass the professional certification tests that follow those programs.

- Take at least two IB Diploma level courses. One course may be a one-year course. The other must be a two-year course.

- Take the IBCP Personal and Professional Skills course in junior and senior year

- Complete a Service Learning Portfolio, with activities related to their chosen career path.

- Complete a Language Portfolio, with skills built around their chosen career path. Students may continue with a language for which they have taken courses or pursue a different language altogether.

- Complete a Reflective Project which focuses on a real-life, ethical issue that people in the chosen career path might encounter and how that issue can be successfully resolved.

Personal and Professional Skills

Aims

The overall aims of personal and professional skills are for the students to:

- develop as reflective and lifelong learners who can adapt to diverse situations
- recognize personal strengths and identify ways to overcome challenges
- be aware of and respond effectively to ethical dilemmas
- value diversity of cultures and perspectives
- demonstrate the ten attributes of the **IB learner profile**.

Five central themes

There are five themes in personal and professional skills:

- Personal development.
- Intercultural understanding.
- Effective communication.
- Thinking processes.
- Applied ethics.

Learning outcomes

These learning outcomes articulate what an IBCP student is able to do at some point during his or her personal and professional skills course. Through meaningful and purposeful engagement with all elements of the course, students develop the necessary skills, attributes, and understandings to achieve the five learning outcomes. The focus on learning outcomes emphasizes that it is the quality of the course and its contribution to the student's development that is of the most importance.

By the end of the course, students will be able to:

- identify their own strengths and develop areas for growth

- demonstrate the ability to apply thinking processes to personal and professional situations
- recognize and be able to articulate the value of cultural understanding and appreciation for diversity
- demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
- recognize and consider the ethics of choices and actions.

Service Learning

The aims of service learning are for students to:

- develop and apply knowledge and skills toward meeting an authentic community need
- develop as leaders who take initiative, solve problems and work collaboratively with others
- enjoy the experiences of both learning and service
- develop a sense of caring about and responsibility for, others
- gain a deeper understanding of themselves, their community and society through meaningful reflection
- enhance and strengthen their experience with the existing school curriculum.

Learning outcomes

The five learning outcomes articulate what IBCP students are able to do at some point during their service learning program. Through meaningful and purposeful service learning experiences, students develop the necessary skills, attributes, and understandings to achieve the five service learning outcomes.

The five service learning outcomes are:

- **Identify own strengths and develop areas for growth**

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

- **Demonstrate participation with service learning experiences**

Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a service learning experience or series of service learning experiences. Students may show their knowledge and awareness by building on a previous service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants.

- **Demonstrate the skills and recognize the benefits of working collaboratively**

Students are able to identify and critically discuss the benefits and challenges of collaboration gained through service learning experiences.

- **Demonstrate engagement with issues of global significance**

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.

- **Recognize and consider the ethics of choices and actions**

Students show awareness of the consequences of choices and actions in planning and carrying out service learning experiences.

Language Portfolio

In language development, objectives are organized into four communicative processes.
- Oral communication
- Visual interpretation
- Reading comprehension
- Writing

These four objectives are skills-based. The cognitive, linguistic and sociocultural aspects of communication are intertwined in each of the four objectives. Students are expected to learn how to communicate appropriately, accurately and effectively in an increasing range of social, cultural and academic contexts, and for a variety of purposes.

Sections of the Portfolio

Section 1: Profile

Students about to engage with language development are encouraged to construct a personal language and cultural profile. To do this, students should:
• complete a language and culture questionnaire
• use the self-assessment language proficiency table to identify in which language phase they will begin language development
• identify their goals in language development using the objectives of the identified language phase.

Section 2: Experiences

In this section of the language portfolio, students compile a journal of reflections on the work completed, including tasks and assessments. Students should also engage in reflection on the target language and cultural aspects of societies where the language is spoken.

Section 3: Evidence

In this section of the language portfolio, students document their achievements in language development using examples of activities and any other forms of evidence that show how they have developed their language skills.

Reflective Project

The reflective project aims to give students the opportunity to:

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills
- develop the skills of critical and creative thinking.

IBCP Curriculum: What Courses You Take

Entering Grade 10 from HHS in grade 9: (Possible Course Selections)

Subject	10	11	12
English	MYP English 10	DP English 11 or AP English	DP English 12* or AP English
World Language	French or Spanish 1 Or MYP French or Spanish 2 or 3	French or Spanish 2, 3 or 4#	DP Psych SL*
HIstory	MYP US/VA Govt	DP History of the Americas or US History H	DP World History Topics* or Government
Science	MYP Bio or MYP Chem	DP Science or another science	DP Science* or another science
Math	MYP Geometry or MYP Algebra 2, MYP Extended or Standard Math	MYP Extended or Standard Math, Or DP Maths*	DP Maths*, AP Maths or CTE
Elective	Econ and Personal Finance	CTE/NJROTC	CTE/NJROTC
PE	MYP HPE 10	PPS/LP/SL	PPS/LP/SL

Grade 11 from HHS Grade 10: (Possible Course Selections)

11th	12th
English 11	English 12
CTE	CTE
US History	Government
DP Visual Arts or Theatre Arts	DP Visual Arts or Theatre Arts*
Personal and Professional Skills	Personal Professional Skills
Math	DP Psych SL*
Science	Science or CTE

*indicates an IB exam