



International Baccalaureate

at Cleveland High School

June 2011

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Make the most of your summer! Suggestions for enrichment

IB at Cleveland

Cleveland High is one of only two high schools in the Portland district that offers the International Baccalaureate (IB) program. The summer newsletter provides not only suggestions for enriching summer activities to prepare you but also suggestions for how to have an overall successful IB experience at CHS.

The International Baccalaureate is a highly rigorous, educational program based in Switzerland that is taught in 141 countries around the world, and was originally designed as a common curriculum for geographically mobile students.

IB at Cleveland is designed as a two-year curriculum typically beginning in your junior year. Students prepare to take IB classes in their first two years of high school by taking appropriate prerequisites, developing productive study skills, and learning to manage time effectively. All CHS students are eligible to participate in the IB program provided that they meet IB prerequisites. Students have a choice of completing a full IB diploma, IB subject certificates, or simply taking individual IB classes.

Why consider a full IB diploma?

- For the challenge!
- Many universities give college credit for IB certificates.
- Some universities (including all schools) offer up to a year's worth of credits for top scores in a full IB diploma program. Three years of college cost less than four!
- The entire process, especially the Extended Essay combined with CAS, is one of the best ways to prepare for the rigor of competitive colleges.
- For those students who are interested, a full IB diploma allows them to enter a foreign university without having to take a year of college in the U.S. first.

Whether you choose to complete a full IB diploma or simply take individual IB classes, you will be better prepared for the rigors of college life.

What's

Inside

| | |
|--|-------|
| CHS IB Program in its 9th Year | 2 |
| Like What You See? | 2 |
| Scholarship Fund | 2 |
| Behind the Scenes | 3 |
| Making the IB Leap | 3 |
| Extended Essays for Full Diploma Seniors | 3 |
| English | 4 |
| Summer Reading for Senior IB English | 6 |
| Summer Reading for Junior IB English | 7 |
| World Languages | 8 |
| HOTA Summer Assignment | 9 |
| Social Sciences | 10-11 |
| Experimental Sciences | 12 |
| Mathematics | 13 |
| Visual Arts | 14 |
| Theatre Arts | 14 |
| Theory of Knowledge | 15 |
| CAS | 15 |
| From the CHS Library | 15 |
| Suggestions for All IB Students | 16 |
| Dates to Remember | 16 |

CHS IB Program in its 9th Year

The Cleveland High Class of 2011 is the ninth to graduate with IB Diplomas and Certificates issued by the International Baccalaureate Organization. One hundred thirty-nine students participated in IB exams this spring: 36 full Diploma grads, 51 additional seniors working toward IB certificates in one or more areas, and 52 juniors who took one or two exams this spring at the conclusion of some standard-level courses.



Cleveland students participated in 206 Higher Level exams in 13 HL subjects and 164 Standard Level exams in 13 different SL subjects. Topping the charts were English, with 76 participants; History, with 63 participants; and Mathematics SL (Calculus) with 40 participants. Exams began with English on May 3 and ended with Environmental Systems and Societies on May 23.

Cleveland student participation in exams was up 13% over last year, and with good reason: a newly-drafted recognition policy from the Oregon University System promises more credit and consistency with Certificate recognition, as well as a separate policy for IB Diploma graduates. Now, IB Diploma graduates who earn a minimum of

30 points will receive sophomore standing at all Oregon public universities. At some schools, this deal is sweetened with scholarship money, honors college admissions, and/or preferential housing opportunities.

This policy change was initiated on the basis of a study conducted by EPIC, the Educational Policy Improvement Center, which found a “very high degree of alignment” between IB Diploma Program Standards and the Knowledge and Skills for University Success (KSUS). In addition they found “many of the individual IB standards are at a level more advanced than entry-level college courses”, and also that “IB standards address key cognitive strategies that are critical to success in entry-level college courses.” While many of our CHS Diploma graduates knew this all along, we are pleased to see that this formal academic study corroborated our experiences.

Oregon schools are not the only schools awarding significant credit for IB success. For more information on university recognition visit www.ibo.org or do a search on an individual school’s website.

Like What You See?

This summer newsletter would not be possible without the hard work and ongoing support of parents Robin Corrigan and Susan Bard, who integrate and format all our teacher submissions. If you enjoy the newsletter

and see your student utilizing some of the enrichment ideas included here, please consider supporting future newsletters with a contribution. When making a contribution, designate it for the “IB newsletter.”

Scholarship Fund

It’s no secret that the IB program is held in high-esteem by many college admissions offices. Many students in IB classes who participate in the IB assessment process will earn college credit and advancement placement for strong achievement. Some of our full Diploma candidates may even earn up to a year of credit and/or qualify for small, renewable scholarships for their IB scores.

As we continue to face very difficult economic times, the cost of the exams poses an insurmountable obstacle for some families. If you are interested in helping us build a fund to help CHS

students and families who need support with IB test fees, you may make donations in the CHS Business Office for the “IB Scholarship Fund.”



This year sixteen parents took time from their busy schedules to help proctor IB examinations. On behalf of the IB students at Cleveland High School, we would like to thank them all. IB examinations could not proceed without the help of volunteers. We also are deeply

indebted to the Fred Meyer Corporation for lending us their Conference Center for most of the month of May for the past five years. Please contact Jennifer Wiandt at jwiandt2@pps.k12.or.us if you are interested in helping with the IB program next year.

Behind the Scenes

Ninth grade students preparing for IB across the curriculum should be registered for Academy English, Modern World History, and Biology (or Chemistry); as well as Math, World Language, Physical Education and one additional elective. Students entering math at the Algebra 1-2 level should plan to take summer school Geometry between 9th and 10th grade in order to accelerate to the IB Math track.

Tenth grade students preparing for an IB Diploma should plan to take Sophomore English, Government and Economics, Chemistry and/or Physics, Math, World Language, Health and one additional elective.

Students planning to participate in IB Art or Theatre as juniors and seniors must also complete two years of high school art or theatre as pre-requisite study.

Making the IB Leap

IB Diploma candidates from the class of 2012 should be working this summer on the required Extended Essay. The Essay, which is to be a maximum of 4000 words, will be due on **Wednesday, December 14th, 2011** (just two days before Winter Break). Extended Essay meetings began in February 2011 and met monthly throughout the second semester to assist junior IB Diploma students in understanding the assignment, selecting an appropriate topic, accessing reliable research and writing sources, and finding a faculty supervisor to advise their essay. During the summer, juniors should work on extending their research and completing the first full draft of the essay.

Every student will submit a rough draft on **Wednesday, September 28th** for peer review, and then revise that draft for final review by an EE supervisor. This second draft should be submitted to the CHS faculty supervisor no later than **Wednesday, October 26th, 2011**. Faculty supervisors offer encouragement, guidance, and suggestions for improvement of the paper. The supervisor will also assign the paper a predicted grade upon completion in December. When the essay is externally assessed, this predicted grade is used to determine if moderation of the examiner's assigned score is necessary.

Extended Essays for Full Diploma Seniors



Next Deadline:
September 28th, 2011
– Rough Draft of
Extended Essay due

“It may be that the most important mastery we achieve early on is not the mastery of a particular skill or particular piece of knowledge but rather the mastery of the patience and persistence that learning requires, along with the ability to expect and accept mistakes and the feelings of disappointment they may bring.”

~ *Life's Journey According
to Mister Rogers*

Here are some suggestions from the English Department for summer activities that will help students get ready for classes next fall:

English
Books/Classes/
Activities



Suggested Reading:

• Read at least two good books. Some suggestions: *Extremely Loud and Incredibly Close* by Jonathan Safran Foer, *War* by Sebastian Junger, *Interpreter of Maladies* by Jhumpa Lahiri, or *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. Some outstanding lists to choose from can be found at the following websites:

- www.ala.org/ala/yalsa/booklistsawards/outstandingbooks/outstandingbooks.cfm
- www.ala.org/ala/yalsa/booklistsawards/outstandingbooks/fictionoutstanding.cfm
- www.newint.org/issue191/novels.htm
- www.st-charles.lib.il.us/arl/booklists/hispanic.shtml
- www.multcolib.org/books/lists/adult-treads.html

• Check out the magazines *YES* or *SUN*.

• Senior and junior students might enjoy *Anil's Ghost* by Michael Ondaatje, *Pilgrim at Tinker Creek* by Annie Dillard, or *The Pearl, Cannery Row*, or *To A God Unknown* by John Steinbeck.

- Read *The New York Times* regularly.
- Go to the *New York Times Learning Network* for special articles, puzzles, and vocabulary.
- Read *The New York Times Sunday Book Review*.

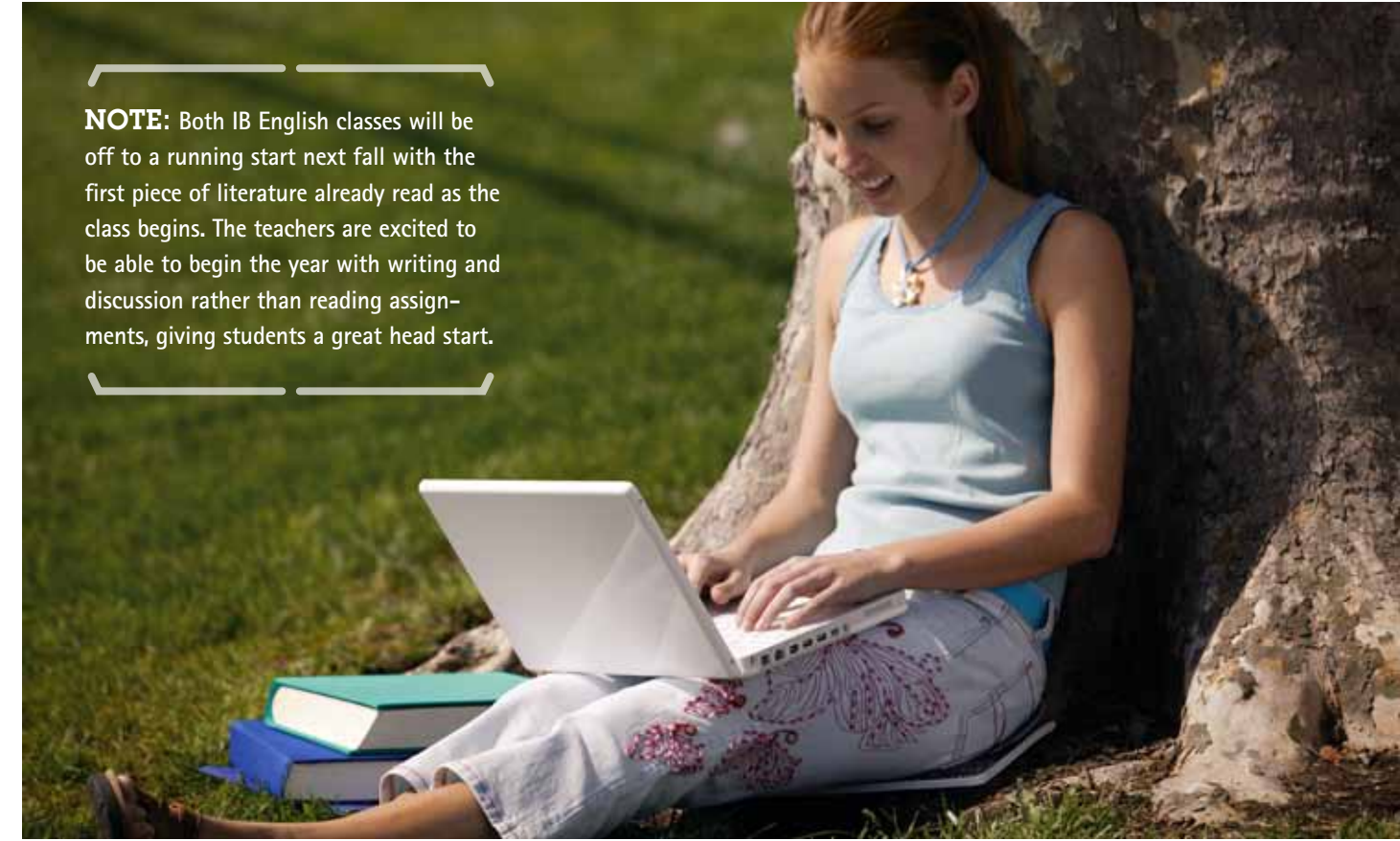
Films to Watch:

The Piano, Serenity, Fanny & Alexander, Citizen Kane, Rear Window, Amelie, Delicatessen, The Lives of Others, An Education, The Baader-Meinhof Complex, District 9, Hanna, The Shawshank Redemption, Lost in Translation.



Things To Do:

- Participate in the Multnomah County Library Summer Reading Program.
- Go to bookstore author readings in Portland. Check out Powell's Books Calendar of Events for readings and other activities: www.powells.com/calendar.html
- Attend Portland Literary Arts events. (lectures and readings)
- See independent films and documentaries and visit the Northwest Film Center.
- Attend summer art lectures and art classes at Portland Art Museum.
- Go to museums, art galleries, First Thursdays, Last Thursdays, First Fridays, and Last Fridays.
- Attend theatres and performances in the city and elsewhere.
- Attend the Oregon Shakespeare Festival in Ashland. Try to see one of several of Shakespeare's plays. *Julius Caesar, Measure for Measure, Love's Labor Lost* and *Henry IV, Part Two* will be produced in the OSF 2011 season.
- Attend summer music festivals. (bluegrass/acoustic)
- Check out the Oregon Country Fair (Caution: open mind required)
- Travel. Notice what makes the culture different from Portland's.
- Hand write letters to distant relatives and friends.
- Keep a journal. When key ideas or interesting suggestions come to mind, write them down.
- Keep a dream journal. Train your memory muscle by jotting down main plot points, feelings and impressions of your dreams.
- Keep a summer diary.
- Get dirty. Dig in the earth.
- Swim in a river.
- Nap. Frequently. Outside. Inside. Under a tree.
- READ, READ, READ and WRITE, WRITE, WRITE. (Try some poetry.)



NOTE: Both IB English classes will be off to a running start next fall with the first piece of literature already read as the class begins. The teachers are excited to be able to begin the year with writing and discussion rather than reading assignments, giving students a great head start.

English continued from page 4

Classes and Publishing:

- Young Women Writers: Workshops and a community for emerging voices of young women writers in the Portland metro area www.pdx-womenwriters.com/youngwomenwriters.html
- Summer classes at the Northwest Film Center: www.nwfilm.org/youngfilmmakers/index.php
- Caldera Summer Arts Program combining art, writing and community participation: 65.197.140.241/htmls/youth.htm
- Northwest Writing Institute and Haystack Writing Workshops
- Students who want to publish their writing should check out this site: newpages.com/npguides/young_authors_guide.htm
- Check out the Independent Publishing Resource Center Summer Zine Camp at www.iprc.org

Volunteer or Internship Experiences:

- Media Think: a local organization promoting media literacy, changing the way young people think about and interact with media. www.mediathink.org
- Volunteer to work in the Multnomah County Library Summer Reading Program
- Urban League of Portland
- Friends of Trees
- BUS Project

Junior IB English students:

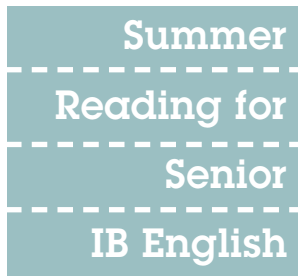
- Try some of the above and don't forget your summer assignment. See page 7 of this newsletter for details.

Senior IB English students:

- Try some of the above and don't forget your summer assignment. See page 6 of this newsletter for details.

IB Senior English HL A1 - Summer Project

In order to make the best use of our time together, we ask that you read *Teaching a Stone to Talk* this summer and complete an Observational Journal.



Observational Journal

In her collection of essays, Annie Dillard uses an experience to launch her writing exploration. An encounter with a weasel turns into an essay about the raw, directedness of the weasel in contrast with doubting, action-less humans. A visit to Catholic mass becomes research on expeditions which becomes musings on our own journeys to understand a god.

Your assignment is to keep a similar journal of observations and reflections. For each entry, have an observation starting point. This can be a new place or a new experience. Above all, try to see something new or see something newly. For example, with a friend, travel to one of Portland's parks that you have never visited. Observe. Or, spend a morning using only your less dominant hand. (Drivers: you are not allowed to do this exercise.)

Experience at least four observations. For each, write at least two pages in a free write form. Follow your brain and try not to shape or direct your writing. Include drawings, artifacts, graphs, anything with your writing. In this first step, you are writing to **observe** and to **ponder**.

Do not include this in your course journal. Create a smaller separate journal for this project. With each entry, **record** the date, time, and place of your observation.

Please **purchase the text or procure a copy** from the CHS bookroom before you leave for the summer. We believe you'll find that this assignment and the text both lend themselves to a careful yet leisurely pace. We advise you to do the work over the course of the summer. Be ready to turn in your journal on the first day of school.

Thinking Ahead...

Below you will find the reading list for each semester of study. In addition to reading *Teaching a Stone to Talk*, you may want to **do a preliminary reading** of the texts on our book list. This may be a way for you to better manage the work load of a rigorous schedule full of IB classes, and it is an opportunity for you to develop a deeper and more personal relationship with the texts we will study.

First Semester: Detailed Study

Teaching a Stone to Talk by Annie Dillard
Pride and Prejudice by Jane Austen
Poetry of William Blake, Langston Hughes, Emily Dickinson
The Tragedy of Hamlet Prince of Denmark by William Shakespeare

Second Semester: Genre Study—Memoir

The Woman Warrior by Maxine Hong Kingston
This Boy's Life by Tobias Wolff
Running in the Family by Michael Ondaatje
Paula by Isabel Allende

Hey, a little help here!?

Here are some—**entirely optional**—“starter” tasks. Where you go from here will depend on what you are seeing and thinking. We have suggested essay pairings for the activities as you might want to do this before or immediately after reading the named essay.

- Look for and find 3 to 5 contrasting leaf shapes. Use simple line drawings to sketch the leaves. They should take no more than a couple minutes each. Label the size, color, and key features of the leaf as well as the name of the plant if known (“Living Like Weasels”)
- Experience a food you have never tasted before. Describe its taste, texture, and color, using metaphors from nature. (“The Deer at Providencia”)
- Draw a universe that is like Valery’s “head-shaped”—and place yourself within it. (“Teaching a Stone to Talk”)
- Go out and collect various seedpods, cone nuts, and/or grasses. Attach them to your journal. Choose one to draw. (“On a Hill Far Away”)
- With binoculars, study one bird’s movements for as long as you can. Draw a picture of its head alone, and then its full body. Briefly describe the way it moves and the tasks it completes. (“Lenses”)
- Go to a place (allow at least 20 minutes) where you will not be disturbed in any way. Listen carefully to your surroundings and chronicle/list only the sounds you hear for the full twenty minutes. (“A Field of Silence”)
- Find a puddle or pond or some body of water and draw its reflection of a tree or plant (“Mirages”)

IB Junior Summer Reading Project and Response Journal

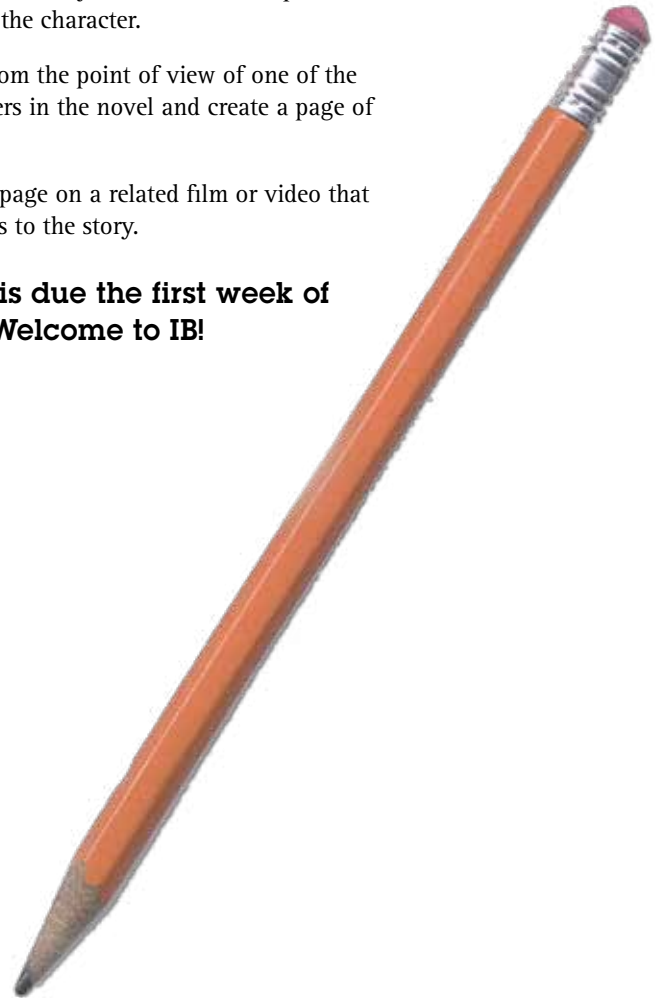
Read a novel of your choice and choose 5 of the following responses or prompts and write about them in your college ruled pocketed response journal. Look to books for your reading selection that would prepare you for college and beyond. Consult the New York Times Bestseller Lists, Multnomah County Summer Reading Program Recommendations, Man Booker Prize List, and other prestigious book collections. For your journal one of your responses may be an art project that should be completed with art materials such as paints, markers, colored pencils or crayons. The writing should be thoughtfully done in pen, label the page and state the topic, and compose at least a page per response. Journals will be shared, presented, and collected at the beginning of the school year.

Summer
Reading for
Junior
IB English

Possible Topics

1. Choose short selection(s) from the text, state the page number, and give your opinions about them.
2. What connections are there between the book and the events in your life?
3. Focus on a word, phrase, or passage and explain.
4. What parts of the book are worth reading again? Explain.
5. What patterns have you observed? Give specific examples.
6. Think of a metaphor or comparison in the story and create a poem or drawing about that idea.
7. What surprised or confused you about the story? Give examples, page numbers, and explain.
8. What is significant about the title?
9. Develop a theme in the story.
10. Create and draw an art scene from the book that you are reading. (Colored pencils and crayons only, please.)
11. What is a social or political issue in the novel? Research, cite, and write about it.
12. Create a poem about an idea from your book.
13. Xerox a page from the text, underline 15 words, and in a page of response explain the authorial tone and how the language affects meaning.
14. Select a newspaper or magazine article about an issue connected to the novel and write about it.
15. Read another piece by the author and write about it. Please document and cite the source.
16. Compose a diary or letter from the point of the view of the character.
17. Write from the point of view of one of the characters in the novel and create a page of writing.
18. Write a page on a related film or video that connects to the story.

Journal is due the first week of school. Welcome to IB!



World Languages

All world language students should expose themselves to their language as much as possible this summer. By doing the following they may be able to curb the usual loss of skills during the summer hiatus:

- Listen, speak, and write your world language whenever possible.
- Rent videos in your world language or watch English videos with the Spanish or French subtitles on.
- Watch TV channels that are in your world language, e.g. The Spanish Channel.
- Attend area conversation groups:
- Meetup.com language groups: www.meetup.com/cities/us/or/portland/#Languages
- Costello's Travel Caffé www.costellostravelcaffe.com or 503-287-0270
- French conversation groups www.afportland.org/local_culture.html
- Spanish conversation groups www.castalialanguagecenter.com/groups.htm
- Practice with a software or audio program, e.g. Berlitz or Rosetta Stone.
- Look for websites or online newspapers in your world language.
- Spanish: www.cnn.com/espanol/, www.elpais.com/global/
- German: www.dw-world.de/dw/0,2142,265,00.html
- Check out the "A&E" on Fridays for international events that may include some language exposure.
- Look for ways to use your world language in community service or other activities.
- Find a pen pal who will correspond in your world language.
- Keep a summer diary in your world language.
- Attend international music and other entertainment events where you may be exposed to both language and culture. Check out the consulates for ideas.

Classes to Take:

By junior year students should have completed two years of French, German, Mandarin or Spanish in order to be on track for a full IB diploma or IB certificate in world languages. If needed, consider taking summer classes at PPS, PCC or PSU. Or if you have had one year but need two, consider a summer immersion experience in your world language.

Suggestions by Language:

FRENCH

Suggested Reading:

Le Petit Prince, *Harry Potter* in French, children's French books at Powell's.

Films to Watch:

- Any French films. Try watching without subtitles or watching an American film in French.
- Consult AFPortland to find listings of French film showings or rent from Netflix or borrow from Multnomah County Library.
- youtube – for French/Francophone music videos and children's cartoons (Babar/Tchoupi / Barbapapa)

IB French 7/8 and 9/10 students:

- Please pick up and complete a summer review packet. Covers verb conjugations and summer project.

Culture:

- Go to www.AFPortland.com (Alliance Francaise) to find out about French cultural activities: festivals, cinema, readings, guest speakers, French-speaking groups, food, etc. Try to take part in at least one activity this summer to report back next fall.

GERMAN

Check with the German-American Society (Deutsches Haus at 7901 SE Division, 503-775-1585) and see what activities are happening or what groups you can join, e.g. choirs, sprachgruppen, stammtische. Visit www.germanamerican.org.

Suggested Reading:

Powell's Books has a great selection of German language books. Choose anything in the Children's or Young Readers' section.

Films to Watch:

Check Movie Madness or Netflix for a great selection of German language films. Avoid anything that isn't rated.

Classes to Take:

PCC offers an accelerated first-year course that will greatly increase your success in IB German 7-8.

The German-American School of Portland sponsors both Kindersommer for 3-6 year olds and World Language Day Camps for grades 2-10. See their website www.gspdx.com or call 503-626-9089 for more details.

World Languages continues on page 9

World Languages



Welcome to History of the Americas, a.k.a. H.o.t.A.! If you have forecasted for this course in the fall, you are required to purchase one of our US texts and read the first chapter by the first day of school September 6.

A People's History of the United States, by Howard Zinn: Read chapter 1 "Columbus, the Indians, and Human Progress". Since this is YOUR book, we HIGHLY recommend you highlight important passages and make connections with the themes Zinn is addressing.

Our reason to assign this before class should indicate that we are going to hit the ground running, so to speak, and we have A LOT of history to cover within one year. Our plan is to review the early historical context between contact and collision of cultures from the Latin American perspectives, which will set the stage for other historical issues within the Americas. Our hope is that you have remembered some details of your American history, particularly from Native and European contact to the American Revolution, to tie this to Latin America and develop some general, but informative, comparisons.

A few words about purchasing this book: You do NOT need a brand new copy; used copies are fine. You do NOT need the version with the "questions" at the end of the chapter. To avoid the most expensive version of this text, you might want to pick up the completed text in ONE book; there is a version where the history is divided into TWO books and is more expensive that way. You need your OWN copy; sharing is really detrimental to you and someone else.

If you have any questions at all, please contact Mr. Graham, Mr. Sten or Ms. Loprinzi-Hardin. Our email addresses are available on the CHS website: www.clevelandwarriors.org/faculty/bydepartment.html

Best regards, Your H.o.t.A. teachers

P.S. Check out this FREE online Zinn source: www.historyisaweapon.com/zinnapeopleshistory.html

HOTA

Summer

Assignment

World Languages continued from page 8

SPANISH

IB Spanish 7-8 and 9-10 Students:

Practice irregular and regular subjunctive, future, preterit and imperfect verb conjugations using the website Conjuguemos.com like we do in class.

The library has a great selection of novels and movies in Spanish. Read a novel in Spanish you're already familiar with, choose a book of short stories or one from the Young Readers' section.

Spend some time each week on Spanish so that you don't lose your vocabulary. Check out the CHS Spanish blog at <http://tareasenero910.blogspot.com/> and do the activities listed there. There are optional assignments for IB Spanish 7-8 and 9-10 listed on the CHS website.

MANDARIN CHINESE

Suggested Reading:

- *Wisdom in Chinese Proverbs*
- *Pop Chinese*
- *Turn Left, Turn Right*
- *How Far Away is the Sun?*
- *Tales and Traditions*

Classes to Take:

- Concordia Language Villages, Minnesota USA
- Confucius Institute, Portland State University Summer Program

Mandarin students should check at this website to learn about cultural and language opportunities over the summer: www.ci.oia.pdx.edu.

Other Opportunities:

China immersion trip organized by Intercultural Student Experiences, or by Walking Tree Travel.

Social Sciences

Students will be preparing for many different courses in the Social Science department. Here are some suggestions specific to the courses:

Social Sciences

Social and Cultural Anthropology

Suggested Reading:

- *Coming of Age in Samoa* by Margaret Mead
- *Tell My Horse* by Zora Neale Hurston
- *The Power of Myth* by Joseph Campbell and Bill Moyers
- *Writing Women's Worlds: Bedouin Stories* by Lila Abu-Lughod
- *Yanomamö: The Fierce People* by Napoleon Chagnon
- *In Search of Respect: Selling Crack in El Barrio*, by Philippe Bourgois
- *The Forest People* by Colin Turnbull
- *Uprising of Hope: Sharing the Zapatista Journey to Alternative Development* by Duncan Earle and Jeanne Simonelli
- *Healing Makes Our Hearts Happy: Spirituality and Cultural Transformation among the Kalahari Ju|'hoansi* by Richard Katz, Megan Biesele, and Verna St. Denis
- *I, Rigoberta Menchu: An Indian Woman in Guatemala* by Rigoberta Menchu, Elisabeth Burgos-Debray, and Ann Wright
- *Guns, Germs, and Steel: The Fates of Human Societies* by Jared Diamond
- *Lakota Woman* by Mary Crow Dog



Things to Do:

- Visit cultural exhibits at any museum; learn about the ways people lived.
- Sign up for an archaeological dig via OMSI or the Oregon Archaeological Association.
- Watch a foreign film; notice cultural and or social interactions.
- Attend a cultural and/or international music festival; the Oregon Zoo has an excellent multicultural and global music line up.

History of the Americas

Suggested Reading:

Latin America

- *Motorcycle Diaries* by Ernesto "Che" Guevara
- *I, Rigoberta Menchu: An Indian Woman in Guatemala* by Rigoberta Menchu, Elisabeth Burgos-Debray, and Ann Wright
- *Don't Be Afraid, Gringo: A Honduran Woman Speaks From The Heart: The Story of Elvia Alvarado* by Medea Benjamin
- *One Hundred Years of Solitude* by Gabriel García Márquez
- *The House of the Spirits* by Isabel Allende
- *Tree Girl* by Ben Mikaelson

United States

- *Undaunted Courage: Meriwether Lewis, Thomas Jefferson, and the Opening of the American West* by Stephen Ambrose
- *Guns, Germs, and Steel: The Fates of Human Societies* by Jared Diamond
- *Oil or The Jungle* by Upton Sinclair
- *All the President's Men* by Bob Woodward and Carl Bernstein
- *The Souls of Black Folk (Enriched Classics Series)* by W.E.B. Dubois
- *Black Boy* by Richard White
- *Their Eyes Were Watching God* by Zora Neale Hurston
- *A Taste of Power: A Black Woman's Story* by Elaine Brown
- *In the Spirit of Crazy Horse* by Peter Matthiessen
- *Bury My Heart at Wounded Knee: An Indian History of the American West* by Dee Brown
- *Prison Writings: My Life Is My Sun Dance* by Leonard Peltier and Harvey Arden
- *Lakota Woman* by Mary Crow Dog
- *Custer Died for Your Sins: an Indian Manifesto* by Vine Deloria
- *You Can't Be Neutral on a Moving Train: A Personal History of Our Times* by Howard Zinn
- *Lincoln* by David Herbert Donald
- *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* by James Loewen

Modern World History

- Help map the family vacation.
- If traveling, read a book (history, biography, or fiction) that uses the PLACE of travel as a backdrop.
- Listen to *The World* on NPR.
- Take online map quizzes.
- Watch the *World News* nightly.
- Read the *NY Times* (available online).
- Read about current events in Africa, The Middle East, and the rest of the world.
- Volunteer at Mercy Corps.
- Visit the Oregon Historical Society.
- Read *Cartoon History of the World* series.

Government/Economics

- Watch the stock reports on *The News Hour with Jim Lehrer*.
- Study the stock pages of the newspaper.
- Read *The Wall Street Journal*.
- Watch C-Span.
- Follow news about elections.

IB History HL 2

Suggested Reading:

- *Palestine* by Joe Sacco
- *Footnotes in Gaza: A Graphic Novel* by Joe Sacco
- *Paris 1919* by Margaret MacMillan
- *Oh Jerusalem* by Dominique Lapierre and Larry Collins
- *The First World War* by Hew Strachan
- *Long Walk to Freedom* by Nelson Mandela
- *Sideshow* by William Shawcross
- *When Broken Glass Floats* by Chanrithy Him
- *My Traitor's Heart* by Rian Malan
- *We Wish to Inform You* by Philip Gourevitch
- *Sacred Rage* by Robin Wright
- *From Beirut to Jerusalem* by Thomas Friedman
- *The Poisonwood Bible* by Barbara Kingsolver
- *The Haj* by Leon Uris

Films and Television to Watch:

- *A Very Long Engagement*
- *Joyeux Noel*
- *All Quiet on the Western Front*
- *Saving Private Ryan*
- *Apocalypse Now*
- *The Killing Fields*
- *The Battle of Algiers*
- *The Day of the Jackal*
- *The Quiet American*
- *Hotel Rwanda*

- *The Motorcycle Diaries*
- *Charlie Wilson's War*
- *Good Morning Vietnam*
- *Munich*
- *Life is Beautiful*
- *The Manchurian Candidate*
- *Valkyrie*
- The History Channel
- *The American Experience* on A&E
- *Frontline*

Activities:

- Travel abroad.
- Attend any international festival; Waterfront Blues Festival.

Classes to Take:

- Any internationally-related class

Volunteer or Internship Experiences:

- Mercy Corps
- Oregon Historical Society
- Anything that deals with a "larger" world

IB Psychology SL & HL

Suggested Reading:

- *Brave New World* by Aldous Huxley
- *Mechanisms of the Mind* by Colin Blakemore
- *How the Mind Works* by Steven Pinker
- *The Mind's New Science: A History of the Cognitive Revolution* by Howard Gardner
- *The Cognitive Revolution in Psychology* by Bernard Baar
- *One Flew Over the Cuckoo's Nest* by Ken Kesey
- *The Lucifer Effect: Understanding How Good People Turn Evil* by Philip Zimbardo

TV Recommendations:

- Frontline episodes: The Released 2009, The Medicated Child 2008, The New Asylums 2005, The Soldier's Heart 2005, Inside the Teenage Brain 2002.
- American Experience episode The Lobotomist

Websites to Visit:

- American Psychology Association
www.apa.org/students/
- National Institute of Mental Health
www.nimh.nih.gov
- www.thebrain.mcgill.ca/flash/index_d.html
- www.emtech.net/learning_theories.htm
- www.ted.com/talks

Social Sciences



Experimental Sciences

IB students who are preparing for science classes from Academy Biology (grade 9) to Chemistry (grade 10) to IB Biology, IB Chemistry or IB Physics (grades 11 or 12) could benefit from these activities.

Experimental Sciences



Suggested Reading:

- *Leonardo's Mountain of Clams and the Diet of Worms* by Stephen Jay Gould
- *The Elegant Universe* by Brian Greene
- *The Tao of Physics* by Fritjof Capra
- Anything by Stephen Hawking
- *Charles Darwin's On the Origin of Species, A Graphic Adaptation* by Michael Keller
- *Chasing Molecules, Poisonous Products, Human Health, and the Promise of Green Chemistry* by Elizabeth Grossman
- *The Stuff of Life, A Graphic Guide to Genetics and DNA* by Mark Schultz
- *The Origin of Species* by Charles Darwin
- *The Journey of Man* by Spencer Wells
- *The Demon-Haunted World* by Carl Sagan
- *Guns, Germs and Steel* by Jared Diamond
- *Collapse* by Jared Diamond
- *Your Inner Fish: A Journey into the 3.5 Billion-Year History of the Human Body* by Neil Shubin
- *Invisible Allies: Microbes That Shape Our Lives* by Jeanette Farrell

SPECIFICALLY FOR SL-BIOLOGY STUDENTS: A Note from Ms. Labudda

The SL-Biology curriculum is a two-year course; however, we will cover the material in eight months. It works, because you have taken a year of Biology already when you were a freshman at Cleveland. Your job over the summer is to review and study topics for the SL Biology class, that have been covered extensively during 9th grade.

I advise you to spend a few hours per week reviewing the material. Use your 9th grade logbook and online resources click4biology.info/. In order to guide your studies, I have put together a packet with the main objectives you need to review, and included an access code for your 9th grade biology textbook. You should have received your packet from the I.B. Coordinator in June. If you are a late registrant or lost your packet, you may pick one up in the SSC.

Upon your return to school in September, we will have a short review session followed by a test. The test will include multiple choice questions, short answers and essay questions. Your success on the test will not only give you feedback about topics you still need to review further, but will count towards your 1st semester grade in SL-Biology. Feel free to email me with any questions or concerns. I will check my work email periodically over the summer: klabudda@pps.k12.or.us

I am looking forward to seeing you in the fall as we engage in unveiling the wonders of life!

- *A Portrait of the Brain* by Adam Zeman
- *E=mc²: A Biography of the World's Most Famous Equation* by David Bodanis
- *The Secret of Scent* by Luca Turin

Additional Reading:

- *Scientific American* magazine
- *Science News* magazine
- *The Oregonian* or *The New York Times* science sections
- For HL IB Biology students: Chemistry textbook (Review Oxidation-Reduction reactions); Biology textbook (Biochemistry of Photosynthesis and Respiration, DNA replication, Translation, Transcription, Macromolecules)

Websites to Visit/Podcasts to Download:

- NPR Science Friday www.sciencefriday.com/feeds/about/
- Scientific American www.sciam.com/podcast (Both "60 Second Science and "Science Talk" are available.)

Films and Television to Watch:

- Blue Planet, Planet Earth on Discovery Channel
- OPB Field Guide, Nature, National Geographic, Scientific American
- NOVA "Becoming Human Part 1-3," stream at www.pbs.org/wgbh/nova/beta/evolution/becoming-human-part-1.html
- NOVA "What Darwin Never Knew," stream at www.pbs.org/wgbh/nova/beta/evolution/darwin-never-knew.html
- Films and Documentaries such as *Darwin's Dangerous Idea* (Part I of Evolution Series from PBS); *A Beautiful Mind*

Visit:

- OMSI, The Washington Park Zoo, The Newport Aquarium, The Audubon Society, University classes and lectures, as well as parks and green spaces where nature can be observed.

Activities:

- Participate in community events such as invasive plant removal.
- Search for lectures or professional presentations at OHSU, Reed College, Lewis and Clark College, Portland State University
- Make observations, write questions and think about scientific experiments that could provide

Experimental Sciences continues on page 13

Mathematics

Students who are preparing for classes from Algebra 1-2 (grade 9) to IB Calculus and IB Math Studies will see some specific ideas for enrichment below.

Review:

- Practice skills using review books from Tri-C Publications. See www.summerskills.com. Books are available for Prealgebra, Algebra, Geometry and Algebra 3-4.
- Take a class from Saturday Academy. They have lots of summer math classes, including cryptography, math and architecture, animation, math and art, etc. www.saturdayacademy.org.

Suggested Reading:

- *A Beautiful Mind* by Sylvia Nasar
- *The Man Who Loved Only Numbers* by Paul Hoffman
- *An Imaginary Tale: The Story of i* by Paul Nahin
- *Godel, Escher, Bach: An Eternal Golden Braid* by Douglas Hofstadter
- *God Created the Integers: Mathematical Breakthroughs that Changed History* by Stephen Hawking
- *Fermat's Last Theorem* by Amir Azcel
- *To Infinity and Beyond* by Eli Maor
- *Journey Through Genius* by William Dunham
- *A Certain Ambiguity: A Mathematical Novel* by Hartosh Singh Bal
- *Pythagoras' Revenge: A Mathematical Mystery* by Arturo Sangalli
- *Flatland* by Edwin Abbott
- *Proofiness* by Charles Seife

Films and TV to Watch:

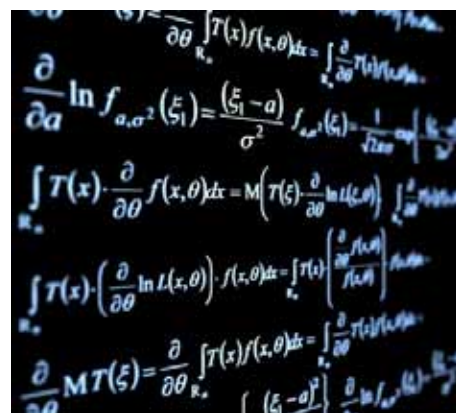
- *A Beautiful Mind*
- *Stand and Deliver*
- Nova Specials

Websites:

- Mathematical Moments. Examples of the role mathematics plays in science, nature, technology and human culture. www.ams.org/mathmoments
- Mathematical Imagery: Stunning mathematics inspired visualizations. www.ams.org/mathimagery/
- PLUS Magazine: Great articles on math. www.plus.maths.org

Calculators:

- Calculators can be checked out by students, at no charge, from our bookroom to students in IB Math HL, IB Math SL, IB Math Studies, Pre-Calculus, Adv. Math for College, Algebra 3-4 Honors, and Algebra 3-4, in that order, while supplies last. If the supply runs out, students will need to purchase their own graphing calculators. Students will check out calculators in August.
- If purchasing a new calculator, buy a TI 83+ or 84+.
- Students who purchase a calculator may begin to work with the manual to learn how to use it effectively.
- Graphing calculators are not needed for Algebra 1-2 and Geometry students.



IB MATH STUDIES

Students should begin to formulate ideas for their MS Project. It is a piece of work based on personal research involving the collection, analysis and evaluation of data. The project should relate to the candidate's own interests, and while mathematical in nature, may be based in contexts such as sports, art, music, the environment, health, travel, trade and commerce. Examples of the projects will be presented during class in the fall.

Experimental Sciences continued from page 12

- answers to your questions. Do some literature searches to find out what experiments have already been done by other scientists.
- Keep a diary. Record events and findings that may be of scientific interest.
- Engage in research-based experiences where data collection and analysis are done.

- When you read the science section in the newspaper, pick an article of interest and investigate the topic further. Find and read some primary literature. Make a list of experiments that have led to the current insights into the topic.
- IB science students should plan to take Chemistry if they have not already done so.

Mathematics
Classes/Books

IB Visual Arts



IB Visual Arts

- Draw every day. Buy a sketchpad and spend some time with it each day sketching. Sketch from nature, photos or everyday objects. This is a relaxing activity and will keep your drawing skills sharp.
- Paint your passion! Create some paintings that express what you really love to do. Try blending new colors with pastels or oil pastels.
- Look into the possibility of taking a summer art course or workshop. A variety of classes are offered at Portland Art Museum, PNCA, and the Multnomah Arts Center.
- Visit at least one museum or art gallery this summer. Experience a First Thursday Art Walk, Art in the Pearl Labor Day weekend. See the Portland Art Museum's summer exhibition. portlandartmuseum.org/ Be prepared to write about and discuss your summer art experiences in September.
- If you travel to other cities or countries, don't forget to visit the museums. Collect postcards of your favorite pieces.
- Read art reviews from library magazines such as *Art in America*, *American Artists* or *American Art Journal*.
- Take pictures. Try some new techniques. Try super close-ups. Experiment with unusual lighting, or altering it on the computer.

- You will be asked to write about your summer art experiences in the fall.
- You will be working with a theme or art thesis for IB Art, so think about what you're passionate about. Sketch, paint or write about these over the summer.
- For junior and senior IB art students: Buy an unlined bound research book 9x11 for the fall class.
- Make a point to look at art from other cultures.
- Keep a journal that may include personal experiences, family, friends, traveling, social and political issues, etc. It can be illustrated with drawings and collage that reflect your writing. This journal will provide a record that may help when having to choose a theme in IB art.

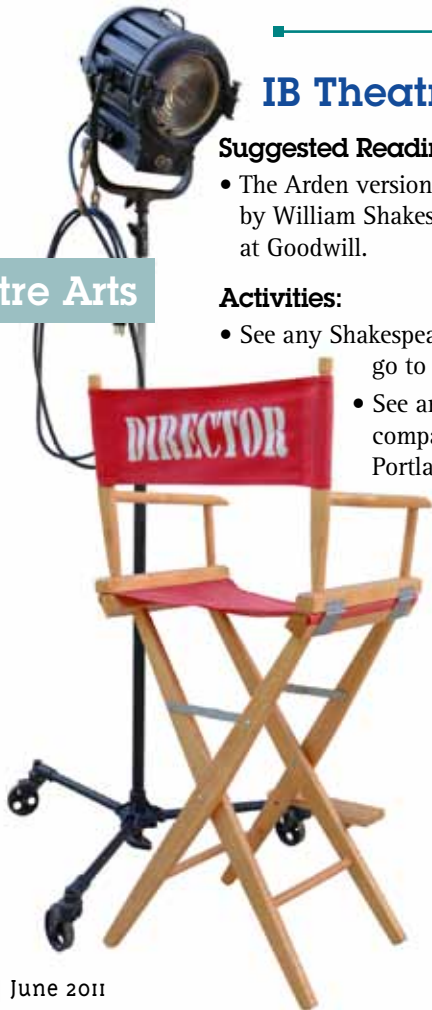
Films to Watch:

- *Basquiat*
- *Camille Claudel*
- *Frida*
- *Pollock*
- *Girl with a Pearl Earring*
- *How to Draw a Bunny*

Suggested Reading:

Read biographies of artists. Try *Lust for Life* or *The Agony and the Ecstasy* (book and film).

Theatre Arts



IB Theatre Arts

Suggested Reading:

- The Arden version of *King Lear*, by William Shakespeare. You can find copies at Goodwill.

Activities:

- See any Shakespearian play – go to Ashland if you can!
- See any play produced by local companies such as Third Rail, Portland Center Stage, Teatro Milagro.
- Plan to see some TBA (Time-Based Art) events that happen during late August and early September.
- Go to the ballet.

- Organize a party that involves people bringing costumes and improvising a play (*Our Midsummer's Night Dream*).
- Get involved with a drama camp as a volunteer or participant.
- Teach drama games to kids in the neighborhood.
- Choose a culture you are curious about and research the kind of art this culture is known for.
- Stop by the drama Room 268 and pick up your IB handbook.
- Email Jane with questions about IB Theatre next year: jeferguson2@comcast.net

Volunteer or Internship Experiences:

JAW West – volunteer for student technical theatre positions. For information about JAW go to www.pcs.org/jaw/

Theory of Knowledge (TOK)

Suggested Reading:

- *Socrates Café* by Chris Phillips
- *The Passion of the Western Mind* by Richard Tarnas
- *The Last Hours of Ancient Sunlight* by Thomas Hartmann
- *A Language Older Than Words* by Derrick Jensen
- *The Omnivore's Dilemma* by Michael Pollan
- *Original Wisdom: Stories of an Ancient Way of Knowing* by Robert Wolff

Films to Watch:

- *Waking Life*
- *The Matrix*

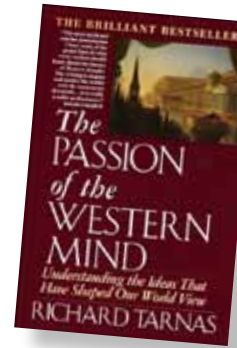
- *I ♥ Huckabees*
- *Eternal Sunshine of the Spotless Mind*
- *Control Room*

Things to Do:

Spend quiet time in your favorite natural setting.

Websites to Visit:

- filmsforaction.org
- global-mindshift.org
- portland.freeskool.org



Theory of Knowledge

Online Portfolios for C.A.S.

IB Diploma-bound students will now construct *electronic* C.A.S. Portfolios during the junior and senior IB years. Using a program accessible by an assigned login and password at <http://cleveland.managebac.com>, students will be able to upload videos, pictures, journal entries and supervisor evaluations documenting their creative, active, and service activities. The C.A.S. requirement is designed to help students maintain balance and encourage students to develop competencies outside the traditional classroom walls. In order to receive a log-in students must have completed a 2-year plan and submit a current email address to Ms. Wiandt.

GETTING A HEAD START

The benefits of extracurricular creative, active, and service pursuits are not confined to IB Diploma students. Without a doubt activities that lend balance to our lives, though keeping us busier, are reputed to enhance concentration, efficiency, and overall happiness. Most people participate regularly in at least one outside activity, but often we limit ourselves to a single dimension. Consider the following list of opportunities as just a small sample of popular pursuits in a sea of endless options:

Creative: drawing, painting, photography, playing an instrument, singing, writing, filmmaking, broadcast journalism, knitting, sewing, gardening and other acts of creation

Active: running, biking, dragon boating, rock climbing, dancing, martial arts, fencing, snowboarding, skiing, yoga, weight training, and hiking

Service: Opportunities are grouped by theme.

Hunger: St. Francis Dining Hall, The Oregon Food Bank, Loaves and Fishes

Health: Providence Child Center, Planned Parenthood, Cascade AIDS Project

The Environment: Johnson Creek Watershed Council, SOLV, Friends of Trees

The Elderly: Retirement homes, Friendly House

Homelessness: YMCA, Goose Hollow Shelter, Transition Projects, Habitat for Humanity

International: World Affairs Council, Amigos de las Americas, Mercy Corps

Children: OMSI Teen Leader, Portland Children's Museum Aide, Outdoor School, Homework Helper at Kateri Park (28th and Powell)

Animals: The Oregon Humane Society, Portland Zoo Teens

Creative
Active
Service



Sizzling Summer Reads

Suggestions from the CHS librarian, Theresa Quinn

1. *City of Fallen Angels* (book 4 of The Mortal Instruments series) by Cassandra Clare
2. *The Power of One* by Bryce Courtenay
3. *The Help* by Kathryn Stockett
4. *Mexican Whiteboy* by Matt de la Peña
5. *The Passage* by Justin Cronin
6. *Linger* (sequel to *Shiver*) by Maggie Stiefvater

7. *The Throne of Fire* (book 2 of The Kane Chronicles) by Rick Riordan
8. *Almost Perfect* by Brian Katcher
9. *Hate List* by Jennifer Brown
10. *Ship Breaker* by Paolo Bacigalupi
11. *The Highest Tide* by Jim Lynch
12. *The Sky is Everywhere* by Jandy Nelson

From the
CHS Library

Suggestions for All IB Students

Some general summer suggestions for all IB students:

- Use a planner all summer. Look at it every day.
- Keep a diary or journal.
- Get organized!
- Clean your room.
- Make a comfortable space to study in your home. Begin using it this summer whenever you read or write.
- Try to keep a regular schedule when possible. Develop a routine that includes expanding your mind.
- Limit your TV watching and video games.
- Get plenty of exercise.
- Try several community service projects.
- Make every minute count.
- And, most important of all, BE SAFE.



CHS Registration:

August 23 (Seniors), August 24 (Sophomores and Juniors), August 25 (Freshmen).
Look for more information in your summer mailing from Cleveland.

CHS First Day of Classes:

Tuesday, September 6, 8:15 a.m. – 9:00 a.m. (Freshmen only)
*all classes meet 9:15 a.m. – 3:15 p.m. (Grades 9 – 12)

Back-to-School Night:

Wednesday, September 21 at 7 p.m. in CHS Auditorium

IB Exam Registration Informational Meeting for Juniors, Seniors and Parents:

Tuesday, September 27 at 7 p.m. in CHS Library

IB Exam Registration Deadline:

Tuesday, November 1, 2011

IB Extended Essay Deadline for Seniors:

Wednesday, December 14, 2011 at 4 p.m.

IB Extended Essay Showcase:

Tuesday, February 7, 2012 at 7 p.m. in CHS Auditorium

IB Exam Meeting for Students:

Wednesday, April 4, 2012 at 8:15 a.m. (Location TBA)

IB Exam:

May 2-22, 2012 (Times and Locations TBA)