

### Core Elements of the IBCP

#### **Personal and Professional Skills (PPS)**

The goal of Personal and Professional Skills in the IB program is to help students develop better learning skills. These skills fall under categories of communication, social, self-management, research, and thinking. (Required: 90 Hours)

#### **Service Learning (SL)**

Students work with members of the community to satisfy local/global needs. This section of the core emphasizes the need to serve as contribution to academic value and career knowledge. Other characteristics that are developed through the Community and Service component include civic responsibility and social aptitude. (Required: 50 Hours)

#### **Language Development (LD)**

Language Development targets the oral, visual, and written abilities of a student. To develop their language skills, students participate in a monitored self-directed study. IBCP students are required to keep track of their progress in a language portfolio. (Required: 50 Hours)

#### **The Reflective Project (RP)**

An in-depth investigation focused on an ethical dilemma within the career study that combines knowledge gained from IBDP courses, sections of the CP core and other career-related work. - The Reflective Project must contain:

- Awareness of ethical consequences on the community
- An explanation showing knowledge and understanding of the issue chosen
- Research and evaluation of evidence and differing viewpoints
- Valid citations and reference page
- A word limit of 3,000 words

### What is IBCP?

The IB Career-related Programme was developed to add another option for students considering an IB education. It is a two-year career-related study, selected from the pathways under CRS, developed based on the student's career interest. We currently have approximately 100 students participating in the program in Grades 11 and 12. This opportunity is well-suited for students interested in combining the rigor of an IB education with a career-related study in our long-standing, well-renowned Career & Technical Education (CTE) program. Students begin the cohort at the beginning of their junior year and finish the requirements during senior year. Upon successful completion of the programme, students earn an International Baccalaureate Career-related Programme Certificate. Students will also have the opportunity to earn additional career-related certifications offered in their chosen course of study. Students select the career-related study that aligns most closely with their anticipated career goal to prepare for their future success in college and their future career upon graduation in the pathways below:

#### **Career-related Studies (CRS)**

- Technology Education
- Automotive Technology
- Culinary Arts
- Business & Information Technology
- Marketing
- Academy Courses

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## International Baccalaureate Career-related Programme (IBCP)

### **Mission Statement from the IB**

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.



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## Career and Technical Education Career-Related Studies Options

Career and Technical Education (CTE) is at the forefront of preparing students to be “college- and career-ready” by providing programs through which students acquire core academic skills and knowledge, learn relevant technical applications, and prepare for postsecondary studies and employment opportunities following high school graduation.

### *Business & Information Technology*

Business and Information Technology (IT) students acquire new professional business skills in Accounting, Entrepreneurship, Finance, Business Law, Business Management, and Marketing. IT courses provide the software training students need for technical careers in Cybersecurity, Computer Science, Programming, and Game Design.

### *Technology Education Courses*

The technology education program provides experiences that lead to the development of technologically literate people. At the high school level, students take courses to prepare them for technical or professional programs of higher education, such as STEM careers, engineering or architecture.



### *Culinary Arts*

Students have the opportunity to learn various aspects of the hospitality and food service industries. Numerous areas and professions within culinary arts are explored, including sanitation, garde manger, line cook, bakery, dining room and buffet attendant. Students will also examine various areas of the restaurant industry, such as types of food service operations, service levels, customer service and professionalism. Students interested specifically in food service have the opportunity to earn ProStart certification, a nationally recognized achievement observed by the food service industry and several post-secondary institutions. All students will learn safe food handling and - with successful test completion - achieve ServSafe certification.

### *Automotive Technology*

Students learn to diagnose problems involving a car’s electrical and electronic systems, brakes, engine performance and suspension and steering. Skill development focuses on repair of drums, disc, hydraulic, power assist and anti-lock brake systems, as well as electrical systems. Applied skills include math, communications, technology and teamwork in a professional setting.

### *JROTC*

The JROTC program provides a four-year program of instruction that emphasizes academic preparation, citizenship, leadership, character development, and the scope and nature of the United States Army.

### *Marketing*

Through this program, students develop an understanding of the processes involved from the creation to the consumption of products/services. Students develop an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students develop an understanding of marketing functions applications and impact on business operations. Mathematics and social studies are reinforced. Students also have an opportunity to take Dual Enrollment Entrepreneurship courses through Marketing.

### *Academy*

The Chantilly Governor’s STEM Academy inspires and empowers a diverse body of learners to explore career pathways employing current industry trends taught by dedicated professionals. The unique STEM learning opportunities effectively advance students toward successful post-secondary education and careers with relevant and transferable life skills.

## IB Learner Profile

The International Baccalaureate® (IB) Learner Profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others, and the world around them. Each of the IB Programmes is committed to the development of students according to the IB Learner Profile.

The Profile aims to develop learners who are:

- Inquirers • Knowledgeable • Thinkers • Communicators • Principled • Open-minded • Caring • Risk-takers • Balanced • Reflective