**IBCP – Personal and Professional Skills (PPS) Year 2**

**Syllabus 2024-2025**

IBCP-PPS 2 Mrs. Angela Lillard

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Office Hours: by appointment

**Course Description:**

This Personal and Professional Skills (PPS) year two course is designed to implement what students learned from their PPS year one course and continue to dig deeper into the issues and ethical dilemmas found within the students’ career pathways. PPS year two will continue to help students develop skills and attitudes with different cultures. PPS year two students will continue to develop an ethical conscience while learning and educating themselves on ethical dilemmas. The PPS course aim to develop personal qualities and values that are exemplified in the IB Learner Profile Traits. The purpose of PPS year two is to support the students in their career path studies, serve as a link to the core components, and provide the skills necessary to become lifelong active learners.

**Course Aims:**

The aims of the Personal and Professional Skills Year Two are for the student to develop:

* good intellectual habits
* practice problem-solving skills
* self-awareness and an appreciation of identity, individual strengths and individual limitations
* an appreciation of ethical issues relating to his/her own personal, social and work experience
* an awareness of his/her own perspective as one of many perspectives, and has been shaped by contingent cultural factors
* intercultural awareness
* skill of communicating clearly and coherently
* personal/interpersonal skills needed for the workplace and beyond
* skills of reflection and critical thinking in personal, professional and social situations
* understanding that many questions, issues or problems do not always have simple right/wrong answers
* information technology skills and building technological literacy

**Course Model:**

The learner uses a wide range of skills to make sense of the world around them. These skills are strategies or tools that are used to help explain our experiences in the different contexts of everyday life. The ability of the learner to reflect the effectiveness of the skills used is crucial.

The learner should be challenged with questions such as:

* Who am I?
* What can I be certain of?
* What are my values?
* What are my prejudices?
* What are my strengths/weaknesses?

In order to be called a learner, this should be about change. Learning involves acquiring new knowledge, developing new skills and recognizing more about oneself and others. Learning involves active participation by the learner. A learner cannot be passive. Listening, reflecting, questioning and communicating are just some of the things that a lifetime learner possesses.

**Classroom Expectations:**

* Come to class each day *prepared and on time*.
* Treat everyone with respect – no foul or insensitive language. Respect the personal space and property of others
* Cell phones will be placed out of reach unless needed for a specific activity
* Eating and Drinking in class is prohibited (only water)
* Email me for answers to any questions or send a Remind message

**Grading:**

**Major Grades:** (Tests, Projects, Essays, Reflective Project, Language Book): **40%**

**Minor Grades:** (Classwork, rough drafts, case studies, journals, quizzes): **60%**

***Grading Scale:***

A (90-100) B (80-89) C (75-79) D (70-74) F (69 and below)

**Grade Reporting Cycle** Each semester represents an 18-week grading period.

* **Progress Report 1** will be issued at the end of the first 6-weeks.
* **Progress Report 2** will be issued at the end of 12-weeks.
* **Semester Report Card** will be issued at the end of the 18-weeks grading period.

***ATL Skills – Assignments and Course Work:***

Examples of this include but not exclusive to: observations, questioning, discussion, peer and self-assessments, practice presentations, think-pair-share, journals, and projects.

Another huge component of this course will be research (*Reflective Project* due **December 13, 2025**). There will be a sufficient amount of time spent revising and completing the Reflective Project. Most of the assignments will require computers and internet for completion. These assignments are to be initiated and completed during class time in room 519.

Assignments will need to be completed by the assigned due dates. If absent from class, get the information from any of the different platforms to find out what was missed.

**Participation:**

Participation reflects appropriate and productive contributions during class activities. Participation also means coming to class on time.

***Projects:***

There will be numerous projects, both in small groups and individual, assigned throughout the school year. All projects will be graded with a detailed rubric to ensure productivity and to provide student feedback.

***Assessments:***

Assessment for this course will be mostly for formative purposes and will serve as an aid for teaching and learning. Students will have the opportunity to assess the work of peers and their own work. Self-assessment and reflection will have a strong emphasis in this course.

***Reflective Project Criteria:***

**Option 1:** Written essay (maximum 3000 words).

**Option 2:** Written essay (1500-2000 words) accompanied by an additional format (7 minute-film, oral presentation, interview, play, or display).

\*\*Both options **MUST** cover all the reflective project requirements except reflection.

**RP Requirements:**

1. **The issue-**

Explain the issue and place it in context. It is important to realize that the issue itself is not the primary focus of the reflective project.

**2. The ethical dimension-**

Examine an ethical dilemma associated with the issue and examine two (or more) perspectives in a fair and equal manner. This is the primary focus of the reflective project.

**3. The research -**

Provide evidence of research that supports the differing viewpoints on the issue and its ethical

dilemma.

**4. An evaluation -**

Evaluate the viewpoints on the ethical dilemma and then articulate your own point of view based on reasoned argument.

**5. References, citations and a bibliography -**

The project is an academic piece of work and should be presented as such. References, citations and a bibliography ensure intellectual honesty and allow the readers to source the evidence themselves. You should use a consistent style of referencing throughout the project. Appendices, footnotes and endnotes are not necessary but if used should be done so appropriately.

**Your *Reflective Project* is the capstone assessment for the program and you will submit it to your Supervisor and me no later than December 13, 2025.**

***Managebac.com:***

At <https://arc.managebac.com/login> will be used to login, populate, retrieve and maintain all mandated records, information and reflections on the IB digital platform (student.rck12.net email)

***Topics/Units of Study:***

* Personal Development
* Thinking processes
* Effective communication
* Applied ethics (digital ethics as well)
* Intercultural understanding

Each of these topics is studied under the four global contexts of:

* Communities
* Technologies
* Environments
* Workplaces

***Service Learning Component:***

Students will work with community members and organizations around the CSRA to undertake service activities that meet community needs. Emphasis is placed on civic responsibility, social aptitude, and personal growth along with knowledge of the local area.

The minimum amount of time to be devoted to this is 50 hours outside of class over the two years in PPS. These hours are to be documented and will be reported to IB. (30 direct service hours/10 indirect service hours/10 advocacy hours). You should have already input hours into ManageBac in PPS1. All 50 hours must be completed and input into ManageBac and will be due **April 25, 2025.**

***Language Portfolio Component:***

The Language Portfolio helps to develop students in the areas of oral, written and visual linguistics. IBCP requires all CP students to be exposed to another language that will increase their understanding of another part of the world. Students can get the language development through the DP courses year 1 and year 2, through a school designed course or through self- guided study through a language learning app.

Each student is to maintain a language portfolio via ManageBac. A minimum of **50 hours** is required and should be completed during year 1 and year 2 in one of the following languages: French/Italian/Japanese/Korean. (**25 hours for Duolingo** AND **25 hours for Language Book**). **DUOLINGO** (25 hours) has **been completed in PPS Year 1.**

**Modified and Updated Final Language Book** will be due **April 3, 2025** (uploaded into **ManageBac**).

**Cellphone Policy**

**DISCIPLINE:** Due to the potential disruption a cell phone and electronic communication devices may cause to the instructional environment and safety of the school, the disciplinary actions and consequences for violation of this rule are as follows:

**First Offense**: The first offense will result in the electronic device being confiscated, to be picked up by the student or parent at the end of the same school day. The incident will be recorded in the student’s discipline record within the student database (e.g., Infinite Campus).

**Second Offense**: The second offense will result in the electronic device being confiscated, to be picked up by the parent on the Friday following confiscation, at the specific time designated by the school. The incident will be recorded in the student’s discipline record within the student database (e.g., Infinite Campus).

**Third Offense**: The third offense will result in the electronic device being confiscated, to be picked up by the parent on the Friday following confiscation, at the specific time designated by the school. The student will receive one day of in-school suspension (ISS). The incident will be recorded in the student’s discipline record within the student database (e.g., Infinite Campus).

**Fourth Offense**: The fourth offense and thereafter will result in the electronic device being confiscated for ten (10) school days, and the parent must schedule a conference with an administrator to retrieve the electronic device. The student will receive three days of in-school suspension (ISS). The incident will be recorded in the student’s discipline record within the student database (e.g., Infinite Campus).

Further incidents may result in the student losing the privilege of bringing electronic devices on campus, in-school suspension, out of school suspension, and any other forms of discipline deemed appropriate under the circumstances.

**Noncompliance:** All administrators, teachers and/or staff members are authorized to confiscate cell phones, electronic communication devices and/or accessories any time a student is in violation of the Cell Phone/Electronic Communications Device policy. A student’s refusal to surrender his/her electronic device(s) to school personnel will be considered noncompliance and insubordination, resulting in two (2) days of out of school suspension, and any other forms of discipline deemed appropriate under the circumstances.

**AI Policy**

You can use AI tools for checking grammar and spelling, brainstorming ideas, and other uses I will teach you, but not to write entire essays or assignments. You are required to write an explanation of how you used AI in your work at the bottom of all assignments. Misusing AI will be considered cheating and can result in a zero on the assignment. Use AI to help you learn, not to do the work for you.

**The following items have been extracted from the IHA-R: Grading Systems-Administrative Procedures**

**Discipline Policy (Conduct)**

Conduct is important in a school setting and important to the learning environment. Misconduct should be addressed with appropriate prescribed school and/or school system consequences in an effort to improve the behavior and to maintain a positive learning environment for all students. Misconduct should not be reflected in a student’s academic grade. With the above in mind, we will address many issues in the classroom before involving office personnel. I will offer a verbal warning first. If this does not help, I will make parental contact to discuss the issue. If the problem is still unresolved and continues to disrupt the learning environment, I will refer the student to the appropriate principal.

**Academic Dishonesty**

The Student Code of Conduct, Rule 1(A)(t), states that no student shall cheat, alter records, plagiarize, receive unauthorized assistance or assist another in any type of academic dishonesty. The determination that a student has engaged in academic dishonesty will be based on the judgment of the classroom teacher and a supervising administrator, taking into consideration any written materials, observation, or information from witnesses. Students found to have engaged in academic dishonesty will be subject to disciplinary actions as outlined in the Student Code of Conduct. Additionally, the task may be entered as incomplete, and the student required to redo the assignment or retake the assessment**. The use of any AI will be considered as a form of academic dishonesty and will not be eligible to be used as a grade and will result in a score pf zero. If it is determined that students copied each other’s work, both students will receive a grade of zero.**

**Late Work**

Late work is defined as assignments that are submitted after the specified deadline. This does not apply to work submitted late due to absence from school. Students are expected to submit assignments on time. Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s work habits. Graded assignments that are submitted late should be scored to accurately reflect the level of mastery of standards. **Per RCBOE policy, late work will be accepted within a one-week period in which five points will be deducted for each day that the work is late and a maximum of 25 points off. After one week, the acceptance of the work is at the teacher's discretion. I do NOT plan on accepting any work after the one week unless a verifiable circumstance has existed.**

**Make-up Work**

Students are expected to make up assignments and assessments that were missed due to absence from school. Students are responsible for asking teachers for the make-up work upon returning to class. Make-up work should be completed by the student within the time specified by the teacher. Teachers should provide reasonable timelines for completing make-up work. Generally, such work should be completed within 5 days of returning to school. A student should not be required to take a quiz or test on their first day back to school if the assessment was first announced during their absence. Graded assignments should be scored to accurately reflect the level of mastery of standards. Assignments will remain open for two weeks. Please make sure that your work is submitted before that time period. A grade of MISSING will be entered, and it will be calculated as a zero.

**Relearn & Reassess (R&R) Procedures**

Certain assignments will be eligible for a retake or do-over. Exams, CMAs, etc. are NOT allowed to be redone. The parent/child must present a valid request through the teacher asking permission to redo the work. In some situations, the work will not be allowed to be redone. All assignments must be redone within one week.

**Accommodations and Modifications**

1. Accommodations are changes in instruction that enable students to demonstrate their classroom abilities. They provide equity, not advantage. Appropriate accommodation for students with disabilities does not reduce or lower the standards or expectations for content and does not invalidate assessment results. Therefore, students with accommodations may earn the same credit as those not receiving accommodations. Accommodations will adhere to the State Special Education Accommodations Manual and the decisions of the IEP/504 Team. ELL (English Language Learner) teachers will follow the accommodations found in the Student Assessment Handbook and the Accessibility & Accommodations Manual.

 2. Modifications according to the IEP or 504 Plans are alterations that change or reduce learning expectations. These modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level. Consistent use of modifications could adversely affect students throughout their educational careers. Modifications on statewide assessments may invalidate the results and may not be appropriate or allowed on statewide assessments. The report card will designate a modified curriculum by the assigned special education-designated course number.

**Your main focus in PPS Year 2 is to successfully complete all components of the course**:

Pass the Personal and Professional Skills Course\*\*

Take your Career Pathway EOP\*\*

Complete your Language Portfolio - ON TIME\*\*

Complete your Service Learning Hours - ON TIME\*\*

Complete your Reflective Project - ON TIME\*\*

**\*\*Failure to successfully complete ANY component** **will put you in** **jeopardy of being removed from the IB Program.**

**Personal and Professional Skills (PPS) Year 2**

**Syllabus Contract**

Please complete and return this form by August 9, 2024.

Dear Parent/Guardian:

Please take the time to review the contents in this syllabus with your child. Please discuss with them the parameters of the class. Please sign and have your child return this form for credit. Your signature below will confirm that you agree with the requirements and stipulations outlined in the syllabus and this course.

Please feel free to contact me via email if you have any questions or concerns. Looking forward to working with you and your child for a successful and productive school year.

Sincerely:

Mrs. Lillard

lillaan@boe.richmond.k12.ga.us

Student Name:

 (Print your name)

Student Signature:

 (a legal document has to be signed in cursive)

Parent Name:

 (print your name)

Parent Signature:

Parent Email:

Landline Number: Cell number:

Preferred method of contact:(Circle one) Email phone: Cell or house No Preference

All About You 😊

Name:

Favorite Color:

Favorite Number:

Favorite Type of Music:

Favorite Sport(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Favorite Sport Team(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Favorite Academic Subject: Explain why?

Career Pathway:

Favorite Restaurant:

Favorite Snack:

Extra-Curricular Activities:

Strengths:

Weaknesses:

Goals for this year: