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for
Learning



HIGH SCHOOL CURRICULUM GUIDE

IBCP Years 1 and 2



COLLÈGE DU LÉMAN
International School · Geneva

IBCP PROGRAMME

The Career-related Programme provides the choice of a different pathway for students aged 16 to 19. Modern life places complex demands on graduates entering further/higher education or employment. An integral part of the Career-related Programme is enabling students to engage in career-related learning. It also helps students gain transferable and lifelong skills and to become self-confident, skilled and career-ready learners. To prepare students to succeed in a rapidly changing world, schools must not only equip them with the necessary skills and the learning dispositions, but also the ability to manage and influence change.

With the Career-related Programme, students can gain an IB education with a more flexible choice of subjects which leads to a range of pathways (University, employment or apprenticeship).

The Programme includes:

- The choice of a minimum of three Diploma Programme courses which provides and enhances the theoretical and academic rigour of the programme. Details of each Diploma Programme course can be found in the Curriculum Guide for the IBDP.
- A career-related study, which further supports the programme's academic strength and provides practical, real-world approaches to learning.
- The Core, which aims to develop personal qualities and skills and professional habits required for lifelong learning.

For the two-year IBCP Programme, students study:

1. Minimum of 3 IBDP subjects
2. A Career-Related study: Business and Sustainability with Fashion, Hospitality or Nature Conservation
3. The IBCP Core Components:
 - Reflective Project
 - Personal and Professional Skills
 - Language Development course
 - Service Learning

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1 IBCP Career Related Study

1.1 Business and Sustainability

1.1.1 Learning Objectives

Knowledge and Understanding

- Demonstrates knowledge and understanding of Sustainability when applied to many different systems at a variety of scales.
- Shows awareness of current technological and systemic solutions in support of Sustainability.

Skills

Shows ability to present ideas clearly and effectively and can adopt motivational strategies to encourage change.

Produces well-structured written material, using appropriate terminology.

Will be able to demonstrate the personal skills of cooperation and responsibility appropriate for effective investigation and problem solving.

Analysis and Application

Applies and uses information, terminology, concepts, methodologies and skills with regard to environmental issues.

Uses a holistic approach, in making reasoned and balanced judgments by using appropriate economic, historical, cultural, socio-political, and scientific sources.

Synthesis and Evaluation

Articulates and justifies viewpoints on sustainability with reasoned arguments while appreciating alternative viewpoints.

1.1.2 Content

This course will provide students with a solid basic understanding of the main aspects of Sustainability. The individual, company and societal perspectives are explored. Energy, climate and water are covered in more detail, to help students reach a deeper qualitative and

quantitative understanding. Ethics, policy, culture, population and economic implications lay the foundations for a broader understanding.

- Explanation of the main sustainability concepts and drivers
- Evaluation of a range of policies, innovations and strategies in terms of their sustainability
- Recognition of energy, water, food and climate implications of personal and company decisions
- Appreciation of the main sustainability issues from multiple perspectives
- Development of competent and nuanced communication skills.
- Motivation for students to become so-called 'agents of change'

Fashion

- Innovative concepts and movements in fashion management
- Sustainable practices to fashion management
- Practical experiences in sustainable fashion
- Ethical issues in fashion consumerism

Hospitality

- Sustainable development in the hospitality industry
- Economic, environmental and social hospitality management practices
- Sustainable solutions to complex hospitality challenges
- Ethical issues in the global hospitality industry
- Nutrition

Nature Conservation

- Fundamental concepts and policies of natural resource conservation
- Develop students' creative skills to conduct project work and present it
- Natural resource management scarcities are measured
- Train students to effectively communicate conservation issues to the general public

1.2 Leadership:

1.2.1 Learning objectives

Knowledge and Understanding

Demonstrates understanding of leadership theories as well as historical, theoretical and practical considerations determining choices and effectiveness of leadership styles. Understands and

applies leadership terminology and concepts. Demonstrates understanding of the differences between leadership and management.

Skills

Functions effectively in different team roles, including leadership roles, in role-play activities. Presents effectively and confidently in public, using various presentation tools. Is able to summarize results of brain-storming activities in mind-map or narrative form. Is able to research information using appropriate research tools.

Analysis and Application

Analyses and applies leadership concepts and theories. Applies knowledge and skills to real-world leadership situations, including everyday life situations. Analyses leadership decisions by selecting and interpreting data and applying appropriate theories and concepts.

Synthesis and Evaluation

- Shows evidence of critical thinking in a variety of situations.
- Shows ability to evaluate and/or synthesize evidence in order to draw conclusions.
- Appreciate different leaders' and followers' perspectives.

1.2.2 Content

- Leadership: definitions, key elements
- Contemporary issues in leadership
- Group dynamics and high-performance teams
- Motivation and Empowerment
- Leadership power and influence
- Leadership communication
- Developing leadership diversity
- Creating vision and strategic direction
- Leading Change
- Leadership and Personality
- Motivational Theory

2 IBCP Core Components

2.1 Reflective Project

2.1.1 Learning Objectives

- Produces an extended piece of work
- Engages in personal inquiry, action and reflection on a specific ethical dilemma
- Presents a structured and coherent argument
- Engages with local and/or global communities
- Develops research and communication skills
- Develops the skills of critical and creative thinking.

2.1.2 Content

The reflective project is an in-depth body of work produced over an extended period of time and submitted towards the end of the CP. It is the product of the students' own initiative and should reflect their personal experience of the CP. The reflective project is intended to promote high-level research, writing and extended communication skills, intellectual discovery and creativity through a variety of different approaches. The reflective project focuses on an ethical dilemma of an issue directly linked to the student's career-related study.

Students are to recognize and make use of the links between all strands of their CP so that the reflective project can be a formal representation of their studies overall.

2.2 Personal and Professional Skills

2.2.1 Learning Objectives

- Develops as reflective and lifelong learners who can adapt to diverse situations;
- Recognises personal strengths and identify ways to overcome challenges;
- Awareness of and respond effectively to ethical dilemmas;
- Values the diversity of cultures and perspectives;
- Demonstrates the ten attributes of the IB learner profile.

2.2.2 Content

The Personal and Professional Skills (PPS) course emphasises the development of transferable skills which are needed to be successful in society. The course aims to support students in developing practical life and career-related skills and is linked to the three other components in the CP core: Service Learning, Language Development and the Reflective Project. It also draws on the elements of the Career Related Study.

There are five central themes to this course:

- Personal Development
- Intercultural Understanding
- Effective Communication
- Thinking Processes
- Applied Ethics

2.3 Language Development

2.3.1 Learning objectives

The language development relates to, or reflects, the career-related studies and provides students with opportunities to explore how language is used in everyday situations. The aims are to:

- Understands and uses the language in context;
- Encourages an awareness and appreciation of the different perspectives of people from other cultures;
- Provides students with a basis for further study, work and leisure through the use of an additional language;
- Provides the opportunity for enjoyment, creativity and intellectual stimulation through the study of an additional language.

2.3.2 Content

All IBCP students are required to complete the language development core component and the language portfolio. Regardless of the DP courses studied, all IBCP students are required to

undertake language development in which they improve their language proficiency in a target language other than their best language.

There are three main objectives to this course:

- Language acquisition
- The student will provide a Language Portfolio over the two years which is assessed by the school.
- Satisfactory completion of the Language Portfolio is required for the award of the IBCP Certificate.

2.4 Service Learning

2.4.1 Learning objectives

- Develops and applies knowledge and skills towards meeting an authentic community need.
- Develops as leaders who take initiative, solve problems and work collaboratively with others.
- Enjoys the experiences of both learning and service.
- Develops a sense of caring about, and a responsibility for, others.
- Gains a deeper understanding of themselves, their community and society through meaningful reflection.
- Enhances and strengthen their experience with the existing school curriculum.

2.4.2 Content

All IBCP students are required to complete the Service Learning component in order to receive the IBCP Certificate.

Service Learning allows students to develop outside the classroom and it provides opportunities for students to make a meaningful contribution to their community and society. Through Service Learning, students are encouraged to share their energies and talents while developing awareness, concern and the ability to work cooperatively with others. The purpose is to contribute to society by improving the lives of people and the world through the contribution towards the United Nations Sustainable Development Goals.

The five Service Learning outcomes are:

- Identify own strengths and develop areas for growth.
- Demonstrate participation with Service Learning experiences.
- Demonstrate the skills and recognise the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognise and consider the ethics of choices and actions.



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