



Eugene International High School

Educating global citizens

As global citizens at Eugene International High School, we aspire to value diversity, ambiguity, and discovery—and to act with responsibility, integrity, and compassion.

Parent Newsletter

November 2003

Curriculum Integration in IHS

by Marilyn Curtis, Head Teacher

Eugene International High School features a curriculum that is not only international in its focus, but also integrated and articulated in its design. Curriculum planning in IHS connects disciplines at each grade level while bridging instruction across all four years. Given that curriculum integration is such a hallmark of our program, I thought it would be appropriate to write about some of the ways in which our courses enhance one another.

The ninth grade team is just finishing its interdisciplinary study of Australia. While the Global Geography class has looked at ways that humans have had an impact on the environment, the Global Literature class has read stories that explore the relationship between humans and the land. The team has supplemented these studies of Australia with the acclaimed film Rabbit-Proof Fence and with art lessons on Aboriginal war shields and bark painting.

The tenth grade team is just concluding a study of the ancient civilizations of Greece and Rome. Across the three core classes, sophomores have studied the history and politics of the region as well as the literature, religion, and philosophy. While studying the emergence of Athenian democracy, they have been reading The Odyssey and

Oedipus Rex at the same time learning about the ideas of Socrates, Plato, and Aristotle.

The eleventh grade team has set a goal of integrating its curriculum around the works that are read in Literature of the Americas. The plan to provide a point of integration for each work being read was demonstrated in their recent study of the slave trade. While students read selections from Roots in their literature class, they learned about the Middle Passage, slave lifestyles, and the white justification for slavery in History of the Americas as they studied mercantilism and triangular trade in Economics.

The twelfth grade team has focused its discussion of curriculum integration on the questions around which their disciplines are centered. They have also worked to coordinate the delivery of instruction. Thus the study of World War I in Twentieth Century History has been enhanced by a reading of All Quiet on the Western Front in

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IHS Student Directories are on sale now at your IHS campus office for \$3.00. This directory contains student contact information and is available for IHS students, staff and parents.

Summer 2003 travel to Australia

IHS teacher Luke Roth took the Sheldon girls basketball team to Australia.

Sydney Opera House and Harbour Bridge **Æ**



Jessie Wright, Lauren Melevin, Jennifer Wassom, Kaili VanRysselberghe, Steena Chandler, Elise Ertel, and Jillian Roehl (watching Australian Rules Football game)



WEBSITES

<http://www.4j.lane.edu/> (4J school information)

<http://schools.4j.lane.edu/ihs/index.htm> (overview of IHS program, descriptions of IHS classes, resources and links for IB, Alpha-Omega calendar, and past newsletters)

<http://www.ibo.org> (International Baccalaureate home page)

<http://darkwing.uoregon.edu/~humanctr/> (click on "Calendar" then "Calendar of Events" for a list of activities at the U of O)

Curriculum Integration in IHS

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Twentieth Century Literature which sets up later discussions in Theory of Knowledge on ethics and morality.

Curriculum integration is not simply teaching units on the same region or topic, but involves identifying the themes, concepts, and skills that can be introduced at one level and then be revisited and affirmed in subsequent units of study. International High School curriculum is integrated not only at the team level, but across all four years of the program. We coordinate our delivery of writing instruction to assure that students build the skills they will need to succeed in writing the senior extended essay. We work similarly to articulate themes and skills across our social studies program. Thus concepts that are introduced in the ninth grade Global Geography course form the foundation upon which all the other social studies courses build.

Curriculum integration requires diligence and commitment on the part of the staff. It requires constant sharing and planning to assure that lessons are properly coordinated. The size of our program and its location on four campuses present many challenges for the staff, but our commitment to curriculum integration remains steadfast.

The curriculum integration that is so central to IHS results in more than just an interdisciplinary approach of the highest quality. It brings teachers together in common cause, and instills in them an excitement and passion for presenting lessons that have been carefully crafted. Working to create an integrated curriculum fosters a sense of community and camaraderie within the staff. It is a sense of community that we extend to include our students as we all work together to gain a better understanding of the world around us.

The IS CAM is here!

The International Studies CAM has first student graduates!

For the past three years, junior and senior IHS teachers have worked with students in their pursuit of the International Studies Certificate of Advanced Mastery (IS CAM). Congratulations to 2003 graduates who completed the IS CAM: **Carly Bodnar, Diana Delgado, Courtney Dunham, Leslie Dunham, Colleen Gerry, and Paul Stubbs.**

These students earned the IS CAM in accordance to the following guidelines:

- * Completion of IHS 9th and 10th grade courses, or the equivalent thereof successfully.
- * Completion of IHS 11th and 12th grade courses successfully.
- * Completion of the IHS Advanced Project first semester, junior year according to IS CAM requirements.
- * Completion of 65 hours of IHS community service and career exploration requirements with an agency that has international affiliations. **(Please see the list of approved agencies on the next page.)**
- * Documentation and completion of Career-Related Learning Standards (CRLS) according to State guidelines. CRLS may be documented in conjunction with work completed in IHS classes.
- * Demonstration of 4th year proficiency in a foreign language, proven by completing a fourth year course or the equivalent.
- * Completion of the IHS Senior Project with an international focus. IB diploma candidates completed an addendum that satisfied this requirement.
- * Presentation of the Senior Project to the class and project advisor.

This year, juniors can declare their intentions to earn an IS CAM by completing the “Declaration of Candidacy” form available in the IHS office. We are proud to recognize the following juniors who have already declared their candidacy this year: **Eileen Barry, Nathan Biondo, Michaela Cadwell, Robert Carney, Andrew Edwards, Sarit Gluz, Abigail Hagood, Amy Hellickson, Maureen Keegan, Ester Kim, Tegan O’Brien, Wren Patton, Lindsey Reightley, Garrett Staples, Amy Ueno.**

Interested juniors who have not yet signed up should check with their Projects teacher.

Many students earn CAMs in other fields of study—our offering the IS CAM enables our students to earn a CAM without adding considerable weight to their already heavy academic loads. We are excited to offer our students this opportunity to excel in international studies, even beyond their current course of study in IHS!

If you have questions about the IS CAM, please e-mail IHS junior team leader, Courtney Leonard at leonard@4j.lane.edu. She can also be reached at 687-3115.

Please help! We are working to expand our list of internationally affiliated agencies where students may volunteer or complete internships. If you know of an agency that is not on the list seen on the next page, please contact Courtney Leonard at leonard@4j.lane.edu. Thanks!

IS CAM
Approved Community Service Sites with International Connections
For Juniors and Seniors

Name of Organization	Address		Phone
American Red Cross, Eugene Child Care Food Program Fire Victim Relief First Aid and CPR	150 E. 18 th , Eugene	97401	344-5244
American Red Cross Service to Military Families	112 E. 10 th	97401	344-5244
American Red Cross Meals on Wheels	996 Jefferson	97402	684-7172
American Red Cross, Bethel	862 Bethel Drive	97402	607-5065
Catholic Community Services	945 W. 7 th	97402	345-3628
Centro de Fe Church	540 Adams St	97402	485-0132
Centro Latino Americano	944 W. 5 th St.	97401	687-2667
E-LAW, Environmental Law Alliance Worldwide	1877 Garden Ave	97403	687-8454
Eugene Sister City Foundation	840 Lawrence St.	97401	338-9788
Eugene 20/30 Active Club	PO Box 365	97440	341-6200
Friendship Foundation for International Students	University of Oregon		346-3206
Girl Scouts of America Western Rivers Council			485-5911
Habitat for Humanity Springfield-Eugene	P.O. Box 488	97477	741-1707
Cottage Grove	811 E. Main Street	97424	767-0358
Junction City	28600 Ferguson Road	97448	998-9548
HIV Alliance	1966 Garden	97401	342-5088
Holt International Children's Services	1195 City View	97402	687-2202
Interamerican University Studies Institute	PO Box 10958	97440	686-5947
Lane Community College/ESL Program--classroom assistant	(Stan Paulic)		485-8938
Mobility International	(Stephanie Gray / Susan Siegel)		343-1284
Planned Parenthood	1670 High Street	97401	342-6042 x16
Rotary International	132 E. Broadway, Suite 732		485-5983
Salvation Army	640 W. 7 th Ave.	97402	343-3328
Special Olympics of Lane and Linn Counties	http://www.soor.org/		747-3536
St. Vincent De Paul Society	705 S. Seneca.	97402	687-5820
United Way of Lane County	3171 Gateway Loop	97477	741-6000 x104
UO International Student Association	EMU Room 206	97403	346-4387
UO International Resource Center	(Anne Williams)	97403	346-0885
UO Office of International Education and Exchange	330 Oregon Hall	97403	
YMCA, Eugene Family	2055 Patterson	97405	686-9622

***You may also volunteer to help with any foreign language instruction. That would include being a teacher's aid for a foreign language teacher at your school or at one of the immersion schools. It would also include tutoring another student in a foreign language, under the supervision of an adult language instructor. Note that *seniors* must volunteer *off* their high school campuses.

***If you find another site that you think might qualify as one having international connections and so should be added to this list, please contact your project supervisor for approval.

Notes and Notices

WANTED:

COMMUNITY READERS FOR IHS SENIOR PAPERS

Community readers are needed to help evaluate IHS senior papers. You don't need to be an expert in a field for this work; you just need to be a careful, supportive reader. Papers are approximately 4,000 words in length (about 12 pages). You'll be asked to read one or two, and you will be provided with training beforehand. Papers are due in December; training will take place in early December at each campus, and you'll have about a week and a half to read and comment on them. You will not be asked to give a letter grade on the paper, but to read for writing style, argument, completeness, and so forth.

This is a great way to contribute your talent and skills to the International High School program

on your own time and to get a preview of the project your student will be doing senior year. For more information, call the IHS Sheldon office at 687-3171, Jennifer Rondeau at 338-4243, Marion Sweeney at 344-3459, or e-mail Rebecca Hammons <hammons_r@4j.lane.edu>.

Training dates and times:

Dec 2, Churchill, Rm. J19, 7 PM

Dec 3, Sheldon, Rm. B7 & 8, 7 PM

Dec 4, South, Rm. 540-541, 7 PM

Understanding the CIM in IHS

Sophomores will have opportunities this year to demonstrate proficiency on both state tests and classroom work samples to earn a Certificate of Initial Mastery (CIM). Students will be given the opportunity to complete the Language Arts requirements for the CIM in their IHS classes. They will take the state reading assessment and the state writing assessment in the spring. In addition, they will have multiple opportunities to complete the three writing work samples and the three speaking work samples that are currently required for the CIM. These work samples are classroom assignments directly related to state academic standards. All IHS ninth and tenth grade teachers have developed specific classroom assignments to serve as work samples for the CIM, and both ninth and tenth grade students in IHS will have multiple opportunities to meet those work sample requirements.

Any IHS juniors or seniors who have not passed the Oregon Statewide Assessments in reading or writing will have additional opportunities this year to take the tests. IHS eleventh and twelfth grade teachers will be working with IHS students who need additional work samples in writing and speaking to meet the CIM proficiency standards by the time the students graduate.

If you have questions about your student's CIM work in IHS, contact Daniel Gallo <gallo_d@4j.lane.edu>, tenth grade coordinator, at 687-3171.

If you have questions about your student's overall CIM profile, contact your host school counseling office.

CIM Test Dates 2003-2004

Reading/Literature Multiple Choice

Held in History classes

April 13th-16th, 2004

Writing Performance Assessment

Held in Literature classes

April 27th-30th, 2004

INTRODUCING OUR NEW IHS TEACHERS.....



CHRISTINE PETTINGILL teaching 9th Grade Cultural Aesthetics. My teaching career started in Tegucigalpa, Honduras where I lived and taught for the 1999-2000 school year. I was the only middle school English teacher at a small, bilingual school and there fell in

love with teaching. Since my year in Honduras I have graduated with a Master's degree from Pacific University, participated in a Fulbright-Hays Grant in Ghana, West Africa, and traveled in Eastern Europe and Greece. I'm now glad to be back in Eugene, to have become a part of the International High School, and am excited about all the possibilities for this school year and beyond.



KYLE YAMADA teaching 10th Grade Global History and 12th Grade 20th Century Global History. I basically consider myself an international mutt. Although I grew up in Corvallis, I was born in Canada to a Japanese American and a German immigrant. I lived

in Germany for a year, and I have visited several European countries as well as Mexico. I recently finished another year-and-a-half stint in Canada, where my wife and I were working on our Master's degrees. Through it all, I have developed a thoroughly international outlook.



JOANNE CUNNINGHAM teaching 9th Grade Global Geography. I grew up in the Willamette Valley, in a small town called Jefferson. I come from a family of teachers, so it's no surprise finding me in this profession. I went to college here in Eugene at UO for

both my BA in History and my Masters in Education. I've really grown attached to Eugene, and am very happy to have found a great job in town. My biggest travel highlight was spending 7 months in New Zealand while in college staying on a lamb and beef farm on the North Island outside a town called Whangarei (3 months) and then attending University of Auckland for a semester (4 months). I have also travelled around Europe, some in high school, and visited relatives in Wales and Norway. I am planning a personal trip to Germany this summer to visit a friend who lives there now.



CALEB KOSTECHKA teaching 9th Grade Global Literature. I am originally from Delavan, Wisconsin. My hometown is most notable for being the clown capital of the world. The garbage cans all have clown heads on them and there is a giant statue

of an elephant and giraffe in the main square. In high school I won a scholarship to study for a summer in Japan where I learned and lived in a suburb of Tokyo and attended school. I attended the University of Wisconsin-Madison where I met my partner, Codie, who is a teacher at North Eugene High School. After completing college, I moved to Costa Rica for six months to run a thatch roof hostel on the Caribbean Coast. I surfed, washed sheets, made friends, and played in a reggae band. I then moved back to Madison and taught 7th and 8th grade for a year. Last year I moved to Maupin, Oregon to teach 9-12 Language Arts. I worked every weekend at Mount Hood (snowboarding), was involved in community theater, played guitar in the high school pep band, and worked as a raft guide all summer. I am now in Eugene.

Other New Teachers...



MICHAEL PEARCE teaching 10th Grade Global History and Comparative Values & Beliefs



DAVID WOOD teaching 11th Grade Literature of the Americas and Comparative Economic & Political Systems



CRAIG WIEBE teaching 10th Grade Global Literature & Arts

IHS-Upcoming dates . . .

Nov 4	IHS Site Council	South, IHS Wing	4:00 PM
Nov 7	Early Release - Mid-Semester Grading		
Nov 11	No School - Veterans Day		
Nov 18	IHS Parent Steering Committee*	North, Rm 105	7:00 PM
Nov 27-28	No School - Thanksgiving		
Dec 2	Sr Project Community Reader Training,	Churchill, Rm J19	7:00 PM
Dec 3	Sr Project Community Reader Training,	Sheldon, Rm B7 & 8	7:00 PM
Dec 4	Sr Project Community Reader Training,	South, Rm 540-541	7:00 PM
Dec 9	IHS Site Council	South, IHS Wing	4:00 PM
Dec 12	Early Release - Progress Reports		
Dec 16	IHS Parent Steering Committee*	North, Rm 105	7:00 PM
Dec 22-Jan 2	Winter Vacation		
Jan 5	No School - Staff Development Day		
Jan 6	Classes Resume		
Jan 13	IHS Site Council	South, IHS Wing	4:00 PM
Jan 19	No School - Martin Luther King, Jr. Day		
Jan 20	IHS Parent Steering Committee*	Sheldon, Rm B6	7:00 PM
Jan 29	End of Semester 1		
Jan 30	No School - Semester Grading		
Feb 2	Semester 2 Begins		
Feb 10	IHS Site Council	South, IHS Wing	4:00 PM
Feb 16	No School - Presidents' Day		
Feb 17	IHS Parent Steering Committee*	Sheldon, Rm B6	7:00 PM
Feb 27	Early Release - Progress Reports		
Mar 9	IHS Site Council	South, IHS Wing	4:00 PM
Mar 16	IHS Parent Steering Committee*	Sheldon, Rm B6	7:00 PM
Mar 22-26	Spring Break		
Mar 29	No School - Staff Development Day		
April 2	Eurasian Conference	Wheeler Pavillion, Lane County Fairgrounds	

*New parents are always welcome to attend the Parent Steering Committee meetings

Updated IHS staff e-mail addresses

To send an email to any of the addresses below, add: @4j.lane.edu

Hiett Cooper	(cooper_h)	Caleb Kostechka	(kostechka_c)	Steve Smith	(smith_st)
Joann Cunningham	(cunningham)	Courtney Leonard	(leonard)	Melodee Soczek	(soczek)
Marilyn Curtis	(curtis_m)	Elizabeth Lorish	(lorish)	Carol Stephenson	(stephenson_c)
John Davis	(davis_j)	Susan Mannheimer	(mannheimer)	Saskia Strauss	(strauss)
Debbie Duke	(duke)	Sue Martichuski	(martichuskis)	Larry Sutton	(sutton)
Peggy Farris	(farris)	Margaret McCoy	(mccoy)	Julie Weber	(weber)
Daniel Gallo	(gallo_d)	Bev McDuffie	(mcduffie)	Craig Wiebe	(wiebe)
Lynne Given	(given)	Michael Pearce	(pearce)	David Wood	(wood_d)
Joshua Hamill	(hamill)	Christine Pettingill	(pettingill)	Kyle Yamada	(yamada)
Rebecca Hammons	(hammons_r)	Wade Powell	(powell_w)	Jenelle Youngblood	(youngblood)
Jim Holm	(holm_j)	Luke Roth	(roth)		
Steve Knox	(knox_s)	Deon Saraceno	(saraceno_d)		

Travel Opportunities



Travel to China this summer!

Tour important sights in Beijing. Walk on the Great Wall. Explore Xi'an, once one of the world's greatest cities. Visit Shanghai and see the famous Shanghai Acrobats. Bike the countryside of Guangxi. Walk the Longji rice Terraces. See the sights in Hong Kong.

\$2700 for three weeks

Departure Date: Approximately June 20th

Max. group size: 10+ one teacher

Interested? Contact Saskia Strauss at strauss@4j.lane.edu



Total trip duration is 23 days (flights and extra night in Hong Kong included)

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