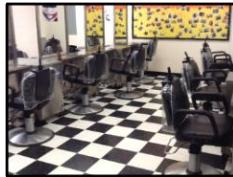


IBCP Career Related Studies



Pre-Engineering Program in collaboration with
the University of South Carolina



Health Science Program

Cosmetology Program



Culinary Arts Program



Fire Fighter Program



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Lower Richland High School

International Baccalaureate World School
“An Institution of Excellence”



IB Learner Profile

IB Programs aim to develop internationally minded people who are striving to become:

Inquirers: Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

Risk-takers: They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

Principled: They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.

Open-minded: Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.

Balanced: They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.

Reflective: They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner.

First School in the State of SC to offer the IBCP

Lower Richland Mission Statement

The mission of Lower Richland High is to engage students in positive, productive, and innovative learning experiences in order to become successful, responsible, and competitive in a global and technological society.



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IBO Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right

The IB Diploma Program (IBDP)

What is the IB Diploma Program?

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

The Curriculum

IB Diploma Programme students study six courses, three at higher level and three at standard level. Students must choose one subject from 5 areas Literature, languages, social studies, the experimental sciences and mathematics, ensuring breadth of experience. The sixth subject may be an arts subject or a second subject from the previous 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, action, service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.



IB Course

Students may choose to take only the IB courses in which they are interested. They may enroll in as few as one or as many as five. They may also participate in the community service opportunities or elect to take the theory of knowledge course. If students are interested in in depth research, they are welcome to participate in the extended essay process as well.

Students may earn individual college credit for any IB courses where they successfully complete all assessments and receive a score acceptable by the college of their choice. More information on college recognition can be found at:

<http://ibo.org/diploma/recognition/index.cfm>

The IB Career Related Program (IBCP)

What is the IB Career Program?

The IBCP incorporates the educational principles, vision and learner profile of the IB into a unique offering that specifically addresses the needs of students who wish to engage in career-related education. The IBCP encourages these students to benefit from elements of an IB education, through a selection of **two** or more Diploma Programme courses in addition to a unique IBCP core curriculum.

The Curriculum

The IBCP enables schools to widen participation to an IB education. Schools retain the ability to choose the career-related courses that are most suited to local conditions and the needs of their students. Schools gain the added flexibility in direct curriculum development as well as the IBCP core to create an educational pathway that puts a strong focus on individual student needs.

The Reflective Project is a requirement for students to engage in independent research through an in-depth study of an ethical dilemma within their career related study.

Personal and Professional Skills is a course designed to encourage each student to study five themes: Applied Ethics, Effective Communication, Intercultural Understanding, Personal Development and the Thinking Process.

Language Development Portfolio requires that students develop a portfolio that demonstrates their ability, engagement and evidence of language development, charting progress in developing language skills and intercultural understanding.

Service Learning requires that students actively learn from the experience of doing service related tasks related to their area of career study beyond the classroom.