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# Eugene International High School

## *HANDBOOK*

2024-2025

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*Eugene International High School is the winner of the 2007 Goldman Sachs Foundation Prize for Excellence in International Education and the 2004 International Studies Schools Association Award for Excellence in International Education*

### Eugene International High School Campuses:

Eugene IHS @ Churchill  
1850 Bailey Hill Road  
Eugene, Oregon 97405  
(541) 790-5225

Eugene IHS @ Sheldon  
2455 Willakenzie Road  
Eugene, Oregon 97401  
(541) 790-6636

Eugene IHS @ South  
400 East 19th Ave  
Eugene, Oregon 97401  
(541) 790-8030

[www.ih.s4j.lane.edu](http://www.ih.s4j.lane.edu)

## ***PHILOSOPHY AND MISSION***

**Eugene International High School, through the study of the history and cultures of nations, coupled with the study of a world language, prepares students for successful living in an international, multi-lingual community.**

### ***Mission Statement***

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

*“Como ciudadanos globales en la Escuela Preparatoria Internacional de Eugene, aspiramos dar valor a la diversidad, ambigüedad y al descubrimiento y actuar con responsabilidad, integridad y compasión.”*

*“En tant que citoyens du monde au Lycée International de Eugene, nous aspirons à apprécier la diversité, l’ambiguïté et la découverte, et à agir avec responsabilité, intégrité et compassion.”*

## **EUGENE INTERNATIONAL HIGH SCHOOL OVERVIEW**

Established in 1984, Eugene International High School (Eugene IHS) is an award-winning alternative school in international studies for students in grades nine through twelve. The school is designed for students who value global understanding and communication, cultural differences, and improving the human condition. Eugene IHS offers a four-year interdisciplinary humanities curriculum focused on the study of nations, their cultures, history, artistic expression, and political, economic, and belief systems. Students who graduate from Eugene IHS will have developed a cultural awareness necessary for international communication and understanding.

Located at three sites in District 4J on the campuses of Churchill High School, Sheldon High School, and South Eugene High School, Eugene IHS offers students a core curriculum in international studies during half of their school day. During the other half, Eugene IHS students can select from an array of courses offered in the host schools in the sciences, mathematics, languages, publications, applied technology, physical education, and fine and performing arts. Students with advanced language skills in Spanish or French have the opportunity to participate in language immersion courses in Eugene IHS at the Sheldon and South campuses respectively.

The organizational structure of Eugene IHS is a school-within-a-school model. Eugene IHS shares the facilities and resources of the host high school. This model not only provides an opportunity for students to specialize in international studies and to benefit from the excellent offerings in the host schools, but also serves as a catalyst to increase the international dimension of the regular school program.

Eugene IHS is a member of the International Baccalaureate Program, a world-wide affiliation of schools that promotes international standards of achievement. All the coursework for Eugene IHS juniors and seniors meets the requirements for the IB. Eugene IHS students may choose to pursue the full IB Diploma with examinations in six subjects or test as course candidates in individual subjects. IB tests can earn students college credit in universities and colleges all over the world.

# SCHOOL BOARD STATEMENT ON ALTERNATIVE SCHOOLS

The Board of Directors recognizes that the educational goals of School District 4J can best be attained through educational programs as diverse as students' needs within a pluralistic society. Therefore, the board endorses the development of a variety of alternative schools and programs through the cooperative efforts of educators, parents, students, and/or community resources.

An alternative school is defined as any complete educational program that represents a distinctive strategy within the district for achieving the educational goals defined in the school board's philosophy statement and in the program goals and objectives of the district's required curriculum. The term "complete educational program" is used herein to mean a school that has an organizational structure, a teaching staff, a budget, and a specific curriculum, each of which is separate from other schools. An alternative school may share the facilities, administrative personnel, and the support services of another alternative school, or may be an autonomous unit. An alternative school may differ from other schools in ways that include, but are not limited to, the following:

1. The school may emphasize a specific element of the district's approved curriculum;
2. The school may present the district's approved curriculum in a sequence different from the order of presentation in other schools;
3. The decision-making process for governance of the school may differ from the processes used in other schools;
4. Students may be grouped for instruction in some unique manner;
5. The teachers in the school may emphasize a specific instructional strategy.

The Eugene School District Board of Directors approved Eugene International High School as an alternative high school in June 1984.

## *GOALS*

Eugene International High School will enable students to:

- Be active and informed citizens of the United States and the world, skilled at responding creatively to an increasingly interdependent world.
- Recognize and understand the cultural differences and similarities of people in the world and within their own country.
- Appreciate the impact that world affairs have on the individual.
- Be aware of the interdependence of countries and cultures in a world society.
- Understand the nature of ecological, technological, and economic interdependence.
- Communicate in an international, multi-lingual community across linguistic and cultural boundaries.
- Appreciate world languages including non-western languages.
- Understand Oregon's important link with Pacific Region countries.
- Gain an awareness of careers related to international affairs.

# REQUIREMENTS

## Admission into Eugene International High School

Admission into Eugene IHS is based on self-nomination and predicated on an interest in international studies and world languages. A student's experience will be enhanced by a desire to gain international knowledge and perspective and by good study skills, self-discipline, awareness of current world developments, strong communication skills, and a collaborative relationship between teachers and families. There are homework expectations and an opportunity for independent study.

All interested students must fill out an online 4J School Choice application by the deadline. Students will be accepted to Eugene IHS based on a lottery conducted at the 4J District office. Please check the 4J website for further details: [www.4j.lane.edu/choice](http://www.4j.lane.edu/choice).

If a student exits Eugene IHS and does not live in the attendance region, he/she must attend his/her neighborhood high school or obtain an official transfer from the district in order to stay at the host school. If the host school is full, the student will be placed on a waiting list. If a student exits Eugene IHS and does reside in the attendance area, the student may attend the host school. A student can only withdraw from Eugene IHS at the end of a trimester.

Eugene IHS asks for a commitment of one trimester from new students before the decision is made to exit. All students must process the Eugene IHS withdrawal form when exiting the school.

Students may enter the school any time through the beginning of the eleventh grade year on a space-available basis. Admissions after that are at the discretion of the head teacher and the eleventh grade teachers and require a parent, student, and head teacher conference.

## World Language Requirement

As part of their commitment to international studies, Eugene IHS students study world language. Students must take three years of world language while in high school to receive the honorary Eugene IHS diploma. This does not mean they need to reach level three, but they need to take three year-long classes (3 credits). The three classes can be the same language or different. Students preparing for college admission should complete two years of the same world language. Students who intend to pursue the International Baccalaureate Diploma or take an IB test in a world language must reach a minimum of level 4 of the same World language to be prepared for the IB test in that language.

## State Graduation Requirements

Oregon High School diploma requirements are designed to prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to complete specific credit requirements, demonstrate proficiency in essential skills, and meet the personalized learning requirements which include:

- \* Educational Plan and Profile: Develop an educational plan and build an educational profile.
- \* Career-Related Learning Standards: Demonstrate career-related knowledge and skills.
- \* Career-Related Learning Experiences: Participate in career-related learning experiences as outlined in the education plan.
- \* Extended Application: Demonstrate extended application through a collection of evidence.

In Eugene IHS students will have opportunities to demonstrate proficiency in essential skills during their high school career and meet the personalized learning requirements during junior and senior year.

## Immersion Program within Eugene International High School

Eugene IHS, in partnership with Sheldon and South Eugene High Schools, offers students the opportunity for language immersion study in Spanish or French. Immersion study requires course work both in the grammar and literature of the language and in the use of the language in the study of another discipline. The study of a variety of subjects in the immersion language is the distinguishing principle of immersion education.

Students entering Eugene IHS from a District 4J immersion school in Spanish or French or students who demonstrate highly advanced skills in these languages may participate in the Spanish or French Immersion Program. If they successfully complete the requirements outlined below, students may earn the Immersion Medallion from Eugene IHS in recognition of full participation and enrollment in the immersion program for four years:

1. Completion of all Eugene IHS course work in eleventh and twelfth grades
2. Successful completion of four years of immersion language classes in the host school as follows:

<b>Spanish Immersion</b>	<b>French Immersion:</b>
9th Grade SI Lit/Comp (CN201)	9th/10th Grade Le Monde Francophone
10th Grade SI Lit/Comp (CN202)	9th/10th Grade Expressions
11th Grade SI Lit/Comp AP (CN203)	11th Grade French Language AP
12th Grade SI Lit/Comp IB	12th Grade IB French
3. Completion of a CAS (Creativity, Activity, Service) experience in a setting where the immersion language is the primary language being used.
4. Requirements for high school graduation
5. Successful completion of the Eugene IHS ninth through twelfth grade immersion offerings as follows; **when offered:**
  - 9th grade - Global Geography
  - 10th grade - Narratives and Perspectives
  - 11th grade - IB History of the Americas
  - 12th grade - Course if offered

# CREATIVITY, ACTIVITY, SERVICE (CAS)

## Rationale

Many high school organizations and the District 4J Honors Diploma Seal require community service work. Eugene International High School has made experiential learning a part of our identity since the founding of the school in 1984. We are committed to Creativity, Activity, and Service (CAS) as an aspect of an international studies curriculum, for it is one more way students gain confidence and knowledge in a broader world than home and school.

In undertaking CAS during the junior and senior years, students derive many benefits, both practical and altruistic. The activities and experiences in which students are involved can be more fully developed both in service to the community and in exploring student interest and potential.

## What Is CAS?

CAS is a fundamental aspect of the Eugene IHS experience. The emphasis of CAS is on new and experiential learning. It is designed to involve students in new roles, and explore ways in which current activities can become true learning experiences. The emphasis is on learning by doing real tasks that have tangible outcomes and then reflecting on these experiences. The ultimate goal of CAS is to nurture life-long learners who seek new opportunities and challenges; balance personal and academic pursuits; act with integrity, responsibility and compassion; and who value diversity, ambiguity and discovery to create a better and more peaceful world.

**Creativity** is defined as “exploring and extending ideas leading to an original or interpretive product or performance” (IB Creativity, Activity, Service Guide 8). This is interpreted as imaginatively as possible to cover a wide range of arts and other activities that involve creative thinking. Examples could include participation in music, theater, fine arts, or design. **In a student’s CAS program, creativity fosters an appreciation for the arts.** “Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student’s talents, interests, passions, emotional responses, and imagination; the form of expression is limitless...Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking” (IB Creativity, Activity, Service Guide 18).

**Activity** is defined as physical exertion contributing to a healthy lifestyle, complementing academic work. **In a student’s CAS program, activity focuses on the physical, and thus, mental, well-being of the student.** “The aim of the ‘Activity’ strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit” (IB Creativity, Activity, Service Guide 19).

**Service** consists of an unpaid and voluntary community contribution that has a learning benefit for the student and fosters a greater sense of commitment to community—local, national and international. **In a student’s CAS program, service focuses on an endeavor beyond a student’s current experience and shows engagement in meeting a community need.** Service involves “Collaborative and reciprocal engagement with the community in response to an authentic need. The aim of the ‘Service’ strand is for students to understand their capacity to make a meaningful contribution to their community and society. Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students’ self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness” (IB Creativity, Activity, Service Guide, page 8).

Students in Eugene International High School will complete **100 hours** of CAS activities over the course of junior and senior years: at least **40 hours of service, 20 hours of creativity and 20 hours of activity with a reasonable balance between the remaining 20 hours**. Hours must be concurrent over two years—that is, they should be spread out over the course of both junior and senior years—and should reflect an ongoing commitment to the principles of the CAS Learning Outcomes. Each term, there will also be a minimum required hours of CAS to be completed.

**Immersion students** will be asked to conduct one or a series of CAS experiences in their immersion language and then reflect upon that experience. The purpose of this reflection is to show how they sustain a commitment to dual literacy outside of the classroom in a way that supports the student's growth in one of the CAS Learning Outcomes..

**Requirements are outlined in detail in the CAS Student Handbook.** In addition, students receive information in classes.

## SCHEDULE

Eugene IHS has a unique schedule, one of its features as an alternative school.

The Eugene IHS schedule provides:

1. A block of time that allows for integrated study and a variety of instructional strategies.
2. A structure that allows a cohort group of students to share the same classes and teachers for the year, thus establishing a learning community in which students are encouraged to think critically, to challenge ideas, and to be respectful of the ideas of others.
3. Instructional time that facilitates student presentations, group work, guest speakers, panel discussions and simulations.
4. Common planning time for the staff to meet in teams to collaborate on curriculum, learning activities, and the needs of students.

Eugene IHS students are enrolled in either the Eugene IHS morning block or afternoon block. The rest of their day is spent in the host school attending classes in mathematics, science, language, physical education, and other courses of their selection.



# GRADUATION

Students in Eugene IHS have several graduation opportunities available to them. Each includes an interdisciplinary curriculum with an emphasis on world language, and all plans are college preparatory in nature.

## **Eugene International High School Honorary Diploma**

Eugene IHS offers a four-year curriculum. Students who successfully complete the curriculum receive an honorary Eugene International High School diploma in addition to an official high school diploma. To earn the honorary Eugene International High School diploma, students must complete grades eleven and twelve in Eugene IHS with passing grades, complete three years of world language study, complete 100 hours of CAS (Creativity, Activity, Service), and satisfy requirements for high school graduation. A year of study abroad may substitute for either the junior or senior Eugene IHS coursework toward earning the honorary Eugene International High School diploma. All interested students should meet with the Head Teacher if they are considering travel during junior or senior year. Eugene IHS students who have not met the requirements for the honorary Eugene International High School diploma may still participate in the Eugene IHS graduation ceremony if they meet their host school's requirements for participation in the host school's graduation ceremony.

## **Early Graduation**

Eugene IHS juniors who plan to graduate early from their host schools at the end of junior year must complete the year of Eugene IHS courses in IB Comparative Political and Economic Systems, IB History of the Americas, IB Literature of the Americas, and Junior Core, must meet all host school graduation requirements, and must work with their counselors on a district-approved early graduation plan. Early graduation does not qualify the student for the honorary Eugene International High School diploma.

## **Immersion Medallion**

Students who successfully complete the coursework and requirements of one of the immersion programs while they are enrolled in Eugene IHS qualify for earning the Immersion Medallion.

## **International Baccalaureate Diploma**

The International Baccalaureate, a program for juniors and seniors, is recognized by many colleges and universities for credit or advanced standing. These students often also receive priority for admission. Students seeking the International Baccalaureate Diploma must pass six examinations, complete a 3,500-4,000-word extended essay, and complete projects in creativity, activity, and service during the junior and senior years.

## **International Baccalaureate Course Examinations**

Eugene IHS students may also elect to take examinations in individual subjects. Students passing these tests can receive college credit at selected colleges and universities, similar to Advanced Placement credit. International Baccalaureate Diploma guidelines are outlined in detail in the IB Parent/Student Handbook available in the Eugene IHS offices and on our website: [www.ihs.4j.lane.edu](http://www.ihs.4j.lane.edu).

## **District 4J Honors Diploma Seal**

All District 4J high school students can earn this recognition for a high GPA and service. Students should consult the counselors for regulations and guidelines about earning this recognition.



# COURSE WORK FOR GRADUATION PLANS

The following shows the courses students take in Eugene International High School at each grade level. Below that is a description of course work needed for Eugene IHS students desiring the Eugene International High School Honorary Diploma, the Immersion Medallion, or the International Baccalaureate Diploma.

## Eugene IHS Curriculum

### Grade Nine

Global Geography  
Global Literature  
Global Health

### Grade Ten

Global Literature & the Arts  
Narratives and Perspectives  
Global Civics and Engagement

### Grade Eleven

IB History of the Americas  
IB Literature of the Americas  
IB Comp Pol & Econ Systems  
IB Seminar

### Grade Twelve

IB 20th Century Global History  
IB 20th Century Global Literature  
IB Theory of Knowledge

## Eugene IHS Honorary Diploma

Completion of all Eugene IHS coursework in eleventh and twelfth grades\*  
3 years (3 credits) of world language study  
Requirements for high school graduation  
Completion of 100 hours of CAS (Creativity, Activity, and Service)

## Immersion Medallion

Completion of all Eugene IHS coursework in eleventh and twelfth grades\*  
Successful completion of four years of immersion language classes as follows:

### Spanish Immersion

9th Grade SI Lit/Comp (CN201)  
10th Grade SI Lit/Comp (CN202)  
11th Grade SI Lit/Comp AP (CN203)  
12th Grade SI Lit/Comp IB

### French Immersion:

9th/10th Grade Le Monde Francophone  
9th/10th Grade Expressions  
11th Grade French Language AP  
12th Grade IB French

Completion of 100 hours of CAS (Creativity, Activity, and Service)  
*(Immersion students must complete a CAS experience in a setting where the immersion language is the primary language being used.)*  
Requirements for high school graduation  
Successful completion of Eugene IHS ninth through twelfth grade immersion offerings as follows *(whenever courses offered)*:

### Spanish Immersion

Geografía Universal  
Las Narrativas y Perspectivas  
IB Historia de las Américas SI

### French Immersion

Géographie Mondiale  
Histoires et Perspectives  
IB Histoire des Amériques

## International Baccalaureate Diploma Plan

Completion of all Eugene IHS coursework in eleventh and twelfth grades\*  
World language study minimally through the fourth level  
IB Science  
IB Math  
Requirements for high school graduation  
Completion of 100 hours of CAS (Creativity, Activity, and Service)

*\* Travel and/or study abroad may substitute for part of or all of one year. All interested students should meet with the Head Teacher if they are considering travel during junior or senior year.*

# CURRICULUM

The Eugene International High School curriculum 9 - 12 is an integrated course of study in the history, culture, literature, artistic expression and political, economic, and belief systems of nations across time and across the globe.

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## GRADE 9

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### GLOBAL LITERATURE

**Credit:** 1 Credit Language Arts

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

This Language Arts course introduces literature from various regions around the world and focuses on global issues, diversity, and universal themes. We begin the year with a unit on international mindedness by reading poetry, articles, and narratives about perspective and identity. The robust units that follow include selected works from Australia, Asia, Africa, and Europe. We will read and interact with poetry, short stories, plays, novels, and informational texts that give voice to these regions. Woven into these units will be the study of creative writing, film, literature circles, the arts, formal writing, critical thinking, rich discussion, and communication skills. Because good communication skills - reading, writing, speaking, and listening - are essential for addressing universal issues, students will work in a supportive and collaborative project-based environment where all voices are welcome.

### GLOBAL GEOGRAPHY

**Credit:** 1 Credit Social Studies

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

Global Geography enriches students' understanding of the voices, history, culture, setting, and current political/environmental issues of people in each region of the world.

### S.I. GEOGRAFÍA UNIVERSAL (*\*Sheldon Campus only whenever course is offered*)

**Crédito:** 1 Crédito Estudios Sociales

**Duración:** Todo El Año

**Requisito:** Hay que estar inscrito en Eugene IHS

El alumno concentra sus estudios en asuntos globales de eficacia mayor. El desarrollo del sistema político económico internacional será uno de los enfoques de la materia además de establecer un base de conocimiento de las distintas culturas del mundo.

## **GÉOGRAPHIE MONDIALE-IMMERSION FRANÇAISE** (*\*South Campus only whenever course is offered*)

**Credit:** 1 Crédit Études Sociales

**Terme:** Toute l'année

**Condition préalable:** Immatriculation en Eugene IHS et en Immersion Française

La Géographie Mondiale est à la fois l'étude du globe terrestre et son écologie, et l'étude des questions de portée globale. Celle-ci passe par la connaissance des cultures distinctes, les divisions politiques du monde, et les conflits entre les peuples.

## **GLOBAL HEALTH**

**Credit:** 1 Credit Health

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

Global Health is a year-long course with a focus on self-empowerment, media literacy, and global activism. We seek to foster an understanding of personal health issues and to encourage reflection on each student's own well-being in the broader context of a global education. Focus will be given to self-assessment, self-management, building analytical skills, strengthening communication skills, setting goals, decision-making for personal health, and exploring how to self-advocate and take action in the many areas of health.

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# **GRADE 10**

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## **GLOBAL LITERATURE AND THE ARTS**

**Credit:** 1 Credit Language Arts

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

Global Literature and the Arts is a study of literature, composition, and the humanities. Students will read texts from Europe, the Middle East, India and China. In this course, students will explore the human experience by engaging in the art of drama, demonstrating the power of persuasion, and examining the consequences of rebellious and non-conforming behavior. The goal of this course is to create and foster 21st century learners. Students will engage in various forms of writing such as play writing, the art of persuasion (rational, emotional and ethical appeals), analytical writing, timed writing, reflective writing, research writing with internal citations and works cited, as well as passage and literary device analysis. This course will also involve reading, acting, researching, public speaking, creative thinking, and creating artistic and expressive pieces.

## **NARRATIVES AND PERSPECTIVES**

**Credit:** 1 Credit Social Studies

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

This course uses a case-study approach to examine how cultural, religious, and philosophical traditions have impacted the history and the development of communities and systems.

## **HISTOIRES ET PERSPECTIVES**

**(NARRATIVES AND PERSPECTIVES)** (*\*South Campus only whenever course is offered*)

**Crédit:** 1 Crédit Études Sociales

**Terme:** Toute l'année

**Conditions Préalable:** Immatriculation en Eugene IHS et en Immersion Française

Ce cours utilise une approche d'étude de cas pour examiner comment les traditions culturelles, religieuses et philosophiques ont influencé l'histoire et le développement des communautés et des systèmes.

## **LAS NARRATIVAS Y PERSPECTIVAS**

**(NARRATIVES AND PERSPECTIVES)** (*\*Sheldon Campus only whenever course is offered*)

**Crédito:** 1 Credito Estudios Sociales

**Duración:** Todo El Año

**Requisito:** Hay que estar inscrito en Eugene IHS

Las narrativas y perspectivas en la Escuela Secundaria Internacional se enfocan en el estudio de casos específicos que examinan como las tradiciones culturales, religiosas y filosóficas han afectado la historia y el desarrollo de comunidades y sociedades humanas.

## **GLOBAL CIVICS AND ENGAGEMENT**

**Credit:** 1 Credit Social Studies

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

Global Civics and Engagement is a course where students explore the ideas of democracy, citizenship, and government. Students learn from a variety of local, national, and international examples to create practical and participatory community projects, fostering civic engagement and global responsibility.

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# GRADE 11

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## **IB LITERATURE OF THE AMERICAS**

**Credit:** 1 Credit Language Arts

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

This course includes works of fiction and non-fiction from the early 19th century through the 20th century from North America and Latin America. This course is integrated with the History of the Americas class and, together with the economics course, provides students with a greater understanding and knowledge of the culture of the Americas and the role of the Americas in the global political and economic community. Students learn the major social, political, ideological, economic, and cultural forces that have shaped the literature of the Americas; compare the literature of different American cultures; define and identify major literary trends in the Americas; demonstrate in written and oral analysis a sound understanding of literary devices and terms for literary analysis; and analyze, interpret, and evaluate literary works, orally and in writing. This course works toward preparation for the International Baccalaureate exam in English.

## **IB HISTORY OF THE AMERICAS**

**Credit:** 1 Credit Social Studies

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

North America and Latin America are studied for the purpose of comparing/contrasting the similarities and differences in cultural roots, political-economic-social development, and modern international relations. The US Constitution and its impact on critical issues in modern US History will serve as an ongoing focus throughout the year. This course works toward preparation for the International Baccalaureate exam in History.

## **IB HISTORIA DE LAS AMÉRICAS S.I. (\*Sheldon Campus only whenever course is offered)**

**Crédito:** 1 Credito Estudios Sociales

**Duración:** Todo El Año

**Requisito:** Hay que estar inscrito en Eugene IHS

El enfoque de la clase es la historia North-Americana y Latinoamericana, con el propósito de poder comparar las similitudes y diferencias en cuanto a las raíces culturales, el desarrollo económico-político-social, y en las relaciones diplomáticas internacionales. Este curso sirve de preparación para el examen internacional (IB) de historia.

**IB HISTOIRE DES AMÉRIQUES** (*\*South Campus only whenever course is offered*)**Crédit:** 1 Crédit Études Sociales**Terme:** Toute l'année**Condition Préalable:** Immatriculation en Eugene IHS et en Immersion Française

Les études des Amériques, nord et sud, font l'objet de ce cours. On compare les similitudes et différences des racines culturelles, des développements politiques, économiques, et sociaux, ainsi que des politiques étrangères modernes. La constitution des États-Unis et son impact sur l'histoire des États-Unis servent comme point de départ pour l'année scolaire. Ce cours est aussi la première année de préparation pour l'examen d'histoire for le Baccalauréat International (IB).

**IB COMPARATIVE POLITICAL AND ECONOMIC SYSTEMS****Credit:** 1 Credit Social Studies**Term:** Full Year**Prerequisite:** Must be enrolled in Eugene IHS

In Comparative Political and Economic Systems many political, economic, and social systems are analyzed. Using a systems perspective, students analyze a variety of current issues in the global economy, ranging from the debate over free trade and global interdependence, to competing development models for the world's poorer nations, to the impact of population and economic growth on social, political, and ecological systems. This course works toward preparation for the International Baccalaureate exam in Economics.

**IB SEMINAR****Credit:** 1 Credit Other Subjects**Term:** Full Year**Prerequisite:** Must be enrolled in Eugene IHS

This course introduces students to the "core" of IB: Theory of Knowledge, CAS, and the extended essay research and writing process. Students will examine knowledge questions and explore ways knowledge shapes perspectives and identities. Students will reflect on experiential learning through IB Creativity, Action, and Service experiences. Students will research and write their IB Extended Essay on a topic of their choice.

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# GRADE 12

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## **IB 20th CENTURY GLOBAL LITERATURE**

**Credit:** 1 Credit Language Arts

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

This course is a study of 20th century literature from several cultures and of earlier works that have shaped modern consciousness and literary styles. This course is thematically integrated with the 20th Century Global History (IB) course. 20th Century Global Literature (IB) forms the second year of the two-year curriculum in preparation for the International Baccalaureate English exam.

## **IB 20th CENTURY GLOBAL HISTORY**

**Credit:** 1 Credit Social Studies

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

This course is designed to encourage the critical study of human experience in the 20th century in a myriad of political, social, economic, and ideological environments. Further, from the study of 20th century history, students will develop an appreciation and understanding of history as a discipline, including an empathy and understanding for people living in a variety of places and times. This course forms the second year of the two-year curriculum in preparation for the International Baccalaureate History exam.

## **IB THEORY OF KNOWLEDGE**

**Credit:** 1 Credit Social Studies

**Term:** Full Year

**Prerequisite:** Must be enrolled in Eugene IHS

Theory of Knowledge attempts to intensify the curiosity and competence of students, build critical analysis skill, and encourage creative synthesis among all areas of study. The class puts emphasis on the roles of knowledge, faith, opinion, belief, and truth as they relate to the human condition throughout history. The International Baccalaureate Organization views the Theory of Knowledge course as the culminating experience in a student's secondary education.



