



## Career-related Programme personal and professional skills course outline

Name of the school

School code

Central High School

000727

Name of the teacher completing this outline

Date completed

Tamara Bolston-Williams

1/19/23

Name and category of IB personal and professional skills workshop attended

Date of IB training

CP - Personal & Professional Skills (Cat. 1)

2/1/23 - 3/1/23

1. Course outline

- a. Complete the following table to organize the topics to be explicitly taught in the timetabled personal and professional skills (PPS) course, keeping in mind the following:

This document should not be a day-to-day account of each unit. Instead, it should show how the PPS teacher will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the course.

This outline should indicate how the PPS teacher will develop the teaching of the course. It should reflect the individual nature of the course in that classroom and should not “copy and paste” from other CP documents.

<b>Themes</b> Thinking processes, intercultural understanding, effective communication, personal development, applied ethics  <i>(list the themes in the order you are planning to teach them)</i>	<b>Unit</b>	<b>Content</b> <i>(the ways in which students will learn about and have opportunities to use the topics and skills covered)</i>	<b>Allocated time</b> <i>(number of minutes in each class x the number of classes that will be spent on the unit during the course)</i>	<b>Formative assessment strategies to be used</b>	<b>Resources</b> <i>(list the main resources to be used, including information technology if applicable)</i>
*All themes will be embedded throughout the course.*					

Year 1	January – Personal Development & Thinking Processes	Unit 1: Personal Development	Emotional Intelligence, Reflection, Self-Management, Relationship Management, Self-Appraisal	45 minutes x 5 classes/week = 3 hours and 45 minutes per week Total: 14 hours	<ul style="list-style-type: none"> <li>• IB Learner Profile Attributes</li> <li>• Learner Profiles</li> <li>• Goal Setting</li> <li>• Learning Style Activity</li> <li>• Self-Management Project</li> </ul> Notebook <b>(Vocabulary and Reflections)</b> <ul style="list-style-type: none"> <li>• Create a visual product Infographic for school-wide awareness to showcase learning</li> </ul> Venn Diagram ( <b>Compare and Contrast</b> ) <ul style="list-style-type: none"> <li>• (Language Portfolio vs. Service Learning)</li> <li>• Service Learning, PPS, and Language Portfolios Checked</li> <li>• Interview</li> <li>• Teaching of Thinking Habits and Growth Mindset</li> <li>• <b>Definitions and extension activity, Thinking Skills in Action</b></li> </ul>	<ul style="list-style-type: none"> <li>• Group Interview of Learner Profiles, Myers-Briggs Personality Test, Multiple Intelligences Assessment, How to Study Assessment, Bray and McClaskey Learner Profiles Personalized Learning, Debates, Peer Assessment/Self-Assessment, IB Learner Profile, Photo Essay, Canva, Microsoft (<b>One Drive, PowerPoint</b>)</li> <li>• <a href="http://www.edutopia.org/multiple-intelligences-assessment">www.edutopia.org/multiple-intelligences-assessment</a></li> <li>• <a href="http://www.how-to-study.com/learning-style-assessment/">www.how-to-study.com/learning-style-assessment/</a></li> <li>• <b>Think and Ink:</b> <b>Share out:</b> Why is failure good for success?</li> <li>• <b>Self-Awareness video</b></li> </ul>
--------	---	------------------------------	--	--	--	--

					<ul style="list-style-type: none"> <li>• Train your imagination</li> </ul> <p><b>Reading and Writing Activity</b></p> <ul style="list-style-type: none"> <li>• I predict</li> </ul> <p><b>Reflection Activity</b></p> <ul style="list-style-type: none"> <li>• <b>Problem Solving, Implementing and Adapting Project Management</b></li> <li>• End of Chapter Reflection</li> </ul>	<p><a href="https://youtu.be/Q7gBf8WLinks to an external site.">https://youtu.be/Q7gBf8WLinks to an external site.</a></p> <ul style="list-style-type: none"> <li>• <b>Self-Management video</b></li> </ul> <p><a href="https://youtu.be/Qvcx7Y4caQE">https://youtu.be/Qvcx7Y4caQE</a></p> <ul style="list-style-type: none"> <li>• <b>Yoga for stress and anxiety</b></li> </ul> <p><a href="https://youtu.be/hJbRpHZr_dQ">https://youtu.be/hJbRpHZr_dQ</a></p> <ul style="list-style-type: none"> <li>• <b>Personal and Professional Skills for Success</b> <i>Paul Gallagher pgs. 4, 9, 10, 12-13, 16-17, 19, 62, 64-66, 70-72, 75-78, 79</i></li> </ul>
--	--	--	--	--	---	---

	February – Effective Communication/Intercultural Understanding	Unit 2: Effective Communication	Interpersonal skills, Literacies, and Self-Expression	45 minutes x 5 classes/week = 3 hours and 45 minutes per week Total: 14 hours	<ul style="list-style-type: none"> <li>• <b>Resume Building, Peer Review Editing</b></li> <li>• Create a visual product (Video), Infographic</li> <li>• Learning, PPS, and Service Portfolios Checked</li> <li>• Discussions</li> <li>• Article</li> <li>• <b>End of chapter reflection:</b> classmate interview</li>   <li>• Discussion (<b>whole group, small group</b>) -Active Listening Skills, Are you listening? Non-verbal cues, body language</li>   <li>• Think, Ink, Speak</li>   <li>• Group Investigation and Share Out</li>   <li>• Collaboration Self-Assessment</li>   <li>• Questions about change</li>   <li>• Group Mini Research Project “<b>A Recipe for Change</b>”</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies, Digital/Media Literacy, Canvas, Microsoft Word</li>   <li>• <b>Cultural Diversity</b> <a href="https://youtu.be/QFrqTFRy-LU">https://youtu.be/QFrqTFRy-LU</a></li>   <li>• <b>Effective communication</b> <a href="https://youtu.be/4GaMsGAuIFs">https://youtu.be/4GaMsGAuIFs</a></li>   <li>• <b>Non-Verbal communication</b> <a href="https://youtu.be/uqV2vtl-o00">https://youtu.be/uqV2vtl-o00</a></li>   <li>• <b>Importance of collaboration</b> <a href="https://youtu.be/J0XmZW6xYSg">https://youtu.be/J0XmZW6xYSg</a></li>   <li>• <b>David Bowie “Change”</b> <a href="https://youtu.be/xMQ0Ryy01yE">https://youtu.be/xMQ0Ryy01yE</a></li>   <li>• <b>2Pac “Change”</b> <a href="https://youtu.be/M8Wj6-gPY0g">https://youtu.be/M8Wj6-gPY0g</a></li> </ul>
--	--	---------------------------------	---	--	--	---

					<ul style="list-style-type: none"> <li>• <b>(Small Group)</b> Follow the Leader Activity</li> <li>• Class Technology Symposium</li> <li>• Read Article and Tik Tok Creation (<b>Online Communication</b>)</li> <li>• (“The Great Dictator”) Transcript</li> <li>• Choose Your Words Wisely</li> <li>• Resume Building/End of Chapter Reflection</li> <li>• <b>Awareness:</b> Black History Month</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ted Talk “The Age of Data Literacy”</b> <a href="https://youtu.be/speKIXgUTX8">https://youtu.be/speKIXgUTX8</a></li> <li>• <b>May 2017 IB Diploma Programme Statistical Bulletin</b> <a href="http://www.ibo.org/contentassets/bc850970f4e54b87828f83c7976a4db6/dp-statistical-bulletin-may-2017-en.pdf">www.ibo.org/contentassets/bc850970f4e54b87828f83c7976a4db6/dp-statistical-bulletin-may-2017-en.pdf</a></li> <li>• <b>Writing for purpose</b> <a href="https://youtu.be/B1tOqZUNe0s">https://youtu.be/B1tOqZUNe0s</a></li> <li>• <b>“The Power of Words”</b> <a href="https://youtu.be/Hzqzim5m7oU">https://youtu.be/Hzqzim5m7oU</a></li> <li>• Write your resume (Microsoft Word)</li> <li>• <b>Personal and Professional Skills for Success</b> <i>Paul Gallagher pgs. 22-23, 25-26-27, 29-30, 33, 37, 40, 41-45, 47, 49, 51-53, 56-57, 58-59</i></li> </ul>
--	--	--	--	--	---	--

	March/April - Applied Ethics (Reflective Project Introduction)	Unit 3: Applied Ethics	Ethical Dilemma, Reflective Project Overview	45 minutes x 5 classes/week = 3 hours and 45 minutes per week Total: 14 hours	<ul style="list-style-type: none"> <li>Notes from Online Discussion, Full Class Whole Class Debate on Ethical Dilemma (<b>Socratic Seminar</b>), Analysis of Case Study/Podcast</li> <li><b>Paired Activity</b> Choose a case study from website, choose a stance, report out to class</li> <li><b>Case Studies Gallery Walk 88-90 (Infographics)</b></li> <li><b>Act it Out</b> Group Activity</li> <li><b>Discussion</b> Ethics in IB (<i>IB Mission Statement, Plagiarism, Academic Honesty Policy</i>)             <ul style="list-style-type: none"> <li>Introduce the Reflective Project – RP Proposal</li> </ul> </li> <li>Learning, PPS and Service Portfolios Checked</li> <li><b>Awareness:</b> Women's History Month</li> <li><b>Awareness:</b> Sexual Assault Awareness Month</li> </ul>	<ul style="list-style-type: none"> <li><b>Professional Ethics Debate:</b> Is whistle blowing an ethical practice? What might be the positive or negative outcomes? Are there alternative measures that could be taken? Pg. 86</li> <li><b>CRS Case Studies</b> <a href="https://ethicsunwrapped.utexas.edu/case-studies">https://ethicsunwrapped.utexas.edu/case-studies</a></li> <li><b>Debate Podcast:</b> (anchorfm.com)</li> <li><b>Identifying ethical dilemmas</b></li> <li><a href="https://youtu.be/aIS7tnUaQ-o">https://youtu.be/aIS7tnUaQ-o</a></li> <li>School Murals/Green Team/Access to IB (Ongoing)</li> <li>Leader to Feeder <i>(Any aspect of tutoring, reading, or assisting Mr. McCorkle in going to present or create products to attract future students to the IB/CP DP at our feeder schools.) (seasonal)</i></li> </ul>
--	--	------------------------	--	--	--	---

						<ul style="list-style-type: none"><li>• <b>Personal and Professional Skills for Success</b> <i>Paul Gallagher 82-86</i></li></ul>
--	--	--	--	--	--	---



	<p>May –Service-Learning Field Work</p> <p>Transition to Summer - Reflective Project Work</p>	<p>Unit 4: Service Learning &amp; Reflective Project</p>		<p>45 minutes x 5 classes/week = 3 hours and 45 minutes per week</p> <p>Total: 14 hours</p>	<ul style="list-style-type: none"> <li>• Service-Learning Project Field Work</li> <li>• Learning and Service Portfolios Checked</li> <li>• Service-Learning Interview</li> <li>• <b>Asian American and Pacific Islander Heritage Month</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>“Gear for your career”</i></li> </ul> <p><i>Gather pictures of yourself in your respective Career pathway</i></p> <p><b>(gather artifacts pictures)</b></p> <p><a href="http://www.globalgoals.org/">www.globalgoals.org/</a></p> <ul style="list-style-type: none"> <li>• <i>School Murals/Green Team/Access to IB (Ongoing)</i></li> <li>• <i>Leader to Feeder</i></li> </ul> <p><b>(Any aspect of tutoring, reading, or assisting Mr. McCorkle in going to present or create products to attract future students to the IB/CP DP at our feeder schools.)</b></p> <p><i>(ongoing)</i></p> <ul style="list-style-type: none"> <li>• <i>Clothes Drive</i></li> </ul> <p><b>(3-week campaign)</b></p> <p><i>(Collect clothes to donate to local Goodwill or items for professional events ex: mock interviews, college and career fairs, etc.)</i></p>
--	---	--	--	---	---	---

Year 2	August – Applied Ethics (Cont)	Unit 5: Applied Ethics		45 minutes x 5 classes/week = 3 hours and 45 minutes per week Total: 14 hours	<b>Faculty Member Interview</b> (Recorded interview of faculty member)	<b>Personal and Professional Skills for Success</b> <i>Paul Gallagher pg.92</i> <i>Reflective Project (Written Portion)</i>

	September – Thinking Processes	Unit 6: Thinking Processes		<p>45 minutes x 5 classes/week = 3 hours and 45 minutes per week Total: 14 hours</p>	<ul style="list-style-type: none"> <li>• <b>Class Research Project</b></li> <li>• <b>Reflection:</b> what does career studies mean to me?</li> <li>• Written, Spoken, Auditory, Visual depending on preferred learning style</li> <li>• <b>Discussion and Evaluation of-Service Learning Project</b></li> <li>• Data and dialogue</li> <li>• <b>Creative Thinking</b></li> <li>• Draw and Write</li> </ul> <p>I used to think _____, now I think _____.</p> <ul style="list-style-type: none"> <li>• Innovate</li> </ul> <p><b>Research an innovator who interests you</b></p> <ul style="list-style-type: none"> <li>• Mindfulness</li> </ul> <p><b>Article and Discussion of Techniques to help improve focus</b></p> <ul style="list-style-type: none"> <li>• Application to Thinking Processes (Case study)</li> <li>• <b>Reflection:</b> What are your strengths and preferred modes of inquiry?</li> </ul> <p><b>Awareness: Latinx Heritage Month</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.careertech.org/career-clusters">www.careertech.org/career-clusters</a></li> <li>• <a href="https://youtu.be/f-UNZnSM0Lo">https://youtu.be/f-UNZnSM0Lo</a></li> <li>• <b>Microsoft PowerPoint/ Sway Presentation</b></li> <li>• <b>Podcast</b> Anchor.fm</li> <li>• <a href="https://evaluationtoolbox.net.au/index.php?option=com_content&amp;view=article&amp;id=11&amp;Itemid=17">https://evaluationtoolbox.net.au/index.php?option=com_content&amp;view=article&amp;id=11&amp;Itemid=17</a></li> <li>• <b>How to Improve Creative Thinking</b> <a href="https://youtu.be/zo2LdDpx-Tc">https://youtu.be/zo2LdDpx-Tc</a></li> <li>• “Gear for your career” <i>Think about ways appearance can affect careers</i> <b>(gather artifacts pictures)</b></li> </ul> <p><a href="http://www.globalgoals.org/">www.globalgoals.org/</a></p>
--	--------------------------------	----------------------------	--	--	---	--

						<ul style="list-style-type: none"> <li>• <i>School Murals/Green Team/Access to IB (Ongoing)</i></li>   <li>• <i>Leader to Feeder</i>  <i>(Any aspect of tutoring, reading, or assisting Mr. McCorkle in going to present or create products to attract future students to the IB/CP DP at our feeder schools.)</i>  <i>(ongoing)</i></li>   <li>• <i>Clothes Drive</i>  <b><i>(3-week campaign)</i></b>  <i>(Collect clothes to donate to local Goodwill or items for professional events ex: mock interviews, college and career fairs, etc.)</i></li>   <li>• <b>Personal and Professional Skills for Success</b> <i>Paul Gallagher pg. 66-68, 69</i></li> </ul>
--	--	--	--	--	--	--

	October – Personal Development	Unit 7: Personal Development		45 minutes x 5 classes/week = 3 hours and 45 minutes per week Total: 14 hours	<ul style="list-style-type: none"> <li>• Resume Update</li> <li>• Essay Reflective project</li> <li>• Language Development</li> <li>• Service-Learning Projects</li> <li>• <b>End of Chapter Reflection:</b></li> <li>• 17 Global Goals</li> <li>• <b>Awareness:</b> LGBTQ+ and History Month</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personal and Professional Skills for Success</b> <i>Paul Gallagher pg.93</i></li> <li>• “Gear for your career”</li> </ul> <p><i>Dress in the profession that you are currently aligned with (gather artifacts pictures)</i></p> <p><a href="http://www.globalgoals.org/">www.globalgoals.org/</a></p> <ul style="list-style-type: none"> <li>• <i>School Murals/Green Team/Access to IB (Ongoing)</i></li> <li>• <i>Leader to Feeder</i></li> </ul> <p><i>(Any aspect of tutoring, reading, or assisting Mr. McCorkle in going to present or create products to attract future students to the IB/CP DP at our feeder schools.) (ongoing)</i></p> <ul style="list-style-type: none"> <li>• <i>Clothes Drive</i></li> </ul>
--	--------------------------------	------------------------------	--	--	--	--

						<p><b>(3-week campaign)</b></p> <p><i>(Collect clothes to donate to local Goodwill or items for professional events ex: mock interviews, college and career fairs, etc.)</i></p>
--	--	--	--	--	--	--

	November – Effective Communication	Unit 8: Effective Communication		45 minutes x 5 classes/week = 3 hours and 45 minutes per week Total: 14 hours	<ul style="list-style-type: none"> <li>• Resume Update</li> <li>• Essay Reflective project and product</li> <li>• Language Development</li> <li>• Service-Learning Projects</li> <li>• <b>Discussion and Reflection:</b> Thanksgiving, what does it mean to the Native American Culture.</li> <li>• <b>Awareness:</b> Native American Awareness Month</li> <li>• Preparation and Gathering of Products, Gathering of Artifacts, and Building of Portfolio, Planning for IB Expo</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Personal and Professional Skills for Success</b> <i>Paul Gallagher pg. 92</i></li> <li>• <i>Everyone (<b>student and staff</b>) will collaborate to ensure consistent check in with support staff to ensure they are on track with all components for program outcomes (Continuation)</i></li> <li>• <i>Field Trip: Ocmulgee National Indian Mounds</i></li> <li>• <b>Food Bank Collection</b> <i>(2-week campaign)</i> <b>(Partner with community church or food bank to serve or donate food items for families in need)</b> <i>Collaborate with school or club</i></li> </ul>
--	------------------------------------	---------------------------------	--	--	--	--

						<ul style="list-style-type: none"> <li>• <i>School Murals/Green Team/Access to IB (Ongoing)</i></li> <li>• <i>Leader to Feeder</i></li> </ul> <p><i>(Any aspect of tutoring, reading, or assisting Mr. McCorkle in going to present or create products to attract future students to the IB/CP DP at our feeder schools.) (ongoing)</i></p> <ul style="list-style-type: none"> <li>• <i>Clothes Drive</i></li> </ul> <p><i>(3-week campaign)</i></p> <p><i>(Collect clothes to donate to local Goodwill or items for professional events ex: mock interviews, college and career fairs, etc.) Collaborate with school or club</i></p>
--	--	--	--	--	--	---



	December – Completion of Reflective Project	Unit 9: Final Reflective Project		45 minutes x 5 classes/week = 3 hours and 45 minutes per week Total: 14 hours	<ul style="list-style-type: none"> <li>• Resume Update</li> <li>• Essay Reflective project and product</li> <li>• Language Development</li> <li>• Service-Learning Projects</li> <li>• Finalization and Completion of Products, Gathering of Artifacts, and Building of Portfolio, Planning for IB Expo</li> </ul>	<ul style="list-style-type: none"> <li>• <i>School Murals/Green Team/Access to IB (Ongoing)</i></li> <li>• <i>Leader to Feeder</i></li> </ul> <p><i>(Any aspect of tutoring, reading, or assisting Mr. McCorkle in going to present or create products to attract future students to the IB/CP DP at our feeder schools.) (ongoing)</i></p>
	February/March - IB Expo					

Please describe the ways in which PPS topics will be embedded elsewhere in the students' programme (eg in the DP courses, career-related studies—including work experience—and service learning).

The five themes of the PPS Course, Personal Development, Intercultural Understanding, Effective Communication, Thinking Processes, and Applied Ethics, will be embedded across all parts of the CP.

The Language Development provision of the CP Core will help students demonstrate intercultural understanding, and act as effective communicators within a second language.

The Service-Learning provision of the CP Core will allow for personal development of students through reflection on the learning objectives and engagement with the Applied Ethics.

The Reflective Project provision of the CP Core will have students demonstrate an understanding the Applied Ethics with their selection of an ethical dilemma and utilizing strong critical thinking processes to research and create the project.

DP Courses utilize the Approaches to Teaching & Learning and integrate all themes of the PPS course within their framework through formative and summative assessments. International-mindedness and Intercultural understanding are critical themes in these courses.

CRS Courses also utilize the Approaches to Teaching & Learning and integrate the themes of the PPS Course with the student's selection of career-related coursework.

#### International-mindedness

Every IB course of study should contribute to the development of international-mindedness in students. Please explain how international-mindedness is embedded throughout the PPS course.

According to the IB Mission, "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." Through an exploration of intercultural understanding in the PPS course, students will compare and contrast their own cultures with other cultures. In the Reflective Project, students will investigate and reflect on cultural values and behaviors. Guest speakers from different cultural backgrounds will come into the Personal & Professional Skills course to help enrich the intercultural understanding and international-mindedness of CP students. The PPS teacher will hold a field trip to the Ocmulgee Indian Festival with CP students.

#### Development of the IB learner profile

Every IB course of study should contribute to the development of the attributes of the IB learner profile in students. Please explain how the learner profile is embedded throughout the PPS course.

**Inquirers-** Students will nurture their curiosity and develop their skill for research in the PPS course through the Reflective project. They will have the opportunity to have the choice of ethical dilemmas for the focus of their Reflective project.

**Knowledgeable-** Students will explore knowledge across a range of disciplines, especially through the self-study of their language development within the PPS course. Students will engage with issues and ideas that have local and global significance through the Service-Learning project as they identify authentic needs in their communities.

**Thinkers-** Students will develop and utilize thinking skills for current and future success. Students will be consistently taught thinking habits to approach problem solving. They will also explore multiple literacies and a variety of skills to enable the opportunity to explore a range of personal and professional situations and contexts.

**Communicators-** Students will be capable communicators through the language development course and use of Duolingo. There will be a multiple variety of skills utilized to explore the students' capabilities as communicators such as writing, non-verbal communication, creating the learner profile and learning ways in which they communicate effectively.

**Principled –** Students will demonstrate integrity and honesty during the creation of their reflective project following the IB Academic Honesty Policy.

**Open-Minded –** Giving equal weight to each side of a social dilemma inherently leads to open minded thinking.

**Caring –** Helping people with service learning reinforces empathy and compassion for others and develops intercultural understanding. PPS students will demonstrate caring through service learning experiences such as volunteering at Habitat for Humanity.

**Risk-Takers –** Students will take risks through the writing of the completion of the parts of the CP Core. The CP Core will be embedded into the PPS Course. The Reflective Project will be externally moderated, and failure of the RP will result in failure of the Career-related Programme. In this way, students assume a level of risk by enrolling the CP and will rise to the occasion.

**Balanced –** Students must demonstrate balance within the PPS course. They will not only learn personal & professional skills, but they will also develop a second language, and engage in service learning. All aspects of the CP Core will help create a balanced student.

**Reflective –** Reflection is at the very heart the CP Core. Students will continually reflect through the Service Learning and Language Development Portfolios. Throughout the Reflective Project process, students will reflect three times utilizing the Reflections on Planning and Progress Form. Reflection will take place in the PPS class both formally and informally.

## Global contexts

Through the course, it is also expected that connections are made to global contexts. Please explain how global contexts are addressed throughout your PPS course of study.

Within all the parts of the CP Core, students are expected to act locally, think globally. In all aspects, students will complete activities locally, but connect it to global issues of significance. For example within service learning, hunger is a global issue and not just a local issue. While they may be working at a local shelter, they need to understand the importance of the issue in the global context. CP students who volunteer at Habitat for Humanity, while

volunteering locally, will truly be acting with a global mindset. The Reflective Project, while focusing on an ethical dilemma in an issue of local context, should be expanded to the global scene.