

VISION & MISSION

The innovative environment of IPoly High School develops informed, resourceful, collaborative students who are college-ready and civic-minded individuals. Students are prepared to complete postsecondary programs to become productive and respected leaders in a just and sustainable world.

IPoly High School provides a college preparatory, project-based curriculum that is socially and environmentally relevant. Students develop curiosity, gain knowledge, and acquire new skills through the projects and state-mandated curriculum. IPoly’s values are the focus of the projects, ensuring that students:

- Develop Creativity
- Think Critically
- Communicate Effectively
- Work Collaboratively
- Embrace Culture
- Demonstrate Character

THE ACADEMIC PROGRAM

‘Learning while producing’ is International Polytechnic (IPoly) High School’s approach to education. Our entire program is project-based; students work in interdisciplinary, collaborative groups to apply learning to real-world situations. Each project is constructed to:

- Include a rigorous academic curriculum
- Incorporate California State Content Standards
- Satisfy UC & CSU Course Requirements
- Achieve school-to-career objectives

The core curriculum, based on California State Department of Education standards, prepares students for high school graduation and college entrance requirements, as well as advanced study abroad. IPoly students may also earn transferable college credits through one of three concurrent college enrollment programs: Cal Poly Young Scholars, Mt SAC Dual Enrollment, or Special Admit at local community colleges.

- IPoly High School emphasizes:
- Thematic Project-Based Learning (PBL)
  - International and global studies
  - Interdisciplinary course work
  - Community service opportunities
  - Internships with community and university partners
  - Team & communication skills

CURRICULUM

IPoly places an emphasis on student development beginning with personal responsibility, self-management, effective communication, lifelong learning skills and effective use of technology. The 9–12th grade project descriptions are listed on the right.

9 FALL: (e<sup>x</sup>)peditions Unlimited

A Biogeographical Journey

In groups of four or five, students will take a virtual trip to a remote location where they will research biodiversity, vegetation, climate, and environmental changes. They will explore how biology and geography interact and change over time. The project combines class content from Environmental Biology and Physical Geography while offering the students a chance to improve their skills in researching, writing, presenting, graphing, measuring, scaling, mapping, collaborating, and presenting. The project culminates in a formal presentation of the groups’ findings in front of the entire freshman class and other guests.

9 SPRING: Fusion Film Festival

Through extensive research students will investigate global issues related to human rights, pandemics, ecology, and sustainability. Students will complete individual research projects about a specific aspect of their global issue and present their findings in a variety of multimedia formats with the goal of increasing the community’s awareness of these critical global issues. Finally, students will compile their knowledge with their assigned student teams to produce a short educational film adapted from an assigned motion picture.

10 FALL: The World’s Fair

Students will engage in a dynamic, self-driven research project in a country assigned to their group. They will begin by examining different aspects of their respective country, such as history, geography, culture, economy, climate, and other interesting facts. The students will then create spreadsheets, websites, and physical products, culminating in a sophomore class fair to showcase their respective countries through the various components completed during the semester.

10 SPRING: The Great Escape

Students will engage in a dynamic semester project aimed at creating an age-appropriate escape room. They will begin by examining different types of puzzles, such as ciphers, hidden objects, riddles, matching, logic puzzles, and locking mechanisms. Students will then create various puzzles focusing on History, Math, Physics, and Trivia, which will tie into their overall historical theme. The project will culminate in a sophomore class demonstration titled The Great Escape, showcasing their respective rooms to our local community members, freshmen, junior and senior classes.

11 FALL: Project Prometheus

Students will engage in a dynamic and creative project that requires them to determine how people can live responsibly and sustainably. Students will explore alternative energy sources that could mitigate our dependency on fossil fuels and the ramifications of synthetics in their lives. Students will also research ways for people to meet the basic human needs of food, clothing, and shelter in a sustainable manner. The culminating event will be a production meant to educate the IPoly community on how to have a positive impact on the planet. Project Prometheus will require students to exercise critical thinking skills, utilize persuasion tactics, and synthesize accumulated data to ultimately present their answer to the essential question: How can we live sustainably?

11 SPRING: American Dream

Students will engage in a dynamic, self-driven exploration of ‘The American Dream’. They will begin by examining what it means to be American and how ‘The Dream’ materialized by studying a variety of primary sources. The students will then develop a definition of ‘The American Dream’ by concentrating on a specific assigned decade in time. The project will culminate in a junior class museum that showcases various pieces built by students that represent what shaped America throughout the decades and their own lives.

12 FALL & SPRING: Senior Capstone

The Senior Capstone Project is the culmination of four years at IPoly. Students will individually choose a topic to research with the ultimate goal of using their knowledge to work in their communities and make a difference. This design empowers students to recognize their own efficacy in a world where they are too often dismissed as future leaders and not present leaders, encouraging them to continue these proactive behaviors into their academic, professional, and personal lives.



## Administrative Team

Ginger Merritt-Paul, Principal  
Bryan West, Assistant Principal  
Jamie Smith, Equity & Access Coordinator

An alternative to large, traditional high schools, International Polytechnic (IPoly) is a specialized public college preparatory high school, run by Los Angeles County Office of Education (LACOE) through the Division of Student Programs. IPoly operates in partnership with Cal Poly Pomona, and has the distinct honor of being an academic program within the College of Education and Integrative Studies at the university.

Located in a state-of-the-art facility on the campus of Cal Poly Pomona, IPoly is tuition-free and offers a small, friendly environment (less than 550 students). IPoly students reflect the multicultural profile of Southern California and come from Los Angeles, San Bernardino, Riverside, and Orange counties. Students with a broad range of abilities comprise IPoly's student population.

IPoly's comprehensive program emphasizes international and global studies, interdisciplinary course work, thematic, project-based learning, and team and communication skills. IPoly is WASC accredited, and all core courses are University of California (UC) and California State University (CSU) approved.

IPoly prides itself in incorporating technology into the classroom, its cutting-edge production studio, and science labs. IPoly students have access to Cal Poly's resources, such as the University Library, athletic facilities, food court and more. Because of this integration with college life, IPoly students enjoy a high rate of success when continuing postsecondary education and professional training after graduation.

IPoly students perform at the college level by taking concurrent college courses through the Young Scholars Program at Cal Poly, Mt. SAC Dual Enrollment, or Community College Special Admit Program. Through these robust concurrent college enrollment programs, approximately 90% of IPoly's eligible juniors and seniors earn transferable course credit while in high school.

100% of IPoly seniors graduate, and nearly all of the graduates attend a school of higher education following graduation. Our program gives new meaning to "college prep"!

Further information may be found on IPoly's website: [www.ipolyhighschool.org](http://www.ipolyhighschool.org).

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## International Polytechnic High School Curriculum & Project Overview

3851 W Temple Ave, Pomona, CA 91768  
909/839 2320 • <http://www.ipolyhighschool.org>