

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 University of California & California State University 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. Students may also earn college credits at Cal Poly Pomona and local community colleges, which are transferable to other universities.

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: **EXPEDITION UNLIMITED**—A Bio-geographical Journey

Essential Question: What is the most significant factor affecting the earth's environment?

This project starts with a trip to La Brea Tar Pits where students will consider how geography and biology interact and drive change through time. Then, in groups of 4-5, students will take a virtual trip to a remote location where they will research biodiversity, vegetation, climate, and how the destination is experiencing environmental change. The project combines class content from Environmental Biology and Physical Geography while developing skills in researching, writing, presenting, graphing, extrapolating, measuring, scaling, mapping, and collaborating with the other academic disciplines. The project culminates with a formal presentation of the groups' finding before the freshman class and other guests.

9/spring: **THAT'S INFOTAINMENT**

Essential Question: How can we educate the public and motivate them to take action regarding human rights, global health issues, and the environment?

Students investigate global issues related to human rights, global pandemics, ecology, and environmental technology. Students complete individual research projects about a specific aspect of their global issue and present their findings in an exhibition. Then, students create an informative campaign and stage performance with the goal of increasing the IPoly community's awareness of these critical global issues. The show is completely directed, produced, and performed by students who compete for jobs in the show by writing resumes and interviewing, auditioning, or producing a sample of the work needed for their desired position.

10/fall: **GLOBAL COMPETITION**

Students engage in a multicultural and interdisciplinary investigation of the globe to examine sports, cultures, environments, freedom, personal expression, and the interconnectivity of nations in the modern world. The Global Competition Project is organized into academic and physical activities. Student teams represent countries to earn assessments for each project component. Participation and exemplary achievements will count towards the Olympic Cup. The Global Competition Project culminates in a simulated week-long Olympics.

10/spring: **IT'S GREEK TO ME!**

Students will engage in a multicultural and interdisciplinary project that will examine the motivations behind historical and literary events and the responsibility of those who made those decisions. The It's Greek to Me project focuses on Greek mythology and the themes explored in the choices and decisions made by the characters in the various myths. Students will also compare real life historical events, debate their choices, and find connections between the Greek myths they study.

11/fall: **PROJECT PROMETHEUS REDUX**

Students will engage in a dynamic group-driven project exploring the many facets of sustainable energy resources. Using their acquired knowledge from extensive research, students will explore alternate energy sources that could mitigate our dependency on fossil fuels. Prometheus Redux will require students to exercise critical thinking skills, utilize persuasion tactics, and synthesize accumulated data to ultimately present their answer to the essential question.

11/spring: **THE 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. They will continue their inquiry by researching social movements with a focus on better living through chemistry. The students will then develop their personal definition of The American Dream by concentrating on a specific decade in time while they highlight the dream of the decade through exhibit pieces they create. The project will culminate in a junior class museum that showcases the students' findings from all the components.

12/fall: **PROJECT AWARENESS—MAKING IT REAL**

Literacy in today's world requires proficiency in new skill sets. Students need to become effective communicators and lifelong learners more than ever before, since they are constantly bombarded with information that demands both a critical eye and discerning empathy. Unfortunately, many issues that relate directly to teens are often conveyed from an adult perspective, skewing the conversation and diminishing their effectiveness and relevance.

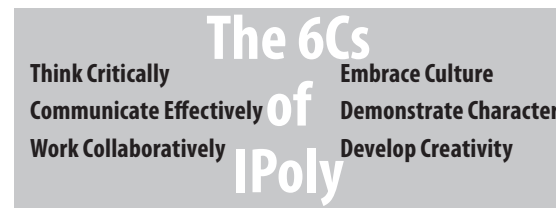
In order to reclaim that conversation and promote authentic engagement, we are challenging students to make a difference. Project Awareness requires teens to produce content that speaks to current issues from their own points of view. Studies show that people learn best by teaching and also learn best from their peers, so when students exhibit a passion for an issue, they will in turn cause their peers to be more invested.

In the end, students will be able to answer the project Essential Question: What are the most effective ways of spreading awareness of teen issues?

12/spring: **CAPSTONE: SENIOR PROJECT**

Capstone is a year-long, student-centered project that allows seniors to showcase the breadth and depth of their skills and content knowledge from having matriculated at IPoly. This project is founded on the philosophy of true inquiry. Students should focus less on the final, definitive answer and more on the questions that propel their exploration. To this end, seniors are encouraged to choose a topic that elicits an authentic curiosity within them.

Topics can encompass either a personal or professional interest. Some students may use this project as an opportunity to investigate a future career path while others may choose to delve into the intricacies of a hobby or a passion. Students will conduct extensive research on their chosen topic and are required to demonstrate the depth and complexity of this investigation by formulating essential and driving questions.



Administrative Team

Ginger Merritt-Paul, Principal
Susan Sarrategui, Assistant Principal
Bryan West, Dean of College Admissions

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.

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Los Angeles County
Office of Education
Serving Students • Supporting Communities
Leading Educators

INTERNATIONAL POLYTECHNIC HIGH SCHOOL

International Polytechnic High School Curriculum & Project Overview

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