



Career-related Programme personal and professional skills course outline

Amundsen High School

1145

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Category I PPS

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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.

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

Year 1	Personal Development 1.1. Self-Awareness 1.2 Self-Management 1.3 Relationship Management	The Individual in a Global Context	What is emotional wellness? Myers Briggs Personality Test CARE Profile Test Color Code Personality test Write S.M.A.R.T. goals Write Long term goals vs short term goals Create Academic plan Identify and use Organizational skills for a student Identify Organizational skills needed in the workplace Identify and analyze qualities of a successful leader Create and present a presentation about a successful leader within chosen career pathway Identify and analyze various conflict styles and conflict management techniques in the workplace	40 Hours	Class discussions Quarterly grade expectations BRAG Sheet Values Survey Weekly grade checks Reflective journals Socratic seminars 1 st period log Use of assignment agenda. Life Goals Essay	Chromebooks Ted Talks <ul style="list-style-type: none"> • Dan Ariely, "Are We In Control of Making Our Own Decisions?" Films <ul style="list-style-type: none"> • <i>Inside Out</i> Various Online Sources <ul style="list-style-type: none"> • Metacognitive Reading Journal Heuristics – Book <i>7 Habits of Highly Effective Teens</i> by S. Covey
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<p>Applied Ethics</p> <p>5.1 Introducing Ethical Dilemmas</p> <p>5.2 Case Studies in Applied Ethics</p> <p>5.3 Professional Ethics</p>	<p>Ethics in the Real World</p>	<ul style="list-style-type: none"> • What are ethics? • What makes something right or wrong? • What is an ethical dilemma? • Identify ethical dilemmas within IB/CP • Identify ethical dilemmas within the community • Identifying and analysing intercultural dilemmas • Create a list of attributes for a personal code of practice for everyday life. • How are ethics involved in the workplace? • Identify top 5 ethical dilemmas within career pathway. • Research and present findings over how visual, theatrical, or musical arts have influenced societal change 	<p>40 Hours</p>	<ul style="list-style-type: none"> • Class Discussions • Metacognitive Journals (over the class resources) • Reflective Portfolio • Personal code of ethics • Debate presentation (using rubric) 	<p>Huffington Post articles</p> <ul style="list-style-type: none"> • “Racist Flyers Insult Chinese College Students with Lies About Their Culture” • “Fake News Isn’t New, It’s Americans’ Inability to Read Critically That’s Alarming” • “Affluenza – The New Twinkie” <p>NPR articles</p> <ul style="list-style-type: none"> • “Women Held to Higher Ethical Standard Than Men, Study Shows” • When a School’s Online Eavesdropping Prevents a Suicide” • “The Higher Ed Learning Revolution: Tracking Each Student’s Every Move” • “11 Ex-Atlanta Public School Employees Found Guilty in Cheating Scandal -
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<p>Intercultural Understanding</p> <p>2.1 Cultural Identity</p> <p>2.2 Cultural Diversity</p> <p>2.3 Intercultural Engagement</p>	<p>Becoming a Global Citizen</p>	<ul style="list-style-type: none"> • What is intercultural understanding? • How does our past influence our future? • Trace family history and cultural background and present findings. • What is social intelligence? • Does cultural identity remain constant? • Examine how cultures are presented in the media. Is this a reflection of the truth or a lie? • How can we challenge social norms? What is the benefit of challenging those norms? • Identify and analyze how different cultures successfully work together in the workplace. • What is prejudice? • Research a number of universities and how/why they promote intercultural engagement. • Explore intercultural engagement within career pathway and present findings. 	<p>40 Hours</p>	<ul style="list-style-type: none"> • Class Discussions • Metacognitive Journals (over class resources) • Reflective Portfolio (will include reflections on all materials throughout the unit - for example, the communication self-test results, etc.) • Presentation over family history/cultural background (using rubric) • University research (using a rubric) • Intercultural engagement in career pathway presentation (using a rubric) 	<ul style="list-style-type: none"> • “Superheroes Inspired by Islam” – • “Can Prejudice Ever Be a Good Thing” – • “What It’s Like to be Muslim in America” – • “Why I Love a Country That Once Betrayed Me” – <p>Various Online Sources</p> <ul style="list-style-type: none"> • “The Top 10 Strategies for Reducing Prejudice” – • “25 Minority Characters That Hollywood Whitewashed” – <p>Huffington Post Articles</p> <ul style="list-style-type: none"> • “Political Correctness Isn’t About Censorship, It’s About Human Decency” – • Facing History and Ourselves Website
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Year 2

Effective Communication
 3.1 Interpersonal Skills
 3.2 Written Communication
 3.3 Self-Expression

Say What You Mean

- Identify how cultural norms impact interpersonal communication?
- What is nonverbal communication?
- What is active listening?
- Communication Self-Test
- Research an excellent communicator/public speaker and present (using those same skills).
- What is digital literacy?
- Identify and create examples of types of writing for the workplace.
- How do companies use and store digital footprints? What level is ethical?
- Analyze various sources for credibility. Identify necessary elements for credible sources.
- Identify important interview skills.
- Complete a mock interview with a career professional (In said field).

40 Hours

- Class Discussions
- Metacognitive Journals (over class resources)
- Rhetorical Journals (over class resources)
- Reflective Portfolio (will include reflections on all materials throughout the unit - for example, the communication self-test results, etc.)
- Mock interview results/reflection
- Resumes
- Cover letters
- Mock professional email to a teacher

Chromebooks for

- Common Application
- Common Application - Personal Statement
- College Applications
- College Board website

Various Online Materials

- [Mind Tools – Communication Skills -](#)
- [Rhetorical Reading Journal Heuristic -](#)

Thinking Processes

4.1 Critical Thinking

4.2 Creative Thinking

4.3 Application of Thinking

The Ethical Citizen

- What is critical thinking?
- What is creative thinking?
- Compare/contrast equal pay in the workplace
- Identify target audience and audience appeal (through commercials - print and film)
- Research and conduct a debate on a current significant issue (local or global) using at least two opposing perspectives.
- Research and present findings over how visual, theatrical, or musical arts have influenced societal change
 - What is meant by innovation?
 - What is common sense and how is it used?

40 hours

- Class Discussions
- Metacognitive Journals (over the class resources)
- Rhetorical Journals (over the class resources)
- Reflective Portfolio (will include reflections on all materials throughout the unit - for example, the communication self-test results, etc.)
- Interview results/reflection
- Presentation over arts and societal change (using rubric)
- compare /contrast essay
- Real World Project
- Case studies from Career Visits

Chromebooks

TED Talks

- [Anna Deavere Smith - "Four American Characters"](#)
- [Ideas.Ted.com - What Makes a Good Education? –](#)
- [Jim Hemerling - "5 Ways to Lead in an Era of Constant Change" -](#)

Various Online Sources

- ["10 Ways for Dealing with Change Positively in Your Workplace" –](#)
- [Anna Deavere Smith - Fires in the Mirror –](#)
- ["What is the Key to a Successful Education System?" -](#)



****Note Regarding Instructional Time**—Instructional Time allocated to the PPS Course but not otherwise accounted for in the outline above will be used to monitor and support student work on other aspects of the CP Core including the Language Portfolio, Reflective Project, and Service Learning. The hours listed above are exclusive of the time allocated to support the remainder of the Core which, for programming reasons, must be completed during the time set aside for PPS. All IB requirements will be met under the above structure.

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).

There are so many opportunities to embed PPS topics in the remainder of the CP that it is impossible to describe them all. All of the DP courses we will offer in the CP lend themselves to developing thinking and communication skills especially Math Studies SL and Language A: Literature SL. In addition, students will develop intercultural understanding as they build their language development portfolio and as they engage in service learning projects. Students will develop their ethical thinking skills through the CRS, thought service learning, and thought the reflective project, all of which require them to look beyond themselves and their needs and to reflect upon how principled individuals make decisions in the work place. Finally, students engage in personal development in every aspect of the IBCP; no matter what they are doing they should be reflecting on what they are doing to become more self-aware and to improve their management of self.

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.

Although international-mindedness is at the heart of the IB, it is particularly a part of the PPS course because of the theme of intercultural understanding. As students develop as learners, part of what they will learn is that there are a variety of perspectives that have to be considered in decision-making. Learning about cultural diversity and becoming more interculturally-aware will help students to develop into global citizens and ethical decision-makers. This means that international-mindedness is a consideration with respect to all parts of the CP Core and that the PPS course provides an opportunity to explore and to reflect upon ethical considerations in the global context.

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.

If you consider the themes of the PPS course: thinking processes, intercultural understanding, effective communication, personal development, and applied ethics, you can immediately see the connections to the IB learner profile. For example, the theme of thinking processes facilitates the development of knowledge, inquiry and thinking. The theme of intercultural understanding facilitates the development of being open-minded, caring and reflecting. The effective communication theme facilitates the development of communication skills. The personal development theme helps students to take risks and to stay balanced. Finally, applied ethics portion of the course helps students to become principled decision-makers in their career-related study as well as in other aspects of their academic and personal lives.

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.

Global contexts are integral to the PPS course as it is expected that students will be completing the CP as members of a global community. The elements of global engagement, multilingualism and intercultural understanding. Although all of the themes of the PPS course lend themselves to international-mindedness and global perspectives, it is particularly important that students learn ethical decision-making in global context as many of the decisions they will make in their adult lives will have global implications. Decisions that are made with respect to the use of natural and human resources as well as the environmental consequences of manufacturing and production must be made with consideration of global contexts. Students will also develop intercultural understanding from their language development study which is facilitated in part by the PPS teacher. Global engagement, which is well-supported by the CP Service Learning requirement, is also facilitated through the PPS course.