

The background is a blue gradient with several overlapping circles of different shades of blue, creating a modern, abstract design.

Career Pathways & the International Baccalaureate Programme IBCP

UAHS partners with Fort Hayes &
the Columbus Downtown School &

**Project Lead the Way
Education & Training
Pathway**

**Semi Conductor Pathway
U of C early IT Program**

IB Career Related Programme



Why should a student consider the IBCP?

The Career-related Programme has four clear aims for students

- To prepare for work in a knowledge society
- To prepare for the future
- To provide a locally relevant education
- To reduce the 'academic vs practical' divide

Career-related Programme graduates are ready to follow a range of pathways

- Further/higher education
- Employment
- Apprenticeship

CP framework:



Students must:

- successfully complete a career-related study which meets IB criteria

CP framework:



Students must:

- successfully complete a min of 2 DP subjects
- successfully complete the CP core

Project Lead the Way Pathway at UA

Choose two courses from Introduction to Engineering Design, Principles of Engineering, or Engineering Design & Development. Take one course in grade 11 and another in grade 12.

Diploma Curriculum Model

Group 1- English Lang & Literature
HL

Group 2 - French,
German, Spanish SL, HL,
ab initio

Group 3 - World History HL
(Middle East & Africa)
Business Mgmt SL, HL
Psychology HL
Environ. Sys. & Society SL

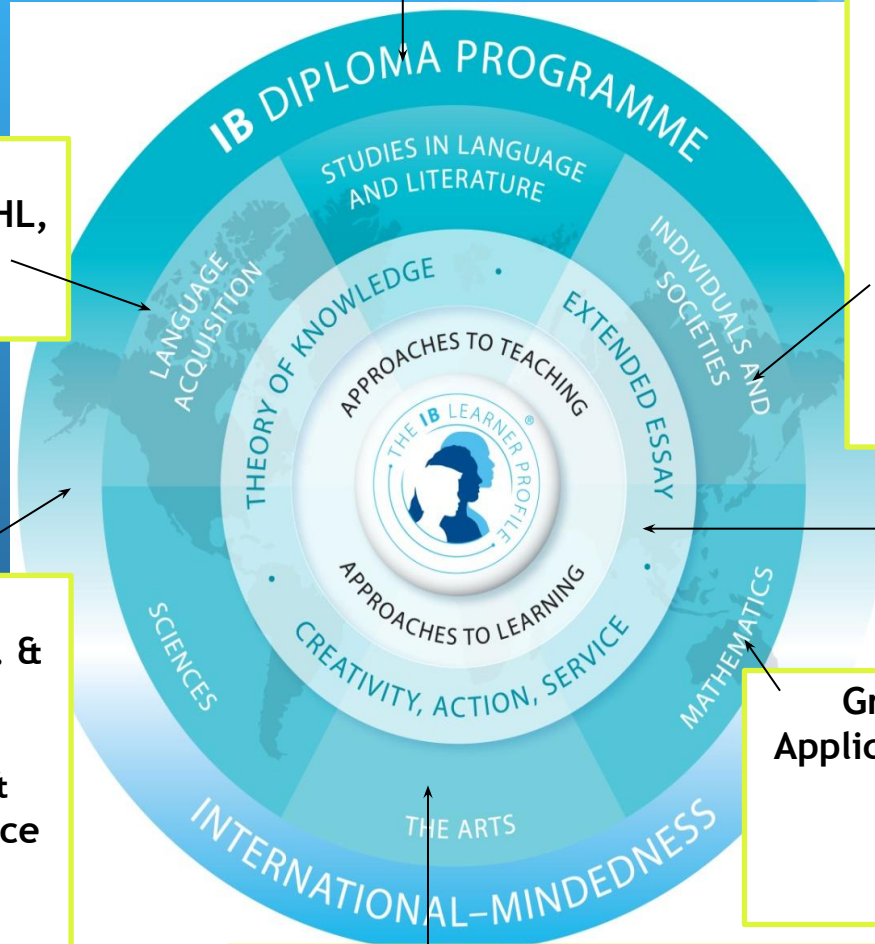
World Religions SL
IB Cultural Anthro & IB
English (LABS)

The Core

Group 4 -
Environ. Sys. &
Society SL
Sports,
Exercise, &
Health Science
HL
Computer
Science HL
Physics HL

Group 5 - Mathematics
Application and Interpretation
Calculus SL
AP/AB/IB SL
AP/BC/IB HL

Group 6 - Visual Arts HL & SL*
Music HL & SL, Film SL



CP Core

- The core is a required element and is at the heart of the CP. It enables students to enhance their personal and interpersonal development, with an emphasis on experiential learning. While challenging, the core should also be enjoyable and provide students with a combination of academic and practical skills that will serve them well in their future lives.

For student development to occur, the CP core should:

- **challenge students to establish and achieve meaningful goals**
- **provide students with flexible strategies to deal with familiar and unfamiliar situations**
- **involve authentic activities that allow students to develop the capacity, and the will, to make a difference**

Personal and professional skills/Approaches to Teaching & Learning (90 hours) - assessed by UAHS teachers

There are five themes in personal and professional skills:

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

Service learning (50 hours) - assessed by UAHS teachers

The aims of service learning are for students to:

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

Language development (50 hours) - assessed by UAHS teachers

The IB acknowledges the crucial role of language in an IB education and, as such, is committed to providing language development for all CP 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.

Reflective project (50 hours) - assessed by UAHS teachers and moderated by IB

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.

Options 1 & 2

1. A written essay (maximum of 3000 words) following the reflective project format
2. A written essay (1500 - 2000) words, accompanied by an additional format.

Additional formats for Option 2

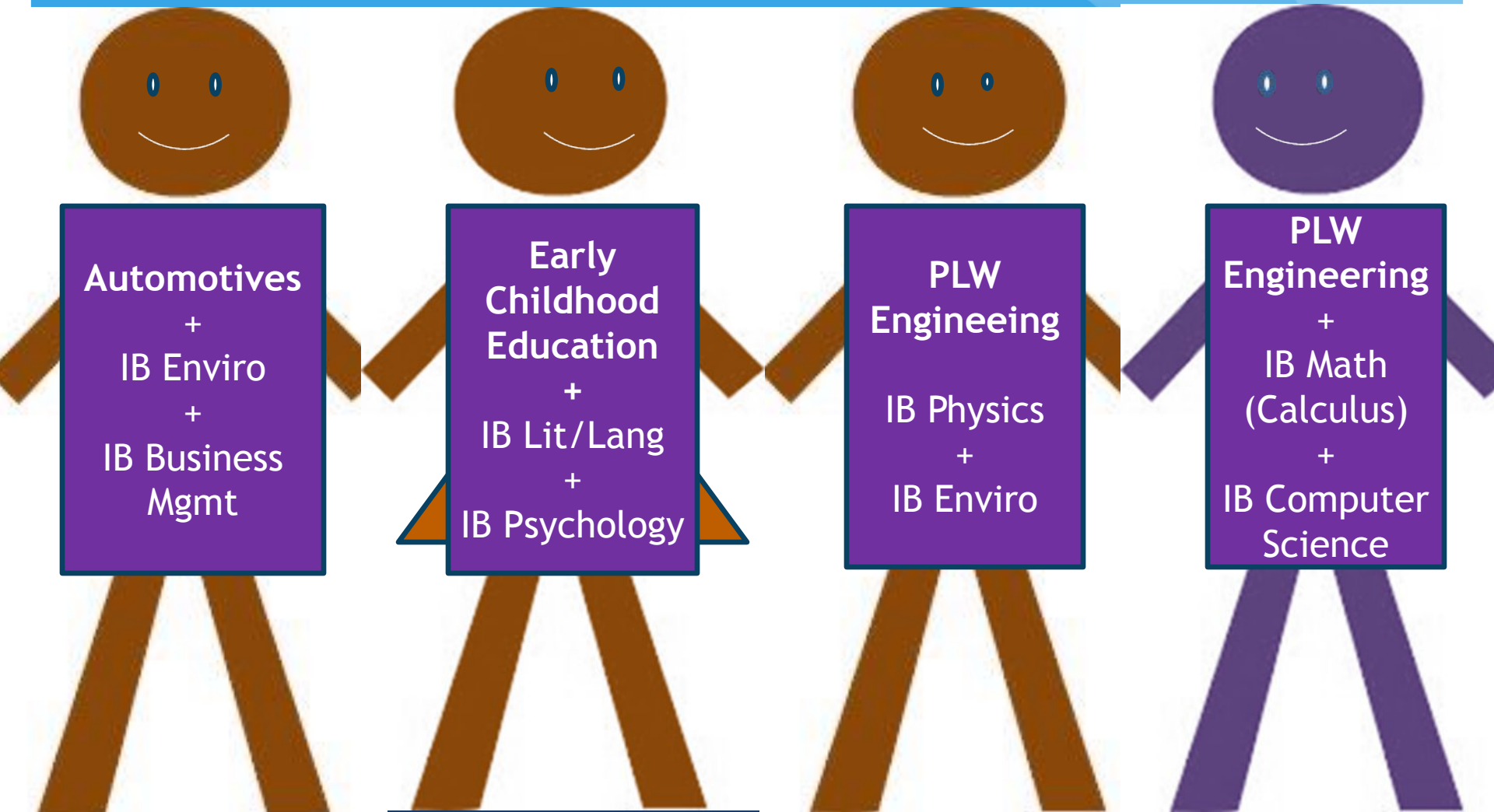
- **A short film** (7 minutes) - could be a documentary, drama, a news report, and so on
- **A spoken presentation** (recorded on audio/video; 7 minutes).
- **An interview** (recorded on audio/video; 7 minutes)
- **A Play** (recorded on audio/video; 7 minutes) - could include dialogue, music, and sound effects.

- **A display** (a storyboard or photo essay using up to 15 annotated images; 700 words)

The chosen format should support & add information to the reflective project overall.

*These are IB's requirements. A school is free to add additional ones.

Many possibilities at UAHS



Benefits

- Rigorous upper level courses prepare our students for post-secondary work and/ or education
- Relevant, real-world focus
- 21st century learning skills
- Potential to earn college credit/scholarships through IB courses and those taken at Fort Hayes and the Columbus Downtown school as well as PLW
- Additional choice beyond IB Diploma, IB Courses, AP Courses, & College Credit Plus
- TWO credentials
 - IB Career-related Certificate - International
 - Industry-recognized credential
- Attractive to employers, colleges

Benefits Continued...

- Colleges & universities reward PLTW students with scholarship, admission preference, course credit, and more
- PLTW students receive complimentary access to Tallo, an online social platform which empowers them to build out their personal STEM profile
- PLTW partners with a number of student organizations to deepen and reinforce student learning through activities and events - SkillsUSA, HOSA-Future Health Professionals, & Technology Student Association
- Career opportunities as leading companies are seeking out PLTW students



Why Employers & Colleges will value IB Career-related Students

- Academic Strength of 2 (or more) IB Diploma courses
- Internationally minded & globally aware
- Research and writing skills
- Greater self-confidence & awareness
- Career-related competencies/practical, real world experiences
- Think critically and reflectively
- Work independently & collaboratively
- Communicate clearly & effectively
- Consider new perspectives & other points of view

Interested in the IBCP?

- Contact Cynthia Ballheim, AP/IB Coordinator, for more information at cballheim@uaschools.org
- Dana Schoenleb at dschoenleb@uaschools.org (Project Lead the Way)
- Check out the IBCP at www.ibo.org
- Check out Project Lead the Way Engineering <https://ibo.org/programmes/career-related-programme/what-is-cp/cp-collaborations/project-lead-the-way-pltw/>

Interested in the IBCP?

- **Attend a meeting on our new pathways!**

**Tuesday, February 27 from 7 to 8 p.m. —
[register for the webinar on Zoom](#)**

Education Training Pathway

Semi-conductor Pathway

U of C early IT Program

Meeting to Attend the EF Leadership Summit experience!

EF Global Leadership Summit in the summer of 2025 in London, Dublin, and Berlin!

Register to come to our meeting on the evening of March 13th, more details to come...



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