IB CAREER-RELATED PROGRAM

SOUTH SALEM HIGH SCHOOL

STUDENT HANDBOOK

Welcome to the IB CP at South Salem!

Congratulations on taking a big step towards your future and post-secondary goals.

By choosing to pursue this two-year course of study you will position yourself with a competitive advantage for those next steps! Whether that means community college, university, trade school or stepping directly into the workplace, the CP Diploma offers flexibility. This program is perfect for students who have identified a strong career interest in one of South's excellent CTE programs, who also want the benefit of an IB education through Diploma Program coursework.

Cohort 2026 will be our first group of students to experience this new program. Teachers and Staff have been carefully preparing for this, and we are excited to work with you!

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ib Career-related Programme

10 Reasons

Career-related Programme *ib*

why the IB Career-related Programme (CP) is the ideal study for students looking to pursue a range of pathways

1
It encourages you to think about others
The service learning course allows you to make a positive difference to the world around you.

2
Explore, understand and engage in real world issues
The CP requires you to explore, analyse and evaluate global issues from a local perspective.

3
It integrates academic and practical learning
The CP combines academic rigour with practical study; and develops skills and competencies required for life-long learning.

4
It allows you to do what you really want to do
You can combine your academic subjects with your interests and skills.

10
Become an independent learner
Taking part in the reflective project, you learn how to research subjects and explore multiple sources of information.

5
It gives you more career options
With a CP, you can access further education, apprenticeships and employment in areas such as business, IT, health care, sports and many others.

6
Learn about different cultures
Language development encourages you to engage with other cultures and increase your understanding of the wider world.

9
Develop essential life skills
Skills including critical thinking, communication and personal development are an important focus of the CP.

7
Build friendships and connections
Collaborative projects allow you to build friendships as well as working relationships.

8
Explore and apply your creativity in innovative ways
Personal and professional skills courses promote creative thinking techniques.

CP Overview

The CP at South Salem High School offers students six options of study focus. Students will select one career pathway to complete over grades 11-12. You are not required to have taken any prerequisites, although previous study in the pathway is beneficial.

CP options at South:

- Broadcast Journalism
- Business Management
- Culinary and Hospitality
- Health Services
- Graphic Design
- Computer Programming

In addition to the 4-semesters of Pathway study, CP students are required to complete the following core requirements. Additional information can be found beginning on page 10.

CP CORE REQUIREMENTS:

- Personal and Professional Skills class
- Reflective Project
- Service Learning
- Language Development

CP Staff	Pathway Teachers
John Dixon, CP Coordinator, RPC	Judson Birkel, Computer Programming
Jennifer Harris-Clippinger, DP Coordinator	Vinnie Rolfness and John Dixon, Business Management
Keelana Meyer, CTE Liason	Laura Hofer and Amy Bofto, Culinary and Hospitality
Vinnie Rolfness, PPS Teacher and RPC	Holman, Diaz, and Howard, Health Services
David Wood, Curriculum Assistant Principal	David Pluister, Graphic Design
Tara Romine, Principal	Brian Eriksen, Broadcast Journalism

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.

PRINCIPLED
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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Culinary and Hospitality

Program Description

The Culinary program at SSHS prepares students for careers in Hospitality, Restaurants & Smaller Dining Establishments, and Tourism. Through industry-validated coursework and experiences, students will be practicing professional skills like communication, and time management. Students have the opportunity to participate in competitions, practice running a restaurant in the school and help with various catering events throughout the year.

Coursework Options:

*students can earn college credit through Chemeketa Community College

Food Essentials

Culinary Fundamentals

Culinary Arts 1-2

Culinary Leadership

Restaurant

Management 1-2

Chemeketa
Community College

Recommened DP Courses:

IB Food Science

IB Business Management

IB Sports, Exercise and Health

ProStart
National Restaurant Association
Educational Foundation

Computer Programing

Program Description

The Computer Programming program at SSHS prepares students for careers and continuing education in Computer Science, Web Development, and Robotics. Through industry-validated coursework and experiences, students will learn programming fundamentals as they design, build, & program websites, web apps, computer games, and robots, and solve problems in multiple programming languages. By participating in the VEX Robotics program or TSA (Technology Student Organization), as well as practicum placements, students will have additional opportunities to gain relevant industry experience and real-world knowledge.

Coursework Options:

*students can earn college credit through Western Oregon University

Web Design 1-2
Web Page Support
Intro to Programming

Programming Fundamentals
Computer Science 1-2
Advanced Computer Programming

Recommened DP Courses:

IB Math Applications
IB Math Analysis
IB Physics

Broadcast Journalism

Program Description

The Broadcast Journalism program at SSHS prepares students for careers in media, broadcasting, and journalism. Through industry-validated coursework and experiences, students will be prepared to develop, produce, and deliver original content for commercial broadcasts from concept to completion. By participating in SkillsUSA and JEA as well as practicum placements, students will have additional opportunities to gain relevant industry experience and real-world knowledge.

Coursework Options:

Scholastic Journalism
Newspaper Production
Video Production

Television Production
Media Leadership
Advanced News Production
Advanced Video Production

Recommened DP Courses:

IB Psychology
IB English
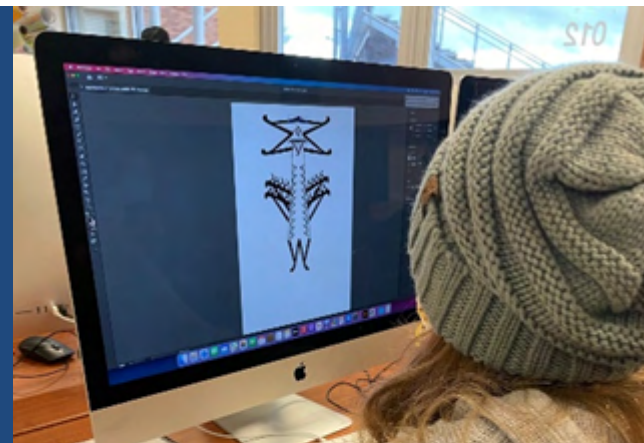IB Visual Arts

Graphic Design

Program Description

The Graphic Design program at SSHS prepares students for careers and continuing education in Graphic Design, Illustration and Merchandising. Through industry-validated coursework and experiences, students will learn the fundamentals of design, digital art, screen printing and graphics. By participating in production of orders and placements, students will have additional opportunities to gain relevant industry experience and real-world knowledge.

Coursework Options:

Digital Arts 1-2

Advanced Digital Arts

Graphic Design 1-2

Advanced Graphic Design

Graphic Design Leadership

Intro to Digital Illustration

Recommened DP Courses:

IB Visual Arts

IB Business Management

IB Psychology

Business Management

Program Description

The Business Management program at SSHS prepares students for careers and continued education in Marketing, Finance, Management and Entrepreneurship. Through advanced industry-validated coursework and participation in DECA competitions, students gain valuable real-life experiences and knowledge.

Coursework Options:

*students can earn college credit through Oregon Tech University

Intro to Business   Applied Entrepreneurship
Marketing 1-2   IB Business Management SL
Accounting 1-2   IB Economics SL

DECA PREPARES EMERGING LEADERS AND ENTREPRENEUERS IN
MARKETING • FINANCE • HOSPITALITY • MANAGEMENT

Oregon TECH
Oregon Institute of Technology

Recommened DP Courses:
IB Math Analysis
IB Business Management
IB English

Health Services

Program Description

The Health Services program at SSHS prepares students for careers in hospitals, physical therapy, medicine and through industry-validated coursework and experiences, students will be developing crucial workplace skills. Students have the opportunity to participate in HOSA competitions, further enhancing their professional development.

Coursework Options:

*students can earn college credit through Chemeketa Community College

Intro to Health Services	Health Services II
Athletic Training 1-2	Medical Terminology 1-2
Health Services I	Sports Medicine Practicum

Recommened DP Courses:

IB Biology
IB Chemistry
IB Sports and Health

Diploma Program Courses Offered at South Salem HS

Group	Course	Course
Group 1: Language & Literature	IB English I (HL)	IB English II (HL)
Group 2: Language Acquisition	IB Spanish I (SL/HL)	IB Spanish II (SL/HL)
	IB French I (SL/HL)	IB French II (SL/HL)
	IB German I (SL/HL)	IB German II (SL/HL)
Group 3: Individuals & Societies	IB History I (HL)	IB History II (HL)
Group 4: Sciences	IB Biology I (HL)	IB Biology II (HL)
	IB Chemistry I (SL/HL)	IB Chemistry II (SL/HL)
	IB Physics I (SL/HL)	IB Physics II (SL/HL)
	IB Environmental Systems I (SL)	IB Environmental Systems II (SL)
Group 5: Mathematics	IB Applications I (SL)	IB Applications II (SL)
	IB Analysis I (SL/HL)	IB Analysis II (SL/HL)

Group 6: IB Electives

- IB Music (SL/HL)
- IB Visual Arts (SL/HL)
- IB Theatre (SL)
- IB Business Management (SL/HL)
- IB Economics (SL)
- IB Psychology (SL/HL)
- IB Sports, Exercise, & Health (SL)
- IB Food Science (SL)

CP Diploma Planning Sheet

Name:_____   Program:_____

Junior Year CTE Courses	
Semester 1	Semester 2
Senior Year CTE Courses	
Semester 1	Semester 2

Junior Year DP Courses	
Semester 1	Semester 2
Senior Year DP Courses	
Semester 1	Semester 2

List Special Class/Program Needs: (such as orchestra, choir, AVID, LINK)

List World Language classes Grade 11-12: (if applicable)

PPS Course

The IB Personal and Professional Skills Course is an integral part of the IB CP Core. At South Salem HS, you will take the course in the second semester of your junior year and the first semester of your senior year. Mr. Rolfness and Mr. Dixon teach the PPS courses at South Salem HS.

The IB PPS Course Guide states:

"Personal and professional skills is designed for students to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. Other qualities the course should encourage include responsibility, perseverance, resilience, self-esteem, and academic honesty. 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, and demonstrate the ten attributes of the IB learner profile."

In the PPS course, you will focus on five important themes:

1. Personal Development
2. Thinking Processes
3. Intercultural Understanding
4. Effective Communication
5. Applied Ethics

You will also begin your Reflective Project, another key component of the IB CP Core.

Reflective Project

During the PPS course, you will begin studying ethics and thinking about ethical dilemmas within your chosen field of study. There are many different options for these dilemmas—the important thing is to choose something that interests you. You might want to look into reporter bias in journalism, the use of performance-enhancing drugs in sports, or privacy issues related to journalism or internet providers. The key feature is that you are investing in something that is an important issue in your CTE field NOW—not something that was an issue in the past.

You have two options for the Reflective Project:

1. You can write an essay (3000 words plus the required reflections)
2. You can write a shorter essay (1500-2000 words plus the required reflections) and include an additional product. The additional products can be:

   1. A short film (7 minutes): you are free to create whatever type of film you believe will be a valuable component of your reflective project, for example: a documentary, a drama, a news report, and so on. You can also choose to submit a written film script instead (700 words).

   2. A spoken presentation (recorded on audio/video; 7 minutes): a presentation provides you with the opportunity to address in a spoken format aspects of your reflective project. You can also choose to submit a written script instead (700 words).

3. 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. You can choose to submit a written script instead (700 words).

4. 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. You can decide what your imagery will accomplish and how it will contribute to the reflective project overall. For example, it could provide an overview of your reflective project and create points of discussion or illustrate particular ideas.

You must pass the Reflective Project to earn your CP. Your project will be scored internally, but submitted to IB for verification and moderation.

Language Development

 As an IB CP student, you will be continuing your language studies during your junior and senior years. You have a variety of options to make this happen—it's important you choose the option that best works for your own personal situation. We will be working on the physical creation of your portfolio, but the majority of the language development work occurs in either a class or, if you are pursuing the self-study option, outside of school on your own schedule/time.

Language Development

SUMMARY OF IB CP LANGUAGE DEVELOPMENT OPTIONS	
Option Recommended for:	**How Option Meets the IBCP Language Development Requirement**
OPTION A Students who wish to continue their language development in an IB class AND are looking for additional cultural enrichment or do not have room in their schedules for another IB class.	IB DP Language B Course: One of Two IB DP courses required • Enrollment in IB DP Language B course available at school over the two years of the program • Completion of 50 or more hours of Language Development· Enrichment (see Part II Menu of Tasks and Experiences). • Completion of Language Portfolio
OPTION B Students who wish to continue their language development in an IB class.	IB DP Language B Course: An additional IBCP subject • Enrollment in IB DP Language B course available at school over the two years of the programme (includes completion of all internal and external assessments) • Completion of Language Portfolio • NOTE: Student must have a minimum of two other IB DP courses attached to their IB Career-Related Certificate pathway.
OPTION C Students who have no previous language study or wish to study a different language.	Language Course Available at School • Enrollment in an available Language course available at school (including ASL) over the two years of the programme • Completion of Language Portfolio
OPTION D Students who wish to study a language not available at the school or have schedule constraints that require flexibility.	Self- Study of a Language • Work with an approved Language Mentor over the two years of the programme • Completion of 50 or more hours of Language Development Enrichment (see Part II Menu of Tasks and Experiences) • Completion of Language Portfolio

Service Learning

The IB CP requires that you complete 50 hours of Service Learning over the course of your junior and senior year. The "clock" starts the day after your sophomore year, so if you do a project the summer between your sophomore and junior year, that can count!

Ideally, your service learning is connected to your CTE Pathway. You will meet with Mr. Dixon, our IB CP Service Learning Coordinator, three times during the course of your junior and senior years. He will help you identify projects and ideas that would be helpful to you in terms of your Career-related Study.

In addition, you will be making a Service Learning Portfolio. You will document your service learning and projects and also reflect on these activities.

Examples of service learning opportunities already in place as part of SSHS community service culture:

1. Red Cross Blood Drive
2. Family Building Blocks
3. City of Salem Stream Restoration
4. Fight Fentanyl with Facts
5. Habitat for Humanity
6. Salem Health-Salem Hospital
7. South Salem Food Pantry and Clothing Closet
8. Unified Polar Plunge
9. Buddy Walk for Down Syndrome
10. "1000 Soles"

What should a service learning project look like?

A service learning project is collaborative, well-considered, authentic, and meets a community need. The purpose of either a series of service learning experiences or a single large service learning project is to ensure participation in collaboration, develop new skills or strengthen previously obtained skills, and use knowledge gained from academic studies to improve understanding.

Service Learning

Student engaging in service learning should:
- Show initiative;
- Demonstrate perseverance;
- Develop skills such as cooperation, collaboration, communication, decision-making and problem-solving;
- Take responsibility;
- Become involved with community members, and to become active members in local, national, and international communities.

CP Portfolio Development

Students will create a Google website to document CP experiences, document hours and activities, and demonstrate completion of the CP Core requirements. More information TBA. This portfolio will be presented in Spring of Senior year as a Capstone Experience Presentation.

SSHS ACADEMIC INTEGRITY POLICY

<u>South Salem's Goal:</u>

South Salem High School owes its students an environment that teaches and supports academic honesty and integrity. With the emphasis on excellence and better grades, some students believe it is not necessary to employ academic integrity when learning, resulting in multiple forms of academic misconduct. South Salem High teachers will set clear expectations for all assignments and exams, teach learning practices that reinforce integrity, and confront all behaviors that violate South's academic policy.

<u>Responsibilities:</u>

Student

Learning is a process, and students should always be able to make the construction of knowledge gained transparent by showing their work, demonstrating how ideas were constructed, and acknowledging which resources were utilized or rejected. Examples of academic integrity:

1. Check with the teacher to confirm the expectations of an assignment, test, and quiz rather than assume.
2. Admit to a teacher when you did not complete homework or study for a test and accept the consequences.
3. Give credit for copied or paraphrased material with proper citation.
4. Make it clear where copied or paraphrased material begins and ends in your own notes as well as assignments submitted.

Parent/Guardian

1. Planning and time management are key prevention tools. Provide your student with support in organizing and scheduling homework.
2. Encourage your student to reach out to their teacher if they are struggling.
3. Talk with your students. When watching movies, consuming media, or playing board games as a family, use every opportunity to talk about the importance of honesty and the real life consequences in personal and professional lives when it is lacking.

SSHS ACADEMIC INTEGRITY POLICY

Teacher
1. Communicate clear expectations for collaborative work, individual work, quizzes, and tests.
2. Teach research and documentation methods.
3. Inform parents & administration when academic honesty standards have been violated.

Academic Misconduct/Dishonesty is:

Any behavior that results in gaining an unfair advantage for oneself or another student, that disadvantages other students, or the use of any source to complete work that was to be constructed alone. Examples of misconduct are:

Plagiarism:
- Intentionally copying parts or all of the work of another source (student, parent, printed text, internet, etc.)
- Unintentionally copying or paraphrasing parts of another's work and not giving credit with a citation

Collusion:
- Lending an assignment to another student, even when assurances are offered that copying will not take place.
- Allowing others to contribute to an assignment when the expectation is for a student to work unassisted.
- Disclosing or discussing the conduct of a test to a student in another period of the same course.
- Letting another student look at your quiz or test during the assessment.

Exam Misconduct:
- Using unauthorized materials (ex: using hidden notes, using a cell phone, asking another student for answers during the exam)
- Changing answers on a test after it has been returned (unless instructed to do so)

SSHS ACADEMIC INTEGRITY POLICY

Duplication:
- Submitting the same work to meet two or more different IB requirements (ex: a student submits their IB Extended Essay that contains portions or all of the work the student submitted for their IB History Internal Assessment).

General Misconduct:
- Lying to a teacher; forging notes from parents
- Stealing from a teacher or a student
- Changing answers on daily assignments when given responsibility for correcting the assignment

Consequences
- Zero credit on work.
- Parents notified by a teacher or assistant principal of misconduct.
- Misconduct documented in student record.
- Guidance center will be notified, jeopardizing letters of recommendation, scholarship opportunities, standing in National Honor Society, or other school organizations according to the by-laws of each.

Repeat Offenses
Continued violations of academic misconduct in the same or other courses or years will result in additional disciplinary action by the administration such as after-school or in-school suspension.

*Breach of regulations on an IB mandatory internal or external assessments-
- A student's intent will not be taken into consideration by IB.
- Will result in a "No Grade" issued by IB.