



**The International  
Baccalaureate  
Career-related Programme**  
*at Irmo High School*  
*International School for the Arts*



**Student  
Handbook**

**2019-2020**

## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

### As IB learners we strive to be:

**INQUIRERS** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPILED** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED** We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



# Requirements

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IB Career-related Candidates must complete requirements during their junior and senior year.

## IB Course Requirements:

- At least two IB courses from two different IB groups
  - At least one must be a two-year course
  - Students must earn a passing score in IB courses
- Career-related Study completer
  - Concurrency of learning must occur during junior and senior year

## IB Core Requirements:

- Reflective Project
  - College level research project focusing on an ethical dilemma within your area of study
- Personal & Professional Skills course
  - Taken one semester junior year and one semester senior year
- Service Learning
  - Half of the required hours are in the career field of study
- Language Development
  - Self-guided study and portfolio in a second language

## IB Career-related Studies:

- Aerospace Engineering
- Biomedical Sciences
- Culinary Arts
- Media Tech
- Veterinary Sciences

## IB Academic Courses:

The majority of IB courses are completed over two years.

### Group 1 - English

English A1 HL

### Group 2 - World Languages

Spanish HL or SL  
French HL or SL  
German HL or SL  
Chinese SL

### Group 3 - Individuals and Societies

History of the Americas HL  
Business and Management HL  
Philosophy HL  
Environmental Systems & Societies SL

### Group 4 - Science

Biology HL  
Chemistry HL or SL  
Physics HL or SL  
Environment and Society SL

### Group 5 - Mathematics

Mathematics Applications SL & HL  
Mathematics Analysis & Approaches SL & HL

### Group 6 - the Arts

Visual Arts HL or SL  
Music HL or SL  
Dance HL or SL  
Theatre HL or SL

# Timeline

Date	Junior Year Fall	Junior Year Spring	Senior Year Fall	Senior Year Spring
<b>Courses</b> <i>*If IB Course 2 is a one-year SL course, it can be taken junior or senior year</i>	<ul style="list-style-type: none"> <li>• IB Course 1 - HL 1</li> <li>• *IB Course 2 - HL 1, Seminar, or SL</li> <li>• Career Courses</li> </ul>	<ul style="list-style-type: none"> <li>• IB Course 1 - HL 1</li> <li>• *IB Course 2 - HL 1, Seminar, or SL</li> <li>• Career Courses</li> <li>• PPS</li> </ul>	<ul style="list-style-type: none"> <li>• IB Course 1 - HL 2</li> <li>• *IB Course 2 - HL 2 or SL</li> <li>• Career Courses</li> <li>• PPS</li> </ul>	<ul style="list-style-type: none"> <li>• IB Course 1 - HL 2</li> <li>• *IB Course 2 - HL 2 or SL</li> <li>• Career Courses</li> </ul>
<b>Reflective Project</b>	Identify topic of interest in career field/ determine ethical component  Begin initial research	<b>Jan</b> -Propose topic & resource list  <b>Feb</b> -Initial Meeting/RPPF  <b>Mar</b> -Declare topic & format  <b>May</b> -1st draft submitted/ 75% of project complete	<b>Sept</b> -2nd draft submitted  <b>Oct</b> -Interim Meeting/ RPPF  <b>Nov</b> -Final Meeting/RPPF  <b>Dec</b> -Final submission	
<b>Language Development</b>		<b>Jan</b> -Initial Supervisor Meeting  Compile Language Development Portfolio	<b>Oct</b> -Midpoint Supervisor Meeting	<b>Mar</b> -Final Supervisor Meeting; Language Development Portfolio due
<b>Service Learning</b>		<b>Jan</b> -First Interview  <b>May</b> -50% of hours completed (25 hours); Second Interview	<b>Dec</b> -100% of hours completed (50 hours); Third Interview  <b>Jan</b> -Service Learning Defense; Service Learning Portfolio due	



# International Baccalaureate Career-related Programme

## Reflective Project Overview

# Reflective Project Overview

## Introduction:

The Reflective Project is one of the four compulsory components of the IB Career-related Programme (CP) core. The Reflective Project is an in-depth work produced over an extended period and submitted in year 2 of the Career-related Programme. Students identify, analyze, discuss and evaluate an ethical dilemma associated with an issue related to their career studies. The Reflective Project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

## Aims - 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

## Requirements:

- All CP students are required to complete the Reflective Project.
- Students are expected to spend approximately 50 hours on their Reflective Project.
- The Reflective Project is internally assessed and externally moderated by the IB.
- Students must earn a D or above on their Reflective Project to earn their CP certificate.
- Student's Reflective Project must align to their career-related study.
- At the end of the project, students must submit
  - An essay or an essay with an additional format - See options below
  - A "Reflections on Planning and Progress Form" (RPPF) - 1,000 words

## Student's Responsibilities - Students are required to:

- choose an issue arising from their career-related studies that presents an ethical dilemma
- consult with their supervisor regarding the ethical dilemma
- develop a well-formulated and focused research question
- state clearly the linked career-related study at the start of the Reflective Project
- complete the RPPF as the work progresses, and after each of the scheduled meetings with their supervisor
- meet both internal and external assessment deadlines
- address the assessment criteria fully
- acknowledge all sources of information and ideas in references, citations and bibliography
- inform their supervisor of details of any external assistance received.
- plan how, when and where they will find material for their project
- plan a schedule for researching and producing the Reflective Project, allowing time for delays and unforeseen problems
- record sources as the research progresses (rather than trying to reconstruct a list at the end)
- maintain a "researcher's reflection space" (see appendix 3) to reflect upon their progress and inform scheduled meetings with the supervisor
- have a clear structure in mind for the Reflective Project before beginning to write
- carefully check and proofread the final version of the Reflective Project
- ensure that all basic requirements are met.

### Options for the Completed Reflective Project:

Option 1: A written essay (maximum 3,000 words). This should cover all of the Reflective Project requirements except for reflection, which forms the content of the RPPF.

**\*\*Note: Option 1 is highly recommended based on previous student feedback and results.**

Option 2: A written essay (1,500–2,000 words) accompanied by an additional format (film, oral presentation, interview, play or display - SEE LIST BELOW). Together, the written essay and additional format should cover all the Reflective Project's requirements except reflection.

The permitted additional formats are:

- A short film (7 minutes). Students are free to create whatever type of film they believe will be a valuable component of their Reflective Project, for example a documentary, a drama, a news report and so on. They can choose to submit a written film script instead (700 words).
- A spoken presentation (recorded on audio/video; 7 minutes). A presentation provides students with the opportunity to address in a spoken format aspects of their Reflective Project. They can choose to submit a written script instead (700 words).
- An interview (recorded on audio/video; 7 minutes). An interview allows students to be creative by imagining and developing a discussion between two or more people. They can choose to submit a written script instead (700 words).
- A play (recorded on audio/video; 7 minutes). The play should include one or more characters performing a spoken drama that supports elements of the Reflective Project. It can include dialogue, music and sound effects. Students can choose to submit a written script instead (700 words).
- A display (a storyboard or photo essay using up to 15 annotated images; 700 words). A storyboard/photo essay is usually a linear narrative told through imagery. Students can decide what their imagery will accomplish and how it will contribute to the Reflective Project overall. For example, it could provide an overview of their Reflective Project and create points of discussion or illustrate particular ideas.

### Process:

#### Step 1 - The Issue

Students need to explain the issue and clearly and explicitly link it to their career-related study. However, they must also remain aware that the issue itself is not the main focus of the Reflective Project.

#### Step 2 - The Ethical Dilemma

Students must be able to recognize the ethical dilemma that arises from the issue.

#### Step 3 - Research Question

Students need to identify and describe accurately the question to be answered that explicitly references the ethical dilemma that has been identified.

#### Step 4 - The Research

Identify the key community(ies) involved in the dilemma. Students must provide evidence of research that supports different viewpoints on the ethical dilemma. They should also critically examine the research itself.

There are five main stages in the research process:

1. Defining the research's purpose and objectives and the research question.
2. Conducting a literature review.
3. Designing appropriate data collection methods and analysing the data.
4. Reflecting on the research methodology adopted.
5. Presenting the research findings.

#### Step 5 - Critical analysis of the ethical dilemma

This involves students evaluating the viewpoints on the ethical dilemma and then articulating their own point of view based on reasoned argument.

#### Step 6 - Citations and a bibliography

The Reflective Project is an academic piece of work and should be presented as such. This ensures academic honesty and allows the readers to check the evidence themselves.

- A reference acknowledges the source of the information that the student has used.
- A citation is a shorthand method of referencing, which is then linked to the bibliography.
- A bibliography is an alphabetical list (by author) of every source cited in the project.
- Students must use a consistent style of referencing throughout the reflective project. For further information please consult the IB publications Academic honesty in the IB educational context and Effective citing and referencing.
- Appendices, footnotes and endnotes are not necessary but if students choose to use them they should do so appropriately and not circumvent the word limit.

#### Reflection (RPPF):

The completion of this form is a mandatory part of the Reflective Project and is assessed in Criteria E: Engagement and Reflection. It helps the students to reflect on their planning and progress, including:

- their initial ideas
- any concerns to discuss with their supervisor
- the outcome of those discussions
- interim thoughts about the Reflective Project's planning, progress and content
- any changes that need to be made as a result of the interim thoughts
- finishing the project and their conclusions

The RPPF is informed by scheduled meetings between the students and the Reflective Project supervisor where progress, planning and issues are discussed. The form is designed to document these discussions and is a formally assessed element of the Reflective Project.

The RPPF requires three formal entries, which together may not equal more than 1,000 words.

#### Supervisor's Responsibilities include:

- Discuss with students the nature of the reflective project, the most appropriate research methods to use, and the formal requirements for the completion of the task.
- Help students plan and undertake their research for the reflective project.
- Ensure students know what the assessment requirements are for the reflective project.
- Ensure students are familiar with the ethical guidelines for the reflective project.
- Provide students with instruction and guidance in the skills of undertaking research.
- Help students devise a well-formulated and focused research question.
- Hold informal and formal meetings with the student; the formal meetings are held to enable the students to complete the formally assessed RPPF.
- Review and comment on only one complete draft of the reflective project (but do not edit the draft)
- Complete the supervisor's report.
- Spend three to five hours with each student, including the time spent on the three formal meetings.
- Advise students on: access to appropriate resources, techniques of information, evidence and data gathering and analysis, and documenting sources.

## Reflective Project Agreement

*The current status of all junior IB students is that of ANTICIPATED CANDIDATE. In order to qualify to register for senior year IB exams and the status of Career-related Certificate Candidate, the anticipated candidate must successfully complete all tasks in the timeline.*

*The IB Reflective Project (RP) is a requirement for all Career-related Certificate candidates. Students who do not submit an RP in accordance with the guidelines set by the International Baccalaureate Organization (IBO) and in accordance with the timeline set by the Irmo High School International Baccalaureate Programme will not qualify to earn the IB Career-related Certificate, regardless of scores on the IB exams.*

*Students should make every effort to produce quality work without overstressing themselves. This can be accomplished with prior planning and manageable pacing. Students must receive a passing score on the RP to be eligible for the Career-related Certificate.*

**Research Subject:** \_\_\_\_\_

### Supervisor Agreement:

*I have met with \_\_\_\_\_ and discussed his/her progress thus far on the Reflective Project and agree to assist him/her with the Reflective Project process, ensuring that I will be available through the communication method(s) listed below over the summer of 2020 and to meet at the required times as specified in the RP Timeline.*

\_\_\_\_\_  
Supervisor's printed name

\_\_\_\_\_  
Supervisor's signature

\_\_\_\_\_  
Date

**Supervisor's Contact Information:** Phone number: \_\_\_\_\_ Email: \_\_\_\_\_

### Student Agreement:

- *I have read the entire IB Reflective Project Agreement.*
- *I understand that the Reflective Project is an IB Career-related Programme Certificate requirement.*
- *I am aware that the quality of my Reflective Project may determine whether or not I am awarded an IB Career-related Certificate.*
- *I am aware that I am responsible for working with the above supervisor to complete the Reflective Project process and am responsible for initiating contact and meetings.*
- *I certify that I have received this timeline and that it is my responsibility to meet the deadlines so that I may qualify to take my senior IB exams.*
- *I realize that each IB school has the authority to set its own internal timeline for the RP.*
- *I know that no projects will be accepted after the final due date.*
- *Failure to meet requirements by the end of junior year may result in removal from IBCP.*

\_\_\_\_\_  
Student's printed name

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's printed name

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

**Agreement due to Mrs. Ostergaard by January 31, 2020.**

# Reflective Project Timeline

Due Date	Task/ Event
Sept 19, 2019	RP guidelines introduced at Parent/Student Meeting. Students identify a topic of interest in your career field and determine if it has an ethical component. Begin initial research on the RP and gathering resources.
Jan 21, 2020	RP guidelines reviewed through PPS. RP form signed and returned to PPS teacher.
Jan 30, 2020	Students propose ethical issue along with completed resource list (in proper bibliography form) and develop questions for RP in PPS. Connect your dilemma - how does it manifest itself locally (region, state, county, city, etc).
Feb 2020	Librarian Workshop: Citation Continue research to include all perspectives. Identify stakeholders who have a vested interest and may be impacted.
Feb 28, 2020	<b>Mandatory Initial Meeting</b> with supervisor to discuss research process and refine your question. You should discuss the types of first-hand resources to seek out and consult. RPPF must be submitted.
Mar 2020	Library Workshop: Conducting Research
Mar 15, 2020	Declare your ethical issue, question, and format of your RP. Submit this in PPS class to your supervisor.
Mar 2020	Continue gathering secondary research to support the different sides of your ethical dilemma. Identify local stakeholders and differing perspectives to consult. Work on survey/interview questions for data collection.
Apr 15, 2020	Informal meeting with your supervisor to approve survey or interview questions. Ensure you understand how to analyze any primary data.
Apr - May 2020	Collect primary data / interview or survey questions. Analyze primary data and compose your first draft.
May 30, 2020	<b>Email finished first draft</b> to your RP supervisor. This <b>MUST</b> be a complete draft and submitted on time or your Career Candidate status may be in jeopardy. This draft must: <ul style="list-style-type: none"> <li>• Be within 25% of the full word/ time limit</li> <li>• Be properly formatted (spacing, font, margins, title page, table of contents, headings, etc.)</li> <li>• Include proper in-text citations and include a full bibliography of sources used</li> </ul> If you do not meet these requirements or this deadline, you will be placed on contract to begin your senior year and risk removal from IBCP.
June 8, 2020	Informal meeting with your supervisor.
July - Sept 2020	Work on revisions for your RP based on supervisor meeting
Sept 30, 2020	<b>Email 2nd draft</b> to RP supervisor. This is the <b>ONLY</b> full draft on which your RP supervisor may comment in total, so it is crucial that it be as close to final as possible. If you have not met the minimum requirements as stipulated in the June 8 draft at this point, you risk being removed from the IBCP.
Oct 7, 2020	<b>Mandatory Interim meeting</b> with RP supervisor. The student is responsible for arranging this meeting and developing specific questions for your supervisor. Your supervisor may only comment generally and address your questions regarding this draft. RPPF must be submitted.
Oct - Nov 2020	Continue revisions of RP
Dec 15, 2020	Final RP due to your supervisor and Mrs. Ostergaard.
Jan 15, 2021	<b>Mandatory Final meeting</b> with your RP supervisor to address any specific questions about the final draft. RPPF must be submitted
Feb 1, 2021	Completed RP due for supervisors comment.

# International Baccalaureate Career-related Programme

## Service Learning Overview



## Service Learning Overview

### Introduction to Service Learning:

The IB is committed to service learning. Its importance is reflected in the prominent role it has in all of the IB's programmes. Service Learning should provide a vehicle for the foundations of a relationship between students and the community that emphasizes mutual benefit, and where the needs of the community are matched with the interests and skills of the students. A good service learning program provides students with opportunities to use their existing skills and knowledge in real-life situations while helping to develop new skills and knowledge. It is desirable, but not mandatory, for service learning activities to be linked to the student's career-related studies. From the student's perspective, a service learning program should help develop learning, responsibility, practical skills, social skills and a sense of caring for others.

The concept of community may be viewed from a local or international/global perspective and should emphasize communication and partnership between the student and the community.

The concept of service in the IB CP is based on the principles of **service learning**.

### Aims:

The aims of community and service are to:

- provide a service that meets a community need
- develop working relationships with members of the community
- develop a sense of caring about, and a responsibility for, others
- facilitate active student reflection
- build on existing skills and develop new ones
- enhance the existing school curriculum.

### Service Learning Learner Outcomes:

LO 1 - Identify own strengths and develop areas for growth

LO 2 - Demonstrate participation with service learning experiences

LO3 - Demonstrate skills and recognize the benefits of working collaboratively

LO 4 - Demonstrate engagement with issues of global significance

LO 5 - Recognize and consider the ethics of choices and actions

### Service learning:

Service learning is the development and application of knowledge and skills towards meeting an identified community need. In this research-based approach, students undertake service initiatives often related to topics studied in the curriculum, utilizing skills, understanding and values developed in these studies. Service learning builds upon students' prior knowledge and background, enabling them to make links between their academic disciplines and their service experiences. Service learning is authentic service in that it has the potential to transform or redefine a student's behavior and actions within his or her personal values. It can change the student and the community for the better. Service learning is not volunteer work and it is not collecting money for charities, although these are considered worthwhile activities.

A priority of service learning is that it uses community service as a vehicle for new learning that has academic value. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. ([www.ibo.org/ibcc](http://www.ibo.org/ibcc))



## Service Learning Timeline

Due Date	Task/ Event
Sept 19, 2019	SL guidelines introduced at Parent/Student Meeting. Review portfolio, defense, learner outcomes, and identify interests and ideas for service learning experiences.
Jan 21, 2020	<b>First interview.</b> SL guidelines reviewed through PPS. SL form signed and returned to PPS teacher.
Jan 30, 2020	Students submit plan for service learning hours and outcomes through PPS. It is <i>recommended</i> that 50% of the hours are completed by June 8, 2020. It is <i>required</i> that 50% of the hours are completed by August 30, 2020.
Fab-May 2020	Students work with agencies to complete service learning hours and accumulate evidence and reflections for portfolio.
May 2020	<b>Second interview</b>
June-Nov 2020	Students complete 100% of service learning hours.
Dec 2020	<b>Third interview;</b> Complete portfolio and plan for Defense
January 2021	Service Learning Defense; Portfolio submitted through PPS.

At the completion of the Service Learning hours, and no later than March of your senior year, all IBCP candidates must submit a Service Learning Portfolio and complete a Service Learning Defense.

### **Service Learning Portfolio**

Service Learning should be ongoing for junior and senior year. Your portfolio should be a professional presentation that is a representation of all that you have accomplished through your IBCP Service Learning.

Portfolios must include:

1. Cover that indicates what the portfolio is, who you are, and a meaningful quote that is representative of what your IBCP Service Learning experience has meant to you.
2. Table of Contents
3. Profile
  - a. Personal interests, skills and talents
  - b. Areas for growth
  - c. Plans and goals for SL
  - d. How does your personal value system align with the values of IB
4. Planning -
  - a. Investigation - research agencies purpose and mission, align with your values
  - b. Agency outreach - contact agencies / create partnership / plan for service learning
  - c. Hours planning for agencies - timeline to meet deadlines
5. Supervisor Meetings Documentation (3)
  - a. Learner outcome documentation (self-assessment and supervisor assessment)
6. Action Documentation - 1 for each SL activity
  - a. Is the activity direct, indirect, advocacy, research?
  - b. Is the activity ongoing, school-based, community-based, immediate need, fundraising, social entrepreneurship, international service, volunteerism, serving learning from curriculum
  - c. Log of hours and activity
  - d. Evidence & Artifacts (pictures, letters, emails, certificates, acknowledgement of participation,
  - e. Reflection
    - i. Learning Outcomes
      1. What happened?
      2. What was your emotional response to the experience(s)?
      3. Which learner outcomes were met?
      4. How were the learner outcomes met?
      5. What challenged you?
      6. What did you learn about the agency or opportunity?
      7. What did you learn about yourself?
      8. What change is apparent from your action?
      9. How did the process assist you in developing you in and out of school?
7. Demonstration (Defense) - presentation

## Service Learning Defense

- For each learner outcome, you should demonstrate how you met the learner outcome by selecting the best example from all of your activities showing how you met the outcome and grew through the process.
- Presentation should be broken up by learner outcome and include brief speaking points and pictures.
- Presentations must be between 7-10 minutes.

## Points of evaluation for your IBCP Service Learning Portfolio

- ☐ Portfolio is organized as indicated
- ☐ Signatures, comments and reflections on the Advisor Meeting Documentation Form - At least 3
- ☐ Planning sheet completed for each agency
- ☐ At least 25 of 50 hours clearly relate to career pathway
- ☐ Log sheets completed for each activity
- ☐ Reflection completed for each activity
- ☐ Reflection length and content are sufficient for the nature and time commitment of the activity
- ☐ Learner outcomes marked on the supervisor form are clearly met as demonstrated through reflections
- ☐ Reflections:
  - ☐ Explain what happened
  - ☐ Explain **which** learner outcomes were met
  - ☐ Explain **how** each learner outcome was met
  - ☐ Explain **what was learned** from meeting each learner outcome in terms of self, others, and how to approach situations in the future

## Service Learning Learner Outcomes

- LO 1 - Identify own strengths and develop areas for growth
- LO 2 - Demonstrate participation with service learning experiences
- LO 3 - Demonstrate skills and recognize the benefits of working collaboratively
- LO 4 - Demonstrate engagement with issues of global significance
- LO 5 - Recognize and consider the ethics of choices and actions.

## Service Learning Planning

Career Pathway: \_\_\_\_\_

My passion:

Global issues identified to link my passion and my career pathway:

Ways the global issue manifests itself locally:

Agency Identification:

Agency	Purpose, Mission, & Values	Alignment with my passion, career path, and issues I would like to address	Opportunities to serve	Contact Info

# Service Learning Meeting 1 Documentation

## Meeting # 1

Date: \_\_\_\_\_

## Agenda:

1. Expectations of SL
2. SL outcomes and plan for meeting outcomes
3. 5 service learning stages
4. Student interest and ideas for SL
5. Design for SL portfolio
6. Next steps

**Learner Outcomes:**

- LO 1 - Identify own strengths and develop areas for growth  
LO 2 - Demonstrate participation with service learning experiences  
LO 3 - Demonstrate skills and recognize the benefits of working collaboratively  
LO 4 - Demonstrate engagement with issues of global significance  
LO 5 - Recognize and consider the ethics of choices and actions.

### Meeting Notes:

Supervisor Notes	Student Reflection
<p>Signature:</p>	<p>Signature:</p>
<p><b>Next steps</b></p>	

## Service Learning Meeting 2 Documentation

## Meeting # 2

Date: \_\_\_\_\_

## Agenda:

1. Update on timeline and components of SL
2. How 5 stages of SL are being implemented
3. Achievement towards SL outcomes
4. Progress towards SL portfolio
5. Next steps

**Learner Outcomes:**

- LO 1 - Identify own strengths and develop areas for growth  
LO 2 - Demonstrate participation with service learning experiences  
LO 3 - Demonstrate skills and recognize the benefits of working collaboratively  
LO 4 - Demonstrate engagement with issues of global significance  
LO 5 - Recognize and consider the ethics of choices and actions.

### Meeting Notes:

Supervisor Notes	Student Reflection
<p>Signature:</p>	<p>Signature:</p>
<p><b>Next steps</b></p>	

## Service Learning Meeting 3 Documentation

## Meeting # 3

Date: \_\_\_\_\_

## Agenda:

1. Achievement of learning outcomes for SL
2. Review experiences
3. Discuss and assess portfolio
4. Reflect on personal growth
5. Plan for SL Defense

**Learner Outcomes:**

- LO 1 - Identify own strengths and develop areas for growth  
LO 2 - Demonstrate participation with service learning experiences  
LO 3 - Demonstrate skills and recognize the benefits of working collaboratively  
LO 4 - Demonstrate engagement with issues of global significance  
LO 5 - Recognize and consider the ethics of choices and actions.

### Meeting Notes:

Supervisor Notes	Student Reflection
          Signature:	          Signature:
Next steps	

## Service Learning Reflection

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Reflections must be anchored in the learner outcomes and personal to the student and the experience. Reflection is honest, personal, sometimes easy and sometimes difficult, builds self-awareness, is necessary for learning, helpful for planning, can be done alone or with others, adds perspective and is about thoughts, feelings and ideas.

### **Learner Outcomes:**

- LO 1 - Identify own strengths and develop areas for growth
- LO 2 - Demonstrate participation with service learning experiences
- LO 3 - Demonstrate skills and recognize the benefits of working collaboratively
- LO 4 - Demonstrate engagement with issues of global significance
- LO 5 - Recognize and consider the ethics of choices and actions.

### **Options for reflection include but are not limited to:**

- Written reflection
- Poem emphasizing an aspect of the experience
- Photos and captions describing the impact
- Short video summarizing the experience
- Illustration of the experience or impact

### **Questions to guide reflection:**

- What happened?
- What was your emotional response to the experience(s)?
- Which learner outcomes were met?
- How were the learner outcomes met?
- What challenged you?
- What did you learn about the agency or opportunity?
- What did you learn about yourself?
- What change is apparent from your action?
- How did the process assist you in developing you in and out of school?



## Service Learning Reflection

Name: \_\_\_\_\_ Activity: \_\_\_\_\_ Date(s): \_\_\_\_\_

Reflection Option: \_\_\_\_\_

Underline the language that demonstrates your learner outcomes. Learner outcomes:

- LO 1 - Identify own strengths and develop areas for growth
- LO 2 - Demonstrate participation with service learning experiences
- LO 3 - Demonstrate skills and recognize the benefits of working collaboratively
- LO 4 - Demonstrate engagement with issues of global significance
- LO 5 - Recognize and consider the ethics of choices and actions.

Reflection

## Service Learning Log

[illegible]

# Service Learning Supervisor Evaluation

Candidate Name: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Activity: \_\_\_\_\_

*Your thorough and honest evaluation is appreciated as this document will be an important part of the student's portfolio to demonstrate personal growth.*

Criterion - Learning Outcomes	4	3	2	1
<b>LO 1: Identify own strengths and develop areas for growth</b> – Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.				
<b>LO 2: Demonstrate that challenges have been undertaken, developing new skills in the process</b> – A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.				
<b>LO 2: Demonstrate how to initiate and plan a Service Project experience</b> – Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a CAS activity, service learning experience, or series of service learning experiences. Students may show their knowledge and awareness by building on a previous CAS or 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.				
<b>LO 2: Show commitment to and perseverance in IB experiences</b> – Students demonstrate regular involvement and active engagement in CAS and/or service learning experiences.				
<b>LO 3: Demonstrate the skills and recognize the benefits of working collaboratively</b> – Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS or service learning experiences.				
<b>LO 4: Demonstrate engagement with issues of global significance</b> – 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.				
<b>LO 5: Recognize and consider the ethics of choices and actions</b> – Students show awareness of the consequences of choices and actions in planning and carrying out CAS or service learning experiences				
<b>Comments:</b>	<b>Hours:</b>  <b>Supervisor Initial:</b>			

# International Baccalaureate Career-related Programme

## Language Development Overview

# Language Development Overview

## What is Language Development?

"Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education.

Language development encourages students to improve their proficiency in a language other than their best language.

Language development is designed to ensure that all students have access to, and are exposed to, a second language that will assist and further their understanding of the wider world. Students are encouraged to extend or begin a second language that suits their needs, background and context. Language development aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken. This process encourages learners to expand their awareness of the world and fosters respect for cultural diversity."

(<http://www.ibo.org/programmes/career-related-programme/>)

Through the Language Development component of the IB CP core, all students will complete a language development portfolio over the course of their junior and senior years. Students must spend a minimum of 50 hours (over the two years) on tasks related to their language development portfolio. This portfolio will incorporate language development tasks to enable students to reflect on their experiences and to document evidence of their growing skill base. Although the portfolio will not be assessed by IB, the IB CP coordinator will periodically collect information to ensure that all students are making progress over the course of the two years. Please see the links below for more detailed information.

## The Purpose:

The IB CP recognizes that students have diverse language profiles. They begin their IB CP studies with a range and variety of language learning experiences. Students may:

- already have knowledge of another language and skills for language learning
- have studied another language in their MYP or other middle school program and wish to continue studying the same language
- have studied another language in their MYP or other middle school program but wish to commence the study of a different language
- wish to continue with a language they started in primary school
- have no previous experience of learning another language prior to starting the IB CP
- have an identified special learning need and require special consideration for their language learning.

IB CP language development is designed to ensure that all students, no matter what their background, have access to and are exposed to a language program that will assist and further their understanding of the wider world. It aims to provide students with the necessary skills and intercultural understanding to enable them to communicate in an environment where the language studied is spoken. This process encourages learners to go beyond the confines of the classroom, expanding their awareness of the world and fostering respect for cultural diversity. Language development should, where possible, be appropriate for the context of the students' career-related studies. It should be challenging and enjoyable as well as relevant to a student's needs and aspirations. Language development should be designed to develop students' linguistic abilities through the development of receptive, productive and interactive skills.

## Aims:

Language development in the IB CP core accommodates the different levels of linguistic proficiency that students have when they begin their IB CP studies. There is a single set of language development aims which are applicable to all students.

The aims of language development are to:

- enable students to understand and use the language they have studied in context
- encourage an awareness and appreciation of the different perspectives of people from other cultures

- provide students with a basis for further study, work and leisure through the use of an additional language
- provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

### **Language development and the career-related context:**

The IB acknowledges the crucial role of language in an IB education and as a result is committed to the provision of language development for all IB CP students. The IB CP is intended to be chosen as a course of study by students wishing to find an alternative pathway that provides progression to further education, higher education, apprenticeships or the world of work. To that end, the IB CP seeks to utilize aspects of the core to support the career-related studies of the student. While it is not a requirement of the IB CP it is strongly recommended that the provision of language development relates to, or reflects, the career-related studies of a student. Using language development as a means of supporting the career-related studies of a student provides a way for the student to explore how language is used in everyday situations. This exposure to ways of thinking and doing can enhance the opportunities for a student after the completion of the IB CP. Furthermore, the use of language development in support of career-related education directly relates to the IB CP aim of providing “students with a basis for further study, work and leisure through the use of an additional language”.

**Language Development Class Options:** Each school can decide how best to deliver language development, within the requirements of the IB CP. The options at IHS include, but are not limited to:

- a school-designed course (Non-IB World Language course)
- an extension to a DP language acquisition course (IB DP World Language course)
- Independent non-credit bearing study supervised by a World Language teacher

### **Process:**

- Choose one of the above options
- Refer to the LD Evaluation Rubric Form throughout the process of building your LD Portfolio
- Complete the Pre-self-assessment of language proficiency
- Complete the Language & Culture Questionnaire
- Use the Self-assessment and Lang & Cult Questionnaire forms to set your LD Goals using the LD Goals form
- Use the LD Progress Form to track your supervisor meetings and reflections
- Work on your Portfolio using the appropriate timeline and using the goals you set on your Goals Form. Use the Rubric as a reference in collecting the required evidence to build your portfolio
- When you are done with collecting your evidence, complete the Post Self-assessment
- Use the Rubric to build and complete your portfolio

## Language Development Timeline

Due Date	Task	Evidence for Portfolio
January 2020	Initial Supervisor Meeting	<input type="checkbox"/> Pre Self-Assessment <input type="checkbox"/> Personal Language & Culture Profile <input type="checkbox"/> Language Development Goals <input type="checkbox"/> Meeting Reflection
May 2020	Compile Language Development Portfolio	<input type="checkbox"/> Key Terms <input type="checkbox"/> Current Events <input type="checkbox"/> Career within Culture
October 2021	Midpoint Supervisor Meeting	<input type="checkbox"/> Midpoint Reflection <input type="checkbox"/> Meeting Reflection
March 15, 2021	Final Supervisor Meeting	<input type="checkbox"/> Post Self-Assessment <input type="checkbox"/> Language Development Goals - Progress & Evidence <input type="checkbox"/> Concluding Reflection <input type="checkbox"/> Meeting Reflection
March 31, 2021	Final Language Portfolio Due	<input type="checkbox"/> Language Development Evaluation

# Language Development Portfolio

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*Students will complete the Language Development Portfolio as part of the Language Development requirement for the IBCP Certificate Candidates. Portfolios must be reflective of the students' growth in their identified language in oral communication, visual interpretation, reading comprehension, and writing.*

## **Portfolio Components:**

Portfolios should include tabs to label each section. Each section must include all required forms and evidence of learning.

1. Assessment
  - a. Self-Assessment (Pre- & Post-)
  - b. Language Development Goals & Progress
  - c. Language Development Evaluation
2. Personal Language & Culture Profile
3. Language & Culture Development
  - a. Key Terms
  - b. Current Events
  - c. Career in Culture
4. Reflection
  - a. Meeting Reflections (3)
  - b. Mid point Reflection
  - c. Final Reflection



Name: \_\_\_\_\_ Language: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Receptive	Productive	Interactive
Phase 1	<ul style="list-style-type: none"> <li>Understand simple phrases, statements and questions</li> <li>Identify basic messages, facts, opinions, feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Respond to simple phrases, statements and questions</li> <li>Show my comprehension with simple oral and written phrases</li> <li>Convey basic information in a limited range of everyday situations</li> </ul>	<ul style="list-style-type: none"> <li>Am aware that language use is connected to a purpose and an audience</li> </ul>
Phase 2	<ul style="list-style-type: none"> <li>Understand simple spoken and written texts</li> <li>Identify messages, facts, opinions, feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Respond to simple spoken and written texts</li> <li>Demonstrate my comprehension in short oral and written form</li> <li>Share information in a limited range of familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>Am aware that language varies according to purpose and audience</li> </ul>
Phase 3	<ul style="list-style-type: none"> <li>Understand a limited variety of spoken and written texts</li> <li>Understand specific information, main ideas and some detail</li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversation</li> <li>Demonstrate my comprehension in a limited range of oral and written forms</li> <li>Write structured text to express my ideas, opinions and experiences on a range of familiar and some unfamiliar situations</li> </ul>	<ul style="list-style-type: none"> <li>Understand that I can speak and write in different ways for different purposes</li> </ul>
Phase 4	<ul style="list-style-type: none"> <li>Understand a variety of spoken and written texts</li> <li>Interpret specific information, main ideas and some detail</li> <li>Draw conclusions</li> <li>Recognize implied opinions and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversation</li> <li>Communicate substantial information containing relevant and developed ideas and justified opinions</li> <li>Write structured text to share information and organized ideas on topics of personal interest and global significance</li> </ul>	<ul style="list-style-type: none"> <li>Can identify aspects of format and style, and speak and write with a clear sense of audience and purpose</li> </ul>
Phase 5	<ul style="list-style-type: none"> <li>Understand a wide range of spoken and written texts</li> <li>Analyze specific information, ideas, opinions and attitudes</li> <li>Infer information, draw conclusions</li> <li>Recognize implied opinions and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Engage actively in conversations in social and some academic situations to contribute substantial information</li> <li>Communicate my understanding and opinions by organizing information and ideas into clear and effective structure</li> <li>Respond and react to questions and ideas in a range of spoken, visual and written texts</li> </ul>	<ul style="list-style-type: none"> <li>Can interpret aspects of format and style, and am able to adapt register and style of language to suit the context</li> </ul>
Phase 6	<ul style="list-style-type: none"> <li>Understand a comprehensive range of spoken and written texts</li> <li>Evaluate important information, details and ideas</li> <li>Analyze information, draw conclusions</li> <li>Make inferences about implied ideas, opinions and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Engage actively in conversations in social and academic situations to contribute substantial information</li> <li>Communicate my understanding, opinions and perspectives by organizing information and ideas into a clear and effective structure</li> <li>Give detailed analysis and explanation in social and academic situations</li> </ul>	<ul style="list-style-type: none"> <li>Can interpret format and style, and am proficient in adapting register and style of language to suit the context</li> </ul>
Pre-Assess Date	<b>Score &amp; Comments</b> Self: _____ Teacher: _____	<b>Score &amp; Comments</b> Self: _____ Teacher: _____	<b>Score &amp; Comments</b> Self: _____ Teacher: _____
Post-Asses Date	<b>Score &amp; Comments</b> Self: _____ Teacher: _____	<b>Score &amp; Comments</b> Self: _____ Teacher: _____	<b>Score &amp; Comments</b> Self: _____ Teacher: _____



# Language Development

## Personal Language & Culture Profile

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Name: \_\_\_\_\_

*Use the questions below to create a Personal Language & Culture Profile. You may use written responses, pictures with captions, and/or art with descriptions to answer the questions below.*

### **Language:**

What language(s) do you primarily use to communicate?

What language(s) other than your native language have you previously studied?

What language will you study for the Language Development?

Why have you chosen this specific language?

What can you do and not do with your target language?

What challenges do you feel you may encounter in your language studies?

How will you meet these challenges?

How do you think you will use your target language in the future, personally and academically?

Why is learning another language important to you and your career field?

### **Culture:**

What is your cultural background?

Do you belong to more than one culture?

What language(s) are spoken in your culture(s)?

What do you believe is the relationship between language and culture?

How do you feel when you encounter different cultural experiences?

Identify friends or classmates from a different cultural background. Explain the differences in languages, attitudes, beliefs, and behaviors.

## Language Development Goals

*After completing the Self-Assessment of Language Proficiency and the Personal Language & Culture Profile, meet with your Language Development Teacher to develop your Language Development Goals. Develop at least four goals, one in each of the communicative processes. Goals should be based on the objectives from your self-assessment in each of the communicative processes.*

Communicative Process	Goal	Progress & Evidence
<b>Oral Communication</b> This objective encompasses all aspects of listening and speaking. It refers to the student constructing meaning through the process of internalizing meaning and articulating thoughts using speech in a variety of ways in the target language. The student is expected to be able to listen and respond, interact socially and speak for specific purposes.		
<b>Visual Interpretation</b> This objective involves the student interpreting and constructing meaning from visual texts (such as posters, maps, graphics, films) to understand how images presented with oral and written text interact to convey ideas, values and attitudes. Engaging with visual text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student is expected to be able to interpret, and engage with, visual text that is presented with spoken and written text and to support his or her opinion and personal response with evidence and examples from the text.		
<b>Reading Comprehension</b> This objective refers to the student being able to construct meaning from written texts by making inferences and interpretations. Engaging with written text requires the student to think creatively and critically about what is read, and to be aware of opinions, attitudes and cultural references presented in the written text. The student is expected to be able to understand information, interpret, and engage with written text, and to support his or her opinion and personal response with evidence and examples from the text.		
<b>Writing</b> This objective relates to the developmental process of writing. The student is expected to be able to organize and express thoughts, feelings, ideas, opinions and information in writing, write for specific purposes and develop accuracy when writing in the target language.		

# Language Development Meeting Reflections

Name: \_\_\_\_\_ Language: \_\_\_\_\_ Teacher: \_\_\_\_\_

	Initial Meeting	Midpoint Meeting	Final Meeting
<b>Date</b>			
<b>Discussion Summary</b>			
<b>General Comments</b>			
<b>Actions to be taken</b>			
<b>Teacher Signature</b>			
<b>Student Signature</b>			



# Language Development

## Key Terms & Phrases

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Identify 50 career-specific vocabulary terms. For each term, the student must include:

- Definition (written in English and the target language)
- APA cited source for each reference used
- Visual representation of the term (photo, drawing, etc)
- Synonyms & antonyms (at least one of each)
  - Some terms will not have synonyms or antonyms
- Part of speech and gender (in English OR the target language)
- Context (A sentence in English and the target language using the term in context)

25 useful phrases and/or questions (in English and target language)

*Compile a list of 5 current events that impact a culture or region where your target language is spoken.  
Describe the current event and how it impacts your career field.*

***Current Events must be spread out over both years of the programme.***

Date	Current Event	Impact on career field



# Language Development Career in Culture

Explore your career field in a region or culture where your target language is spoken. Identify 5 components of your career and depict similarities and differences in those areas between America and the region you selected.

Components of Career	USA	Region

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*Reflection is an essential component of learning and application in a global context. Student reflections must include what has been learned about the target language and culture, application to your career field, and explanation of why Language Development is essential to a global perspective.*

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Midpoint Reflection:

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Final Reflection:

Name: \_\_\_\_\_ Language: \_\_\_\_\_ Evaluator: \_\_\_\_\_

- \_\_\_\_/4 Self-Assessment (Pre- & Post-)
- \_\_\_\_/8 Language Development Goals & Progress
- \_\_\_\_/4 Personal Language & Culture Profile
- \_\_\_\_/10 Key Terms & Phrases
- \_\_\_\_/5 Current Events
- \_\_\_\_/5 Career in Culture
- \_\_\_\_/6 Meeting Reflections (3)
- \_\_\_\_/4 Mid-point Reflection
- \_\_\_\_/4 Final Reflection

Overall Score: \_\_\_\_\_

Comments: