



Patrick Henry High School

*International Baccalaureate
Career-related Programme Student Handbook*



**4320 Newton Avenue North
Minneapolis, MN 55412
612-668-1950 (office)
612-668-1993 (fax)**

<http://henry.mpls.k12.mn.us/ibcp>

Table of Contents

The International Baccalaureate Learner Profile	3
IB Career-related Programme Overview	4 – 6
The CP Core	7 – 9
Things to Consider for PHHS CP Students	9 - 10
CP Resources for Students	11
The PHHS Academic Integrity Policy in Brief	12
Are you completing your IB assignments honestly?	13
Calendar of CP Recommendations and Highlights.....	14 – 15
PHHS IBCP Pathway Worksheet	16 – 17
IB Works Consulted and Works Referenced	18

Important Patrick Henry High School Contact Information

General School Contacts:

Patrick Henry High School
4320 Newton Avenue North
Minneapolis, MN 55412
612-668-2000 (main)

Administration:

Mr. Yusuf Abdullah, Principal	612-668-1929
Dr. Bjorn Lundgren	612-668-1934
Liza Anderson Schmid	612-668-1945
Sarah Noble, Admin TOSA	612-668-1938

PHHS PLTW Coordinator:

David Sylvestre, Rm 165, 612-668-9189

PHHS IBCP Coordinator:

Brionna Harder, Rm 165, 612-668-1950

PHHS Counselors:

Ms Kim Cook , Henry Achievement Program (HAP)	612-668-1996
Mr Shawn Crenshaw, Grades 9 and 10, Last Names A-L & Y	612-668-1967
Mr Vang Lo, Grades 9 and 10, Last Names M-X & Z	612-668-1933
Ms Kim Mannel, Grades 11 and 12, Last Names M-X & Z	612-668-1951
Mr Jeremy Miller, Grades 11 and 12, Last Names A-L & Y	612-668-1955
Ms Nou Vang, Career and College Center Coordinator	612-668-2008

Other Important PHHS Numbers:

Attendance Absence Message Line	612-668-1924
Attendance and Enrollment	Ms. Maryann Torres 612-668-1927
PR Coordinator and Family Liaison	Mr. Quinton Bonds 612-668-1932
Health Office	Ms. Crystal Rundle 612-668-2007
School Based Clinic	612-668-1944
Secretary to the Principal	Ms. Sue Cragg 612-668-1929

Check out our PHHS Website at henry.mpls.k12.mn.us



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.



International Baccalaureate®
 Organización Internacional
 del Baccalaureato

© International Baccalaureate Organization 2017

International Baccalaureate® | Organización Internacional® | Baccalaureato Internacional®



THE INTERNATIONAL BACCALAUREATE CAREER-RELATED PROGRAMME OVERVIEW

Through collaborations with schools, colleges, career-related providers, education authorities and organizations, the International Baccalaureate (IB) has developed the IB Career-related Programme (CP), an academic qualification for schools offering career-related courses to students. The CP offers a learning and assessment programme that promotes access to an IB education, responsibility for one’s actions, skill development, reflection and personal development through meaningful achievements. The CP provides the basis for:

- Participation in the changing world of work;
- Improved mobility and flexibility in employment;
- Additional training in a career field;
- Further education;
- Lifelong learning.

Successful completion of the IB Career-related Programme allows students to enter employment or progress to post-secondary study through the development of academic skills and employment-related competencies, with a focus on preparing for college and career in a knowledge society.

THE COMPONENTS OF THE CP

The CP is an educational framework, developed by schools for locally relevant programming for which schools based on the following components.

IB Diploma Programme (DP) courses: At least two DP courses must be studied. The courses come from any of the six subject areas and can be studied at the higher or standard level. CP candidates choose DP courses that are aligned to their career areas of study and/or interest. Below are the DP courses available at PHHS.

IB DP Subject Area	DP Courses Offered at PHHS
Group 1: studies in language and literature	Language and Literature (Higher or Standard Level)
Group 2: language acquisition	Chinese (Standard Level) French (Standard Level) Japanese (Standard Level) Spanish (Higher or Standard Level)
Group 3: individuals and societies	Global Politics (Higher and Standard Level) – available beginning the 2017-2018 school year, with first exams in May 2019 History (Higher and Standard Level) – phasing out with the Class of 2018, with last exams in May 2018
Group 4: experimental sciences	Biology (Higher or Standard Level) Chemistry (Higher or Standard Level) Physics (Higher or Standard Level) Sports, Exercise and Health Science (Standard Level) – available beginning the 2017-2017 school year, with first exams in May 2018
Group 5: mathematics	Mathematics (Standard Level) Mathematical Studies (Standard Level)
Group 6: the arts	Media and Film Studies (Standard Level) – available beginning the 2017-2017 school year, with first exams in May 2018 Music (Higher or Standard Level) Theatre (Higher or Standard Level) Visual Arts (Higher or Standard Level)

Career-related Courses of Study: The CP supports and complements career-related courses of study. The school is responsible for determining the appropriate career-related course(s), which is examined carefully by the IB during the authorization process. Patrick Henry High School is proud to offer two pathways within our CP: Project Lead the Way® - Engineering and Digital Media.

Project Lead the Way® - Engineering: Our longest standing pathway for our Career-related Programme is our Project Lead the Way® - Engineering program. PLTW® courses are found in the table that follows:

PLTW Course	Course Description (retrieved from http://www.pltw.org/our-programs/engineering-curriculum)
 Introduction to Engineering Design (IED)	Designed for 9 th or 10 th grade students, the major focus of the IED course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. Students use 3D solid modeling design software to help them design solutions to solve proposed problems and learn how to document their work and communicate solutions to peers and members of the professional community. College credit available.
 Principles of Engineering (POE)	Designed for 10 th or 11 th grade students, this survey course of engineering exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community. College credit available.
 Civil Engineering and Architecture (CEA)	Designed for 11 th or 12 th graders, students apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Working in teams, students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. Students also use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. College credit available.
 Computer Integrated Manufacturing (CIM)	Students answer the questions: How are things made? What processes go into creating products? Is the process for making a water bottle the same as it is for a musical instrument? How do assembly lines work? How has automation changed the face of manufacturing? As students find the answers to these questions, they learn about the history of manufacturing, a sampling of manufacturing processes, robotics and automation. The course is built around several key concepts: computer modeling, Computer Numeric Control (CNC) equipment, Computer Aided Manufacturing (CAM) software, robotics and flexible manufacturing systems. This course is designed for 10 th , 11 th or 12 th grade students. College credit available.
 Digital Electronics (DE)	Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the DE course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10 th or 11 th grade students. College credit available.
 Computer Science Principles (CSP)	Open doors in any career with computer science! In CSP, students develop computational thinking and programming expertise and explore the workings of the Internet, including application development, visualization of data, cybersecurity and simulation. This course aligns with the AP Computer Science Principles course.
 Engineering Design and Development (EDD) – PLTW capstone course <i>*Required for CP PLTW candidates</i>	This is an engineering research course in which students will work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team to reach a solution to a problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. EDD allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills, a valuable set for students in the future. This course is designed for 12 th grade students.

Digital Media: Patrick Henry High School is also developing a Digital Media pathway, with our anticipated first cohort graduating with the Class of 2017.

Digital Media Course	Course Description (retrieved from 2016-2017 PHHS Course Catalog)
 Digital Photography	This class is an introduction to digital photography and Adobe Photoshop. Students will create projects for their portfolio which incorporate photography and photo manipulation. Through hands-on projects, students will explore a variety of camera techniques and photography styles, gaining skills in lighting, composition and camera settings. Students will also learn to evaluate and utilize all Photoshop tools, retouch and create photographs, create a composition by assembling images, and perform simple color correction. College credit available.
 Adobe Photoshop	This course focuses exclusively on Adobe Photoshop, the foundational software for all graphic design work. Students will apply basic and intermediate features of Photoshop to their graphic designs. Students will create projects for their portfolio, which incorporate photo and image manipulation. Students will apply elements of Photoshop including: tools, layers, selections, color techniques, using filters, opacity and blending modes, text and type formatting. Student will create multiple compositions by assembling images and text utilizing layers, masks and blending modes. College credit available.

 <p>Adobe Illustrator</p>	<p>This course covers the basics of Adobe Illustrator, a vector-based drawing program used to create logos and artwork for printed publications, multimedia, and Web graphics. Students will create projects for their portfolio which demonstrate essential graphic design skills. Upon completion of Adobe Illustrator, students will be able to identify common features and uses of Illustrator, analyze options related to drawing objects and using path editing tools, and apply procedures involved in setting up a document, viewing a page and using layers. College credit available.</p>
 <p>3-D Graphics Animation and Motion *Capstone course required for CP Digital Media candidates</p>	<p>This capstone course allows students to apply the knowledge and skills they have learned in previous digital media courses to create multimedia designs. Students will learn to use Flash, Dreamweaver, Photoshop, Illustrator, Garage Band and iMovie to create projects that combine motion and sound. Major units include animation, interactive game development, and web design. Students will develop a portfolio of work, learn to critique work, and explore career and college pathways. College credit available.</p>
 <p>Adobe InDesign *Capstone course required for CP Digital Media candidates</p>	<p>This capstone graphic design course focuses on learning how to prepare artwork in Photoshop and Illustrator, then using Adobe InDesign page layout software to create professional quality single and multiple page documents for printing publication, web publication, and other electronic delivery systems. Upon completion of Adobe InDesign, students will be able to create an InDesign document, import and modify headlines, body copy and graphics, set up a multi-page document using master pages and style sheets, understand how to prepare a document for a professional printer and create interactive Web documents. College credit available.</p>

CP Core in Summary – Language Development, Personal and Professional Skills, Reflective Project and Service Learning

The **Language Development (LD)** component focuses students on the importance of developing knowledge and skills in a language relevant to their background, needs and context, with the completion of a language development portfolio.

The **Personal and Professional Skills (PPS)** course emphasizes development of transferable skills needed to operate successfully in society.

The **Reflective Project (RP)** is an extended piece of reflective work that can be submitted in a variety of formats. It emphasizes the ethical dilemma associated with a particular issue drawn from the student’s career-related studies. The reflective project will be submitted at the end of the courses and will be an opportunity for the student to draw together the various strands of the programme.

The **Service Learning (SL)** component encourages service learning and emphasizes the affective development of students and concentrates on the concepts of partnership and learning, with a positive effect on the community.

Earning the Career-related Programme Certificate from International Baccalaureate:

If students successfully complete their course of study according to the expectations outlined below, they will receive the Career-Related Programme of the International Baccalaureate as well as a statement of results.

- Earn a score of 3 or higher on a minimum of 2 DP examinations (*PHHS recommends CP students take 3 or more DP courses, with examinations*)
- Earn a mark of D or higher on the Reflective Project
- Pass each quarter of Personal and Professional Skills
- Complete and submit for review a Language Development Portfolio (*see Student Guide to the CP Language Development Portfolio for more information*)
- Complete and submit for review documentation showing planning, engagement and reflection in Service Learning project(s) over the two years of the CP
- Complete career pathway coursework with any required assessments over the two years of the CP.

The CP Core – PPS, LD, RP and SL

Personal and Professional Skills (PPS)

Personal and Professional Skills, or PPS, introduces students to life and work-related skills, helping students to operate in a variety of environments, now and in the future. The PPS course explores knowledge, concepts, skills and attributes, while supporting CP candidates in their engagement in the programme through integration of programme experiences. With the learner at the center, PPS engages students in the development of thinking processes, intercultural understanding, effective communication, applied ethics and personal development.

Learning Outcomes of PPS:

By the end of PPS, students are able to:

- Identify their own strengths and develop areas for growth;
- Demonstrate the ability to apply thinking processes to personal and professional situations;
- Recognize and be able to articulate the value of cultural understanding and appreciation for diversity;
- Demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively;
- Recognize and consider the ethics of choices and actions.

PPS is a course that meets the second semester of junior year and the first semester of senior year and supports other elements of the CP Core, particularly Service Learning and the Reflective Project.

Language Development (LD)

CP language development, or LD, ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. With a focus on the four communicative processes (oral communication, visual interpretation, reading comprehension and writing), students engaging in the LD component of the CP core complete a language development portfolio which connects their language development with their career-related studies and the PPS course. Students may meet this requirement in a variety of ways, allowing for flexibility and personalization for each CP candidate.

Aims of LD:

- 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 opportunities for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Language Development Portfolio: The language portfolio enables students to reflect on their learning and chart their progress in developing language skills and intercultural experiences. The language portfolio is a private document for the student to reflect on their learning, required but not assessed, and plays a vital role in helping a student to understand their level of language competency, reflect on their language learning and intercultural skills and provide evidence of developed language skills. Updated regularly over the two years of the CP, the language development portfolio will be an important part of both their academic studies as well as their preparation for further study or use of the language in their career. Students may complete this portfolio by paper documents or through the creation of an electronic folder or efolio and are encouraged to include their language development portfolio as a part of their CP portfolio.

Reflective Project (RP)

The Reflective Project, or RP, is an in-depth body of work produced over an extended period and submitted towards the end of the course. It is a product of the student's own initiative and should reflect his or her experience of the CP. Designed to draw together key elements of a student's program, particular their career-related studies, Service Learning experiences and the PPS course, students identify an issue of interest that they wish to explore in greater depth that arises from their career studies. Students further identify an ethical dilemma associated with the issue and then undertake research on the ethical dilemma, including consultation with local and/or global communities. **It is the ethical dimension of the issue, and not the issue itself, which is the focus of the RP.** The RP highlights the thinking skills and communication skills developed by students in their PPS course including looking at multiple sides of an issue and then developing a well-reasoned argument based on appropriate supporting evidence.

Students are assessed on two aspects of the reflective project: the process they use to complete the RP, via use of a Researcher's Reflection Space and interviews with the RP supervisor (which they may include in the CP portfolio); and, the reflective project itself. While most students will choose to write a formal essay of approximately 3,000 words (Option 1), students may also submit a shorter essay (1,500 – 2,000 words) accompanied by an additional format such as a short film, a spoken presentation, an interview, a play or a display (Option 2). Whatever the nature of the project, the work must be presented in a format that can be electronically sent to, or accessed by, the IB for moderation purposes.

Aims of the RP:

Through the reflective project, students will:

- Produce an extended piece of work;
- Engage in personal inquiry, action and reflection on a specific ethical issue;
- 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

Supervision of the RP: It is the school's responsibility to ensure that each student engaged in the RP receives direct supervision from a qualified person in the school who can provide appropriate guidance and confirm the authenticity of the work submitted. The supervisor is required to provide the student with advice, guidance, support and encouragement, discuss the choice of topic with the student, read and comment on the first draft only of the project, and monitor the progress of the project to ensure the project is the student's own work.

Service Learning (SL)

Service Learning, or SL, plays a prominent role in all IB programmes, including the CP, providing opportunities for students to make meaningful contributions to their community. In the CP, the SL experience ideally is connected to the career-related area of study as well as the student's Reflective Project and provides opportunities for the development of learning, responsibility, practical skills, social skills and a sense of caring for others. The concept of community may be viewed from a local or international/global perspective and the concept of service is based on the principles of service learning, which are experiences that are both transformative in nature and that develop knowledge, self, social skills and civic engagement.

Aims of SL:

Through a SL portfolio development, students:

- Develop and apply knowledge and skills towards meeting an authentic community need
- Develop as leaders who take initiative, solve problems and work collaboratively
- 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 with the existing school curriculum.

Service Learning Portfolio:

Through a minimum of 50 hours, students plan, implement and reflect upon their Service Learning experiences. CP candidates must create a Service Learning portfolio which shows planning, evidence and reflection related to all service learning experiences. With support from the SL coordinator and within the PPS course, CP candidates use their portfolios to reflect on growth according to the five learning outcomes:

1. Identify own strengths and develop areas for growth
2. Demonstrate participation with service learning experience
3. Demonstrate the skills and recognize the benefits of working collaboratively
4. Demonstrate engagement with issues of global significance
5. Recognize and consider the ethics of choices and actions

Students are encouraged to include their Service Learning portfolio as a part of their complete CP portfolio.

Things to Consider for PHHS CP Students

Assessments in DP courses: Internal assessments are pieces of student work that are evaluated by their teacher who gives the assessment a score which may then be moderated by external examiners to ensure international parity aligned to the DP and CP assessment criteria in that subject area. Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and apart from the restrictions of the examination environment.

External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the teacher, however, but are marked externally by IB examiners. External assessments are heavily focused on the quality of a finished written product in the DP subject area.

The final category of summative assessment is the subject area examinations, administered in May each year. Examinations occur under strictly controlled conditions and often over a two day period for each subject area (the afternoon and the following morning). The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area. Examinations are mailed, within 24 hours following the examination, to

external examiners around the world for assessment. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade.

University Recognition of DP, PLTW and Digital Media courses and examination marks: Increasingly, colleges and universities are recognizing the work done by CP students in a variety of ways. This may include granting of college course credit, granting of advanced standing in a particular subject area, increased opportunities for scholarships and more. It is important to note, however, that the degree to which a college or university recognizes DP coursework or exam marks varies widely from institution to institution.

Additionally, PHHS is a certified PLTW school, with articulation agreements with a number of post-secondary institutions, including the University of Minnesota and St Cloud State University. Students receive up to 3 semester credits in the Engineering Department at the University of Minnesota – Twin Cities. Students apply for transcribed college credit from the U of M – TC upon successfully completing specific PLTW courses subject to the following conditions:

- All requirements for the PLTW course must be satisfied, and the student must achieve an average of 85% or better for the course.
- The PLTW certified online college credit exam must be taken and passed with a grade of at least 70%.

The University of Minnesota will accept transcribed credit for PLTW courses from other Affiliate Universities. Up to 6 such credits may be used as general electives towards a degree at the University of Minnesota. Possible substitution of PLTW credits for meeting specific programmatic requirements at the University is at the discretion of the individual programs. (Currently, at the University of Minnesota, PLTW courses do not have specific program equivalents).

The PLTW courses for which U of M credit may be received are the following:

- Introduction to Engineering Design –IED (loft 1511)
- Principles of Engineering –POE (loft 1512)
- Digital Electronics – DE (loft 1513)
- Computer Integrated Manufacturing –CIM (loft 1514)
- Civil Engineering and Architecture - CEA (loft 1515)

Students enrolled in Digital Media courses at Patrick Henry may also earn articulated elective credit at Minneapolis Community and Technology College (MCTC), contingent upon completing course requirements according to the standards established by MCTC. Standards vary from course to course, though generally, students who earn a grade of a “B” or higher and satisfactorily complete specific course requirements receive up to 1 elective credit. Examples of alignment between PHHS and MCTC courses are noted below.

PHHS Digital Media Course	1 Credit for MCTC Graphic Arts Module
Digital Photography	Intro to Design
Digital Photography II	Advanced Design
Adobe Photoshop	Photoshop
Adobe Illustrator	Illustrator
Adobe InDesign	InDesign

Students and their families are strongly encouraged to verify the recognition policies of the colleges and universities they are considering by contacting the institutions directly.

IBCP Resources for Students

The following pages include a variety of CP related resources for students. These resources and more are shared with CP students via their school Google Drive. Students are encouraged to regularly visit that folder as it is updated throughout the school year.

The resources included in this handbook are:

The PHHS Academic Integrity Policy	14
Student Calendar of CP Requirements, Recommendations and Highlights	17 – 18
PHHS IB Career-related Programme Pathway Worksheet	19 – 20

Students also receive copies of the following support documents in their CP red folder and in their Google folder of CP Student Resources:

- *IBCP Language Development Student Handbook*
- *IBCP Reflective Project Student Handbook*
- *IBCP Service Learning Student Handbook*

PHHS Academic Integrity Policy in Brief

With rapid advancements in technology, increasingly accessible information through online platforms and evolving standards of proper citation and referencing, it is important that there is a shared understanding of what academic honesty is among all stakeholders (students, staff and families). **This shared understanding must be flexible as appropriate to discipline, but consistent in concept across and between our academic subjects and in all endeavors at Patrick Henry.**

Examples of Academic Honesty	Examples of Academic Misconduct
Student creates authentic questions and responses grounded in personal reflection in their assignments and assessments.	Student submits paraphrased summaries of a text found on websites like SparkNotes.
Student completes all assessments authentically and without any unauthorized aid.	Student copies the work of others or allows their own work to be copied by others.
Student remains solely focused on their own examinations and completes them without any unauthorized materials.	Student looks at the examinations of their peers or brings in unauthorized materials to an examination environment.
Student follows through on commitments in group projects, following the expectations provided by the instructor.	Student neglects commitments on group projects and leave others to complete the work, while accepting credit for it.
Student creates a completely new assignment, citing her/himself when using previously assessed work.	Student submits an assignment previously assessed for a different class as an assignment in another class.
Student acknowledges all sources used – directly and indirectly – in the creation of their scholarly work.	Student submits work without acknowledging any of the sources used.
Student writes an assessment in an acquired language without use of an unauthorized aid.	Student puts words into a translation program like Google Translate and submits the translation as their own work.

All sources used directly or indirectly in the creation of academic work are expected to be properly acknowledged through both parenthetical in-text citations or footnotes and bibliographic references on a Works Cited page. This includes text, ideas, points of argument, images, graphics, photographs, data sets, statistics, audio, video and other forms of media and/or intellectual property. Acceptable forms of citation and referencing used as Patrick Henry High School include:

- Modern Languages Association (MLA)
- American Psychological Association (APA)
- Chicago Manual of Style/Turabian

Academic work includes written assessments, oral presentations (including those using some kind of presentation program like Powerpoint, Prezi and others), creative work in the visual or performing arts and more. **The bottom line is students must give credit where credit is due. The student is ultimately responsible for acknowledging the sources used in the creation of their scholarly work.** Failure to meet the expectations of academic honesty, intentionally, unintentionally or due to negligence, may lead to academic and/or disciplinary consequences depending on the individual circumstances of the academic misconduct.

Are you completing your IB assignments honestly?

The IB expects Diploma Programme candidates to exercise academic honesty in all of their work, which includes acknowledging any sources used within an assignment.

The IB *General Regulations: Diploma Programme* defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.

ASK FOR ADVICE

As a Diploma Programme candidate you are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. If you have any doubts please ask for advice.

THINGS TO REMEMBER

- IB students are principled and act with integrity and honesty.
- IB students should be content creators not content imitators.
- If you engage in any form of malpractice you may not be eligible for a grade in the subject concerned.
- Do it right, remember to cite! Credit where credit is due!

EXAMPLES OF MALPRACTICE

- **Plagiarism** - the representation of the ideas or work of another person as your own.
 - **Collusion** - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
- **Duplication of work** - the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Misconduct during an examination**, including the possession of unauthorized material.
- **Disclosing information** to another candidate, or **receiving information** from another candidate, about the content of an examination paper within 24 hours after the examination.

HOW TO AVOID PLAGIARISM

- Credit all the sources you use, even if you have paraphrased or summarized.
- Clearly distinguish between your work and the source being used (using quotation marks, indentation or a similar method).
- Use a style of referencing that is appropriate for the subject.



International Baccalaureate®
Baccalaurat International
Bachillerato Internacional

The IB takes academic honesty very seriously!

© International Baccalaureate Organization 2012.

Student Calendar of CP Recommendations and Highlights

NINTH GRADE:

- Meet with your guidance counselor to make sure your course schedule supports your ability to complete the PLTW or Digital Media requirements for the CP.
- Learn more about the IB Career-related Programme at PHHS by talking to your teachers or the CP coordinator.
- Get involved in the PHHS Herobotics team to build relationships early with our community and business partners as well as IBCP students in their junior and senior year.
- Do well in all of your classes, get support as you need it and enjoy your first year of high school.

TENTH GRADE:

- Meet with your counselor to make sure your course schedule supports your ability to complete the PLTW or Digital Media requirements for the CP.
- Get/Stay involved in the PHHS Herobotics team to build relationships early with our community and business partners as well as IBCP students in their junior and senior year.
- Choose the IBCP as your upper level program of study during the course registration process in February and choose your courses accordingly, with a focus on Engineering or Digital Media.
- Continue to learn about the IB Career-Related Programme by talking to your peers, teachers and the CP coordinator.
- Do well in all of your classes, get support as you need it and enjoy your sophomore year of high school.

ELEVENTH GRADE:

FIRST SEMESTER

- Meet with your counselor to make sure your course schedule supports completion of the requirements for the CP.
- Engage in a minimum of one interview with your Service Learning coordinator to build a relationship, clarify understandings of the expectations and brainstorm potential community needs to address through your SL experience.
- Begin your LD course and/or course extension, completing a minimum of 25 hours of language development over the course of the school year, according to your approved LD plan.
- Establish your Language Development Portfolio with the assistance of your World Language teacher or another approved LD mentor. Make regular entries into your LD Portfolio as you study your chosen language.
- Get involved or continue your involvement in the PHHS Herobotics as your schedule allows.
- Do well in all of your classes, get support as you need it and enjoy your junior year of high school.

SECOND SEMESTER

- Make sure that you take the Personal and Professional Skills I course during the second semester.
- Register for senior year courses that will enable you to complete the requirements of the CP, making sure you are meeting all requirements for graduation from high school as well.
- Continue your LD course and/or course extension, completing a minimum of 25 hours of language development over the course of the year, according to your approved LD plan.
- Regularly update your LD Portfolio with the assistance of your World Language teacher and write regular reflection entries into your LD Portfolio as you study your chosen language.
- Make sure that you meet with your SL coordinator or PPS teacher at least twice during second semester to plan your SL experiences, meet with community and business partners and engage in mini-SL experiences to ensure that your SL experience addresses a community need, connects to ideas you are considering for your Reflective Project and your career interests and to progress on the planning and implementation of your SL experience.
- Submit your SL plan before the end of the school year and include a summer bridge plan for SL as necessary.
- Brainstorm topics for your Reflective Project.
- Choose your RP mentor and establish RP topic of study before the end of the school year.
- Submit a summer research plan for your RP topic of study to your RP mentor.

SUMMER BETWEEN JUNIOR AND SENIOR YEAR:

- Keep making progress on your CP Core elements (Language Development, Language Development, Reflective Project)
- Keep in contact with your SL and RP mentors over the summer, asking for help when needed and sharing progress as you make it. A minimum of one conversation over the summer is expected and this conversation may occur face-to-face, by phone or electronically as appropriate.
- It is highly recommended that you continue study of your chosen World Language during the summer months and document any activities related to your study in your Language Development Portfolio.

SENIOR YEAR:

FIRST SEMESTER

- Meet with your counselor to make sure your course schedule supports your ability to complete the requirements for the IBCP and get assistance with your college applications.
- Meet with your RP mentor to discuss summer progress and develop RP plan for first semester.
- Continue your LD course and/or course extension, completing a minimum of 25 hours of language development over the course of the semester, according to your approved LD plan.
- Make regular entries into your Language Development Portfolio as you study your chosen language.
- Make sure that you meet with your CS mentor or ATL teacher a minimum of four times during second semester to plan your CS experience, meet with community and business partners and engage in mini-CS experiences to ensure that your CS experience addresses a community need, connects to ideas you are considering for your Reflective Project and your career interests and to progress on the planning and implementation of your CS experience.
- Complete your CS experience before the end of the semester and develop a sustainability plan for continuing the great work you have done through your CS experience as part of your ATL course.
- Get involved or continue your involvement in the PHHS HERobotics as your schedule allows.
- Apply for colleges with the support of your counselors, teachers and family members.
- Complete and present your RP before January 15 (or the end of 1st semester). Congratulate yourself on a job well done!
- Do well in all of your classes, get support as you need it and enjoy your senior year of high school.

SENIOR YEAR:

SECOND SEMESTER

- Meet with your guidance counselor to get assistance with your FAFSA and scholarship applications.
- Finish your LD course and/or course extension, completing a minimum of 10 hours of language development by the end of third quarter, according to your approved LD plan.
- Make final entries into your Language Development Portfolio as you study your chosen language, keeping a copy for yourself and submitting a copy to the IBCP Coordinator.
- Present your CS project and develop your peer mentor relationship with the IBCP juniors.
- Complete your EDD project and congratulate yourself on a job well done!
- Enjoy your final weeks of high school and graduate with a Patrick Henry High School Diploma.

SUMMER AFTER GRADUATION

- Log onto the IB Results website to learn about your CP marks in mid-July and celebrate your accomplishments!
-

PHHS IB Career-related Programme Pathway Worksheet

Name: _____

ID: _____

Class of: _____

To earn an IB Career-related Certificate, students must meet the following requirements:

- Complete Career-related Studies pathway:** (Choose either **Project Lead the Way®-Engineering** or **Digital Media**)
 - Project Lead the Way®-Engineering:** PLTW® CP students will take at least 3 PLTW-Engineering courses in grades 9-11, then take Engineering Design and Development in Grade 12. All PTLW® courses are year-long courses. *Note PLTW® courses below, including year taken. (IED and POE highly recommended)*
 - _____
 - _____
 - _____
 - Engineering Design and Development (senior year)
 - Digital Media:** Digital Media CP students will take at least 3 Foundation courses in grades 9-11, then take Adobe InDesign **and** 3-D Graphics Animation/Motion in Grade 12 as a year-long Digital Media capstone experience. All Digital Media courses are semester-long courses. *Note Digital Media courses below, including year taken.*
 - _____
 - _____
 - _____
 - Adobe InDesign **AND** 3-D Graphics Animation/Motion (senior year)
- Two or more IB Diploma Programme courses** in the junior and senior year and identified as CP courses, earning an exam mark of 3 or higher in at least 2 courses. *(Students are encouraged to be thoughtful about the DP courses they choose and to consider career interests as they choose their DP courses. A fifth exam is available as an additional subject.)*
 - _____
 - _____
 - _____
 - _____
- Complete Language Development (LD) Portfolio** through one of the choices below:
 - DP Language Acquisition course during the junior and senior year as a third, fourth or fifth CP course, with Language Development Portfolio
 - DP Language Acquisition course during the junior and senior year as one of two (minimum) CP course, with Language Development Portfolio plus 50 hour Language Course Enrichment
 - Any PHHS Language Course during the junior or senior year, with Language Development Portfolio
 - Self-Study Option in partnership with Language Mentor, with Language Development Portfolio (see CP Coordinator for more information)
- Complete the Approaches to Learning Course** which meets second semester of Junior Year and first semester of Senior Year.
- Complete a Community and Service Learning (SL) Experience(s):**
 - SL experience is supported within the PPS course and must be completed by May 1st of Senior Year. Students are expected to spend a minimum of 50 hours outside of class on their SL experience(s) and submit a Service Learning Portfolio on the experience(s) to the CP coordinator.
- Complete a Reflective Project (RP):**
 - The RP is embedded within the PPS course. Students are highly encouraged to complete the RP by the end of first semester of Senior Year, though they **must** complete their examiner-ready RP by March 1 of their senior year. *Students must earn a D or higher on the RP to earn the IB Career-Related Certificate.*

Planned Schedule for CP Junior Year:

Date Registered with IB (if applicable): _____

English Course	World Language Course (or LD plan)	Social Studies Course	Science Course	Math Course	PLTW® or Digital Media Course	Graduation Required Courses and/or Electives
						Approaches to Learning <i>(REQUIRED–2nd semester)</i>

Planned Schedule for CP Senior Year:

Date Registered with IB: _____

English Course	World Language Course (or LD plan)	Social Studies Course	Science Course	Math Course	PLTW® or Digital Media Course	Graduation Required Courses and/or Electives
						Approaches to Learning <i>(REQUIRED - 1st semester)</i>

NOTES:

IB Works Consulted and Works Referenced

International Baccalaureate Organization. *Academic honesty in the IB educational context*. International Baccalaureate Organization (UK) Ltd, 2014. PDF.

--- *Are you completing your IB assignments honestly?* International Baccalaureate Organization (UK) Ltd, 2012. PDF.

--- *Career-related Programme: Language development guide*. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.

--- *Career-related Programme: Personal and professional skills guide*. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.

--- *Career-related Programme: Reflective project guide*. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.

--- *Career-related Programme: Service learning guide*. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.

--- *IB Learner Profile*. Cardiff: International Baccalaureate Organization (UK) Ltd, 2013. PDF.

--- *Overview of the Career-related Programme*. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.