

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

This project starts with a trip to the La Brea Tar Pits in Los Angeles where students will consider how geography and biology interact and change over 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 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, and collaborating. The project culminates with a formal presentation of the groups' findings in front of the entire freshman class and other guests.

9/spring: THAT'S INFOTAINMENT

Students investigate global issues related to human rights, 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 a marketing campaign and a culminating variety show 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 unresolved problems of the modern world. This Global Competition Project is organized into academic and physical events in which student teams represent countries to earn assessments for each project component. Participation and exemplary achievements will earn house points, which count towards the House Cup. The Global Competition Project culminates in a simulated Olympic event.

10/spring: WITH GREAT POWER...

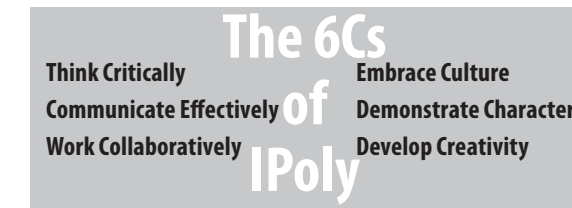
Students will engage in a multicultural and interdisciplinary project that will examine the motivations behind historical and literary events and the responsibility of those who made those decisions. The With Great Power... Project requires students to identify historical and literary issues and evaluate the reasons decisions are made and the impact those decisions have on our past, present, and future.

11/fall: PROJECT PROMETHEUS

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. 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'.

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 deconstructing a scientific discovery and identifying its impact on the quality of American life. The students will then develop their personal definition of 'The American Dream' by concentrating on a specific decade in time as well as their individual life path options and their potential outcomes. The project will culminate in a junior class museum that showcases the students' findings from all the components.



12/fall: BUILD A BETTER SCHOOL

Success in today's world requires a whole new set of skills. School should be a place where young people have an equal opportunity to develop skills that make them ready for the future. Build a Better School (BaBS) is a semester-long, student-centered project that will ask seniors to look back on their formative academic years with a critical eye and to determine the purpose of education in regards to our ever-changing global society. After exploring the topic from a variety of perspectives, students will ultimately be able to answer the project Essential Question: What is the purpose of public education?

12/spring: SENIOR CAPSTONE

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 International Polytechnic High School. 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, the International Polytechnic High School (IPoly) program emphasizes international and global studies, interdisciplinary course work, thematic, project-based learning, and team and communication skills. IPoly is a comprehensive high school, accredited and University of California and California State University approved that is run by the Los Angeles County Office of Education (Division of Student Programs) in partnership with California State Polytechnic University Pomona. IPoly has the distinct honor of being an academic program within the College of Education and Integrative Studies at Cal Poly. IPoly's sister school is the Los Angeles County High School for the Arts (LACHSA) which provides specialized instruction and training in dance, music, theatre, and visual arts.

Located on the Cal Poly Pomona campus, IPoly is tuition-free and offers a small, friendly environment (less than 600 students). Students have access to university facilities and may take college classes in their junior and senior years. Over 90% of our graduates attend a school of higher education.

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.

International Polytechnic High School students are given the opportunity to learn in a university environment, and through the Young Scholars Program at Cal Poly perform at college-level standards by taking concurrent college courses. Our program gives new meaning to "college prep"!

IPoly students have access to university resources, which include state-of-the-art computer labs, research libraries, and other facilities. Because of this integration with college life, our students enjoy a high rate of success when continuing with their higher education and professional training after graduation.

rev 2/25/2019



International Polytechnic High School

Curriculum & Project Overview

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

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Serving Students

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