

## 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 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*

Students investigate through extensive research, global issues related to human rights, pandemics, ecology, and sustainability. Students 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 team to produce a short educational film adapted from an assigned professional film from various genres.

### 10 FALL: *The Trials of Terra*

Students will engage in a dynamic semester project aimed at creating an age-appropriate escape room. They will begin by examining different aspects of puzzles such as ciphers, hidden objects, riddles, matching, logic puzzles, simple machines, and locking mechanisms. Students will then create various puzzles focusing on History, Math, Science, and Literature which will tie into their overall historical theme. The Regional Escape will be a project component, showcasing their respective rooms to our parents, local community members, freshmen, junior and senior classes. The project will culminate with the Global Competition in PE and the Super Quiz.

### 10 SPRING: *The Terra Exchange*

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, sports, 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.

### 11 FALL: *Project STEMistory*

Students will engage in a dynamic, self-driven exploration of the many facets of STEM (science, technology, engineering, and math) throughout history. Through a series of micro- and macro-focused components, students will develop a deeper understanding of and appreciation for how various contributions forged the America we know today. The project will culminate in a STEMistory Museum that showcases the students' compendium of research and creativity.

### 11 SPRING: *Shaping 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. 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  
William Wallace, Assistant 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

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