



# BERKELEY HIGH SCHOOL

Course Catalog | 2018–2019

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## **BERKELEY HIGH SCHOOL MISSION STATEMENT**

IT IS OUR MISSION  
TO EDUCATE AND INSPIRE ALL STUDENTS  
IN A SAFE, RESPECTFUL AND SUPPORTIVE  
ENVIRONMENT.

TO ACHIEVE THIS MISSION, WE WILL  
EXPECT MAXIMUM ACHIEVEMENT  
FROM EACH STUDENT

MAINTAIN HIGH EXPECTATIONS FOR BOTH  
STUDENTS AND OURSELVES

TEACH STUDENTS TO THINK CRITICALLY,  
CREATIVELY AND ANALYTICALLY

RESPECT EACH MEMBER OF THE  
COMMUNITY AS AN INDIVIDUAL

MODEL AND EXPECT ETHICAL AND  
RESPONSIBLE BEHAVIOR

PROVIDE A SCHOOL STRUCTURE WHICH  
IS OPEN AND ACCESSIBLE

## **A Message to Students and Parents~**

**Berkeley High School strives to provide all students with:**

- Teachers who care about students
- A safe environment
- Education for the present and the future
- Academic challenges in an innovative and vibrant atmosphere
- An outstanding college-placement record
- A place for learning about life and living

**Examples of the experiences available to BHS students:**

- Solving complicated math problems
- Mastering another language
- Playing a competitive interscholastic sport
- Dancing on the Berkeley Community Theater stage or playing music in a Jazz Band or Orchestra
- Researching current issues
- Exploring the mysteries of science
- Being part of social change

We believe that the education we offer is the foundation upon which our students can build their dreams for the future.

Sincerely,

*The Berkeley High School Staff*

### **Notification of Non-Discrimination Policy**

The Berkeley Unified School District is committed to fostering a positive learning and working environment for its students and employees. Accordingly, BUSD programs, activities and practices shall be free from discrimination based on actual or perceived race, color, national origin, sex, disability, age, religious creed, gender, sexual orientation, gender identity, gender expression, marital or parental status, ancestry, national origin, ethnic group identification, disability, medical condition, homelessness or foster status, in its programs and activities. BUSD provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination regarding Board Policy 5145.3:

Dana Clark  
Compliance Officer and Title IX Coordinator  
2020 Bonar Street, Room 116-117  
Berkeley, CA 94702  
Phone: 510-486-9338  
Email: [nondiscrimination@berkeley.net](mailto:nondiscrimination@berkeley.net)

Inquiries may also be referred to the  
Office for Civil Rights  
U.S. Department of Education  
50 United Nations Plaza  
Mail Room 1200, Room 1545  
San Francisco, CA 94102  
Telephone: 415-486-5555  
TDD: 800-877-8339  
Email: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

### **Aviso Referente a la Política de No Discriminación**

Berkeley Unified School District no discrimina en base a la raza, color, origen nacional, sexo, edad, creencia religiosa, género, orientación sexual, expresión de género, estado marital o parental, abolengo, origen nacional, identificación de grupo étnico, incapacidad/discapacidad, condición médica, estado de persona sin hogar o en crianza temporal, en sus programas y actividades y ofrece el mismo acceso a los Boy Scouts y a otros grupos designados de jóvenes. La discriminación basada en clase protegida incluye acoso sexual, violencia sexual y bullying. Todas las consultas o preocupaciones referentes a la política de no discriminación del BUSD o el presentar una denuncia de discriminación deben ponerse en contacto con:

Dana Clark  
Compliance Officer and Title IX Coordinator  
2020 Bonar Street, Room 116-117  
Berkeley, CA 94702  
Teléfono: 510-486-9338  
Correo electrónico: [nondiscrimination@berkeley.net](mailto:nondiscrimination@berkeley.net)

Las consultas también pueden ser referidas a  
Office for Civil Rights  
U.S. Department of Education  
50 United Nations Plaza  
Mail Room 1200, Room 1545  
San Francisco, CA 94102  
Teléfono: 415-486-5555  
TDD: 800-877-8339  
Correo electrónico: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

# Welcome to Berkeley High School

Berkeley High School has a long history of embracing a broad spectrum of people and ideas. The programs offered to students both challenge and support them to reach high levels of academic achievement while preparing each graduate to be successful in college, career, and life. Starting in the 2018–19 school year, all freshmen will be a part of the Universal 9th Grade Program. Through the Universal 9th Grade model, all students will have access to academically rigorous and engaging content through a structured and supportive environment that honors the whole student. Following the Berkeley High lottery process, students can select from five quality academic programs during the Spring of their freshman year that inspire and cultivate the gifts, talents, and passions of its students. Students also have the option of an off-campus Independent Study program.

Students, during the Spring of their freshman year, request placement into one of our five rigorous, college preparatory academic learning communities through the BHS lottery process. Three of our communities (AHA, AMPS, and CAS) are small schools of 180 students. Two of our communities (BIHS and AC) are larger programs of 600–900.

Students enrolled in any one of our **LEARNING COMMUNITIES—ACADEMIC CHOICE (AC), ARTS AND HUMANITIES ACADEMY (AHA), ACADEMY OF MEDICINE AND PUBLIC SERVICE (AMPS), BERKELEY INTERNATIONAL HIGH SCHOOL (BIHS) AND COMMUNICATION ARTS AND SCIENCES (CAS)**—share a core group of teachers. All of the communities satisfy the *a–g* requirements for the University of California. All offer some AP or IB classes. The smaller learning communities also offer opportunities for students to do internships, and senior projects in a specific college and career pathway. Students fulfill each learning community's academic requirements. Other courses students have room for in their schedule are taken from the individual departments: African American Studies, Performing and Visual Arts, Physical Education, and World Language.

In Spring, at the same time they select classes, students have the opportunity to rank and submit their learning community preferences. A lottery held at the end of the spring semester (following diversity guidelines set by the Berkeley Unified School District) determines the learning community to which the student will be assigned.

Information on lottery guidelines may be found at <http://www.berkeleyschools.net/departments/berkeley-school-admissions/2156-2>. Each community is designed to give students the content knowledge, skills, and diverse learning experience to be successfully prepared for a four-year university or college.

Students also have the option of **BERKELEY INDEPENDENT STUDY (BIS)**. BIS offers an academic option to the traditional classroom environment for students who prefer the flexibility and individualized format of independent study. Contact BIS at 644-8592 for more information.

Every choice provides an opportunity to get the most out of one's high school education. The information in this first section of the catalog is very important. Be sure to review the following information before making final course selections:

► **BHS GRADUATION REQUIREMENTS** (see chart, page 9)

► **COLLEGE ENTRANCE REQUIREMENTS** (see chart, page 9)

Courses marked with a star are pending School Board approval. Courses with a (P) next to them have received approval from the University of California Office of the President (UCOP) and can be used to apply for a 4 year college.

Courses with a (P-Pending) next to them are awaiting approval from UCOP.

# Support & Guidance

## High School Guidance

### Counselor Statement

Counseling at Berkeley High is designed to support the whole student. Services include academic planning, college and career preparation, mental health and crisis counseling, intervention and student advocating. The goal of the counseling department is to help students achieve success in high school and beyond while developing into healthy, happy, contributing members of society.

### Five-Year Plan

It is important to develop a five-year **INDIVIDUALIZED LEARNING PLAN (ILP)** for your four years at Berkeley High School and the year that follows it. Families that plan ahead have better control of their student's progression toward high school graduation and post-secondary goals. Please use the ILP or **FOUR-YEAR COURSE PLANNING GUIDE** on page 10 to make a rough draft of your program plans.

### Course Registration

It is important that students give us accurate information regarding the courses they would like to take. Counselors meet with students in the spring to begin the course registration process for the following school year. Registration procedures, BHS graduation requirements and college admissions eligibility requirements are reviewed at this time. Students are provided with an unofficial copy of their transcript and current course offerings.

Berkeley High School recommends students take no more than two Advanced Placement or Honors courses per year. **STUDENTS WILL NOT BE ALLOWED TO DROP AP/IB CLASSES—CHOOSE WISELY AND BALANCE ACADEMICS WITH EXTRA-CURRICULAR ACTIVITIES.**

The master schedule is built to accommodate the requests students made when they chose their classes in Spring. The master schedule is built to avoid the greatest number of conflicts. However, some schedule conflicts cannot be avoided and a few students may not be able to get into their first choice.

Students must select their courses carefully! Teachers are hired and the number of sections offered are determined based on the choices students make; hence student schedules cannot be changed if the student decides they do not like their choice. Students will only be allowed to change for extenuating circumstances.

Berkeley High School is not able to accommodate teacher preference or schedule preference for students.

**ILLUMINATE**, our student information system, offers families the opportunity to access their child's attendance and academic information. To access Illuminate, students must first access their Google account, then navigate to <https://berkeley.illuminatehc.com/> and click the red Sign in with Google button. Families are encouraged to use Illuminate to get current student information.

## Career and College Guidance

### General Information about College Admissions

The information included in this section is intended to be a general overview of college admission eligibility requirements as it relates to course selection throughout your high school career. The BHS College Advisors have extensive, up-to-date college admission information, including assistance with testing and financial aid. They are located in the College/Career Center (D221). The College/Career Center has information on over 3,000 colleges and universities. The College/Career Advisors provide college related information and instructions to students and their families for every year of a student's high school career. All students have access to Naviance, an online tool to save feedback on career and college interests, PSAT, ACT, SAT practice tests, and careers and colleges that match student interests. Students and families are encouraged to read the materials provided for a more thorough understanding of the college admissions process. There are also college bulletins and updates posted on the etree. Additional information on college admissions and financial aid can be found on the College/Career Center website:

<http://bhs.berkeleyschools.net/resources/college-career-center>

## Keeping Your Options Open

We encourage all BHS students to choose the most rigorous schedule that enables them to be successful. A student's coursework and grades affect the options that s/he will have after graduation. A student's eligibility to apply to a four-year college directly from high school is impacted by the courses s/he chooses to take.

### ALTERNATIVE GRADUATION OPTION

The **CALIFORNIA HIGH SCHOOL PROFICIENCY EXAM** (CHSPE) is offered as an alternative to graduation. Information about dates and fees for taking this exam are available at [www.chspe.net](http://www.chspe.net). The BHS code for the CHSPE is **0131177**.

## Education Options After High School

### CALIFORNIA COMMUNITY COLLEGES

Publicly funded schools that offer two year programs of study as well as many career track options. This is typically the least expensive option for students. Student can attend community college for two years and then transfer as a junior to a four year college or university. Admission is open to (1) All high school graduates; (2) non-grads who have passed the CHPSE or the General Education Development Examination (GED) with a score of at least 40 on each section; or (3) non-grads are at least 18 years old.

### PERSIST TO COLLEGE

Persist to College is Berkeley City College's high school transition to college program. Juniors or seniors can join a cohort of other high school and college students and take several courses at BCC during the school day. Students must enroll in and complete the requirements of a specific series of courses and maintain a Berkeley High GPA of 2.0 or higher. This program is particularly accessible for students enrolled in Academic Choice or Independent Study. Talk to your counselor about whether this program is a good fit for you. You can also contact the Persist Coordinator: Christ Lebo-Planas@aleboplanas@peralta.edu.

### CALIFORNIA STATE UNIVERSITY (CSU)

This includes twenty-three colleges within the state. Students must have a minimum GPA of 2.0 in addition a score from the SAT or ACT that meets the specified CSU eligibility index requirement. Find out more at [calstate.edu/apply](http://calstate.edu/apply)

Students' GPA plus either the ACT or SAT Reasoning Test score, determines baseline eligibility for admission. The GPA is based upon 10th and 11th grades only.

## UNIVERSITY OF CALIFORNIA (UC)

There are nine UC's in California and they represent the most competitive of the public school system. The minimum GPA is 3.0 and the SAT or ACT tests are a requirement to be considered for admission. The UC GPA eligibility and admission requirements are listed on the following website:

<http://admission.universityofcalifornia.edu/>  
(also listed on page 9).

### PRIVATE SCHOOL / OUT OF STATE PUBLIC SCHOOLS

Each private school and out of state public school has individual requirements and guidelines for admission. Students and families are advised to visit the individual websites for these colleges and universities.

### College Entrance Tests

SAT Reasoning, SAT Subject, and ACT tests are given throughout the year. Registration and examination preparation information is available at: [www.collegeboard.com](http://www.collegeboard.com), [www.act.org](http://www.act.org) and in the College/Career Center D221. Berkeley High is a national SAT/ACT testing site. Fee Waivers are available for low income students— see the College Advisors in D221. Students seeking 504 accommodations for ACT/SAT should see their Academic Counselor. Some students should take one or more SAT subject tests at the end of their sophomore and/or junior years. **PLEASE SEE THE COLLEGE ADVISOR OR ACADEMIC COUNSELOR ABOUT WHEN IS THE BEST TIME TO TAKE A SUBJECT TEST.**

The Preliminary Scholastic Aptitude Test (PSAT), is a standardized test that provides firsthand practice for the SAT for sophomores and juniors. By taking the PSAT, juniors also can qualify for recognition in the National Merit Scholarship Program (NMSC). For more information go to [www.nationalmerit.org](http://www.nationalmerit.org). The PSAT is given once a year in October and we encourage all Berkeley High sophomores and juniors to take it.



**KEY TO ABBREVIATIONS:** UCOP—University of California Office of the President; “**a-g**” subjects: **(a)**—Social Science, **(b)**—English, **(c)**—Math, **(d)**—Lab Science, **(e)**—Foreign Language, **(f)**—Visual and Performing Arts, **(g)**—Elective; **(P)** or **(P-Pending)**—UCOP has certified (P) or is considering certification (P-Pending) as fulfilling a requirement for admission; **(CTE)**—Career Technical Education; **(ROP)**—Regional Occupational Program; **(H)**—UC certified honors course; **(AP)**—Advanced Placement; **(IB)**—International Baccalaureate.

# Policies

## Schedule Changes

**ANY REQUESTS FOR SCHEDULE CHANGES MUST BE COMPLETED DURING REGISTRATION PRIOR TO SCHOOL STARTING.**

A change request is only accepted if the school has made a mistake or a student has been assigned a wrong level. Most courses are year-long and students must select all of their courses prior to the start of the school year. Students may not change courses mid-year. Students are not allowed to have gaps in their schedules. They must continue to attend the courses on their schedule until an official program change has been made and the counselor gives them a new schedule. Students who do not receive an official schedule change before changing classes risk invalidation of an approved change and a failing grade on their transcript. Additionally, absences will not be cleared from attendance.

## Withdrawal Policy

Students may apply to withdraw from a course up until the 7th week of classes. The request may or may not be honored. Drops granted in the first 15 days of school will not appear on the permanent record. Up until the 7th week, the transcript will reflect a "W" with no credit for the dropped class. A student who drops a course after the 7th week of the semester shall receive an "F" grade on his/her permanent record. Students must obtain a proctor assignment to replace the dropped course.

## IB/AP Courses

Students may not drop an IB or AP course.

## Course Credit

Each year-long course is worth 10 credits unless otherwise noted. Students are expected to earn 30 credits per semester, 60 credits a year, for a regular six period day. All students must take a minimum of six classes with no gaps in their schedule, except for seniors who may have no first or sixth period.

## Berkeley High School Textbook Policies

All students must have a school ID card to check out library and textbooks.

Students are responsible for maintaining the condition of each textbook that they are issued and will be fined for all damages.

Students are responsible for the cost of replacing lost or stolen textbooks. The district may withhold the student's grades, diploma and transcripts in accordance with law, Board policy, and administrative regulation. If the student and parent/guardian are unable to pay for the damages or return of the property, the principal or designee shall provide a program of voluntary work for the student to do. (Education Code 48904)

All semester course textbooks are due at the end of the semester. All other textbooks are due by the end of the current school year.

## Grading Procedures

Grades for achievement shall be reported for each marking period. The addition of plus/minus signs occurs only for progress and quarter reports. A grade of "C" or better is needed to fulfill requirements for a four-year college.

Grade	Description	Grade Point
A	Outstanding Achievement	4.0 grade pts
B	Above Average Achievement	3.0 grade pts
C	Average Achievement	2.0 grade pts
D	Below Average Achievement	1.0 grade pts
F	Little or No Achievement	0 grade pts
I	Incomplete	0 grade pts

**FINAL GRADES** are assigned twice a year at the end of each semester in January and June. Final semester grades are the only grades recorded on the official transcript/permanent record. **QUARTER GRADE REPORTS** are also issued at the end of the 9th and 27th week of school. Final and Quarter Grade Reports are mailed home.

**PROGRESS REPORTS** are generated at the end of the 5th week of each quarter. They are designed to communicate with parents and guardians about student progress. These reports are only mailed to students who have a minimum of one "D" or "F". All grades are viewable via the **PARENT AND STUDENT PORTAL** in **ILLUMINATE**. Parents should contact the appropriate teacher or counselor when students are demonstrating academic, attendance, or behavioral difficulties. Direct communication with the teachers is highly encouraged.

A grade of **INCOMPLETE**, "I", is given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the **INCOMPLETE** in any high school subject becomes an "F", as per Berkeley Unified School Board policy. Grades of "D" do not qualify students to move on to higher level classes in most subjects.

**KEY TO ABBREVIATIONS:** UCOP—University of California Office of the President; "**a-g**" **subjects:** (a)—Social Science, (b)—English, (c)—Math, (d)—Lab Science, (e)—Foreign Language, (f)—Visual and Performing Arts, (g)—Elective; (**P**) or (**P-Pending**)—UCOP has certified (P) or is considering certification (P-Pending) as fulfilling a requirement for admission; (**CTE**)—Career Technical Education; (**ROP**)—Regional Occupational Program; (**H**)—UC certified honors course; (**AP**)—Advanced Placement; (**IB**)—International Baccalaureate.

## Additional Credits

### CONCURRENT ENROLLMENT

Students may enrich their BHS experience and earn additional credits through concurrent enrollment at community colleges, four-year colleges, Adult School, and/or approved secondary school. Concurrent enrollment is not allowed for classes that are offered at BHS, and students may not take concurrent enrollment courses during the regular school day. A petition for concurrent enrollment **MUST** be completed prior to enrolling at a college or Adult School and filed in the Records Center with the registrar. Students will not receive high school credit if they have not been pre-approved for concurrent enrollment. Students must arrange to have their official sealed transcripts from other schools sent to the registrar at BHS.

### CREDIT RECOVERY

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished either through Cyber High or through independent study contracts with teachers in their specific subject areas. Such independent study coursework is based upon a detailed assessment of student progress completed by teachers at the end of the semester in which the student received a "D" or an "F". Credit recovery may result in either 1.) a student receiving credit for repeating a course from an appropriately credentialed supervising teacher, or 2.) the original teacher of the course submitting a grade change for additional work completed to the standard of the original course. Credit Recovery replaces an academic class.

### CYBER HIGH

Cyber High is a high school curriculum that is administered online. The curriculum is fully accredited through Fresno Unified School District and is aligned with the California State Content Standards and Frameworks. Select courses also meet the University of California's "a-g" requirements.

Berkeley High School students can take self-paced courses through Cyber High that make up credit deficiencies for high school graduation. All work is done on computers at Berkeley High School. Credits earned will be posted on the student's BHS transcript.

Cyber High is limited to seniors and juniors who need credits to graduate. In order to take a course through Cyber High, see your academic counselor.

## SUMMER SCHOOL

### BHS HAS LIMITED SUMMER SCHOOL DUE TO BUDGET CUTS.

It normally begins one week after the end of the spring semester and lasts four weeks. Participation is limited to students who have failed a course required for graduation. Brochures with information on the summer school programs are available from the counselors in April. Course requests are due in May.

## Placement in Courses

Berkeley High strives to place students in classes where they will be challenged, successful and supported. There are many factors that are taken into consideration when placing students into courses including: learning community requirements, grades, test scores, teacher/counselor recommendations, department assessments and prerequisites.

## English Learner Classification and Placement

### CLASSIFICATION

According to the BUSD Board of Education - approved EL Master Plan and state law, on the registration form, in the Home Language Survey section, if any of the first three questions are answered as other than English, then a new student is given the English Language Proficiency Assessment for California (ELPAC)—a reading, writing, speaking, and listening test. If the student scores 1–3 overall on the ELPAC, s/he is classified as an English Learner (EL) until s/he reclassifies. If a student scores overall as a level 4 then s/he is not classified as an EL.

### PLACEMENT

A Newcomer EL student, recently arrived in this country, is "less than reasonably fluent" or has a score of 1–3 on the ELPAC, is placed in the Newcomer Program. A student with an initial score of 4 is given the option to participate in the Newcomer Program or not. An EL student who has been here for more than 5 years can be in any of the learning communities, regardless of ELPAC level. Parents may also request a placement in or out of the Newcomer Program. Newcomer students gain one level every year on the ELPAC and some skip levels. A Newcomer who comes into BHS at ELPAC level 1/2 can stay longer at BHS and have a "fifth year" of high school to become more proficient in English.

## RECLASSIFICATION CRITERIA

In order to be reclassified from an English Language Learner (ELL) to Reclassified-Fluent English Proficient (R-FEP), students must meet the California State and Berkeley Unified School District criteria listed below:

- ▶ Meeting the state-determined minimum score for reclassification on the English Language Proficiency Assessments for California (ELPAC)
- ▶ Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery including but not limited to receiving a grade of C or higher in English Language Arts and passing the local English Language Arts (ELA) Assessment
- ▶ Parent/Guardian opinion and consultation
- ▶ For Grade 11 students only: meet or exceed standards on the ELA section of the California Assessment of Student Performance and Progress by scoring at a 3 or higher on the Smarter Balanced Assessment of English Language Arts
- ▶ For students with Individual Educational Plan (IEP): consultation with the site Special Education, Program Supervisor.

## EXIT

When ELs exit the Newcomer program they get priority in the BHS lottery for their new learning community. Newcomer ELs are now called Mainstreamed ELs or Long Term ELs. Also in the first year that these students mainstream, they have the flexibility to change classes as the counselor advises, in order to meet their English Language Development needs and work with an experienced, specially trained or supported teacher.

## Mathematics Placement

### NOTES TO ENTERING 9TH GRADERS

Most 9th grade students, will take Math 1. A select number of students may be eligible for and elect to take Advanced Math 1, a more fast-paced version of the course with additional topics. Placement in Advanced Math 1 will primarily be determined by a placement test. The Advanced Math 1 Placement test will cover all topics of Grade 8 Common Core Math. This means that previous coursework must include familiarity with both algebra and geometry topics. The placement test is administered in April and notification of all placements will be sent to families in May. We realize that not all

topics will have been covered by the time of the test and do not expect them to be. Students come to BHS from many different middle schools, and topics may be taught in a different order.

Students will have another opportunity to enter the advanced sequence at Advanced Math 2. This process will begin in the spring of their 9th grade year. Interested students will be given an opportunity to demonstrate their mathematical reasoning and communication skills by answering some open-ended problems. Their responses to these problems, performance in Math 1, and space availability will be used to determine placement. Those who are selected will need to do some additional work during the summer to prepare for the course, and completion of that work will be confirmed in August before students begin Advanced Math 2.

## MATHEMATICS HONORS-LEVEL COURSES

The UCOP awards additional honors credit for Advanced Math 3, AP Calculus BC, AP Calculus AB, AP Statistics, IB HL Math, and IB SL Math.

## RESTRICTIONS ON MATHEMATICS COURSE CHANGES

Once placed in an AP, IB or advanced math course, students may not elect to move to a non-advanced course that school year. This policy is in place to keep the enrollment numbers of non-advanced courses steady throughout the year.

## Science Placement

The UC Office of the President requires the following: Two years (three years recommended) of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics.

In order to graduate from BHS, student must earn a "D" or better in two years of science: one year of physical science and one year of life science. However, most four-year colleges and universities require a minimum of two years of college-preparatory (P) laboratory science courses from two different areas, and many recommend three years.

See pg 71-74 for a list of science courses.

## AP & IB INFORMATIONAL MEETINGS

Students are strongly recommended to attend an informational meeting for AP or IB Science courses in the spring before the course, at which they will be given a sample assignment to complete and told about the expectations of the course.

## World Language Placement

Students with little or no previous language experience are placed into a level 1 (first year) class. Students with previous experience who are currently enrolled in BUSD are placed into the appropriate level based on teacher recommendation.

All non-BUSD students who wish to enter a level 3-4 (second year) course or higher must take a placement test. BUSD students wishing to "skip" a level must also take the World Language Placement test.

For students enrolling for the Fall of 2018, World Language placement tests will be held on Saturday, April 28, 2018 from 10:00 am–12:00 pm on the second floor of the M building.

For questions regarding the World Language Placement test please contact the Lead Teacher for the World Language Department by email at: beatrizferrercastr@berkeley.net or toniacoleman@berkeley.net

## PE Waivers

Students who participate in an organized and regulated sports activity can apply to waive out of the Physical Education requirement from Berkeley High School. In order to qualify for a PE waiver a student must participate at least five hours a week (or 60 hours) in their sport or activity. Should a waiver be granted, the coach and/or supervisor of the activity will be required to complete documentation that the student is meeting state and physical standards through participation in the activity, and provide an official letter on official letterhead describing their program. Students who apply for a PE waiver must complete the appropriate paperwork before the deadline at the beginning of each semester. PE waiver forms are available in the attendance office (D134). PE waivers are available at the beginning of each semester.

## Student Proctor

Many teachers need and welcome students to assist them in their classroom. A student may enroll in only one proctor section per semester in the 11th and 12th grade only, and teachers may not have more than one student proctor per year. A proctor section replaces an academic class.

## BHS Student Technology Services

Berkeley HS is pleased to offer students access to computers, network, printing and filtered internet. Use of these services is contingent on students signing the Berkeley High Acceptable Use Policy (AUP). The AUP

governs the acceptable use of all campus technology resources. Violation of the AUP may result in disciplinary action. The AUP will be provided to all students upon registration in August.

## THE BERKELEY HIGH SCHOOL E-TREE

BHS has an email list serve which posts the Student Bulletin, College/Career Bulletin, messages from the Principal, information about events, news and volunteer opportunities. The parent-run effort works closely with the administration in order to ensure accuracy.

To subscribe to the BHS etree please send an email to: bhs-requests@lmi.net with one word only in the subject line: subscribe.

If you have trouble subscribing, please contact the parent volunteer facilitators at: bhs-owner@lmi.net

## GOOGLE ACCOUNT

All BHS students will be given a Gmail account in the students.berkeley.net domain. Addresses are created combining the student's first and last name (where possible). All non-alpha characters are removed from the student's email address. (firstname.lastname@students.berkeley.net) Passwords are auto-generated combining 'Berkeley' and your student id:

Username: barackobama@students.berkeley.net

Password: Berkeley7654321

## ILLUMINATE

Student grades and attendance are available on Illuminate. <https://berkeley.illuminatehc.com/login>. Students and parents can login using the same convention as the Google accounts:

Username: barackobama@students.berkeley.net

Password: Berkeley7654321

## COMPUTERS AND PRINTING

Berkeley High School has 17 mobile computer carts that are used frequently during class time for projects and research. In addition, the BHS Library and the College and Career Center have computers available for student use as well as free printing services for students. The library is open before school, at lunch and after school. The College and Career Center is open after school. A pass is required to visit at all other times.

## NETWORK AND INTERNET

The BHS network and filtered internet can be accessed on campus. The BHS-Student-WL network is available for students. The password for this network changes each fall- the front desk can tell you the current password.

KEY TO ABBREVIATIONS: UCOP—University of California Office of the President; “**a-g**” subjects: **(a)**—Social Science, **(b)**—English, **(c)**—Math, **(d)**—Lab Science, **(e)**—Foreign Language, **(f)**—Visual and Performing Arts, **(g)**—Elective; **(P)** or **(P-Pending)**—UCOP has certified (P) or is considering certification (P-Pending) as fulfilling a requirement for admission; **(CTE)**—Career Technical Education; **(ROP)**—Regional Occupational Program; **(H)**—UC certified honors course; **(AP)**—Advanced Placement; **(IB)**—International Baccalaureate.

## Interscholastic Athletic Program

The **INTERSCHOLASTIC ATHLETIC PROGRAM** is open to all Berkeley High and Berkeley Independent Study students. Students earn up to 5 physical education credits for each season s/he complete successfully and will appear on the transcript. To be eligible to participate in interscholastic athletics, a student must meet the following requirements:

- ▶ The student must be regularly enrolled in at least 20 semester units at Berkeley High School or Berkeley Independent Study.
- ▶ Prior to trying out, the student must provide a complete athletic packet, including an annual physical.
- ▶ The student must try out and be selected for a team.
- ▶ The student must maintain at least a 2.0 grade average each quarter or semester.
- ▶ Student's name must appear on a team roster generated by BHS athletic department.
- ▶ The student must remain eligible during the entire season of the sport.
- ▶ All transfer students must be cleared by the athletic department and the North Coast Section before they are eligible to compete in a contest.

## Team Definitions

### STUDENT TEAM

Whenever the school provides only a boys' team in a particular sport, girls are permitted to qualify for the student team(s). If a girl plays on a boys' team, the team is designated as a student team.

### BOYS' TEAM

Whenever the school provides a boys' team and a girls' team in the same sport, girls shall not be permitted to qualify for the boys' team(s) in that sport nor shall boys be permitted to qualify for the girls' team(s) in that sport.

### GIRLS' TEAM

Whenever the school provides only a girls' team in a particular sport, boys shall not be permitted to qualify for the girls' team in that sport unless opportunities in the total sports program for boys in the school has been limited in comparison to the total sports program for girls in that school. Permission for boys to qualify for the girls' team must be secured through petition by the school principal to the CIF Federated Council.

### MIXED TEAM (CO-ED)

Whenever the school provides a mixed or co-ed team in a sport in which the game rules designate either a certain number of team participants from each sex or contains an event that designates a certain number of participants from each sex, boys shall not be permitted to qualify for the girls' positions on the mixed team, nor shall girls be permitted to qualify for the boys' positions on the mixed or co-ed team.

The following athletic teams are part of the -

### INTERSCHOLASTIC ATHLETIC PROGRAM:

#### FALL

- Cross Country  
(Boys and Girls)
- Field Hockey (Girls)
- Football (Student)
- Golf (Girls)
- Spirit Squad (Student)
- Tennis (Girls)
- Volleyball (Girls)
- Water polo  
(Boys and Girls)

#### WINTER

- Basketball  
(Boys and Girls)
- Soccer (Boys and Girls)
- Wrestling  
(Boys and Girls)

#### SPRING

- Badminton  
(Boys, Girls and Mixed)
- Baseball (Student)
- Crew (Boys and Girls)
- Golf (Boys)
- Lacrosse (Boys and Girls)
- Softball (Girls)
- Swim & Diving  
(Boys and Girls)
- Tennis (Boys)
- Track & Field  
(Boys and Girls)
- Volleyball (Boys)

#### NOTE:

Winter sports begin in the fall semester but don't appear on the student's transcript until the spring semester is concluded.

# GRADUATION AND UC/CSU REQUIREMENTS

Students must meet all of the requirements for graduation (credits and courses) by the deadline for the June grading period to be eligible to participate in the graduation ceremony. Students who must complete graduation requirements in the summer following the senior year will not be eligible to participate in the June ceremony and will receive a diploma at the end of summer school.

- ▶ Pass Minimum of 220 Credits
- ▶ Pass Required Courses (All UC/CSU required classes must be passed with grade of "C" or better)

<b>UC/CSU required "a-g" courses*</b>		<b>Berkeley High School required courses</b>		
<b>a</b>	2 YEARS 1 year of World History/Cultures AND 1 year of U.S. History OR 1 semester of U.S. History AND 1 semester of American Government	20 CREDITS	<b>Social Studies</b>	4 YEARS 9TH: Freshman History/Geography/Global Studies/ Sociology 10TH: World History/Global History 11TH: U.S. History/IB History of the Americas 12TH: American Government AND Economics (1 semester each)/IB History of the Americas
<b>40</b>	4 YEARS All college preparatory English courses that include frequent and regular writing and reading of classic and modern literature	40 CREDITS	<b>English</b>	4 YEARS 9TH: English 10TH: World Literature/Global Literature 11TH: American Literature/IB English HL 12TH: Two semesters/IB English HL
<b>c</b>	3 YEARS (4 years recommended) Math 1 Math 2 Additional Math Course	30 CREDITS	<b>Mathematics</b>	2 YEARS Completion of Math 1 required in addition to a second year of math
<b>d</b>	2 YEARS (3 years recommended - must be COLLEGE PREP SCIENCE) 1 year Physical Science 1 year Life Science	20 CREDITS	<b>Science</b>	2 YEARS 1 year Physical Science 1 year Life Science
<b>e</b>	2 YEARS (3 years recommended) In the same language	20 CREDITS	<b>World Language</b>	
<b>f</b>	1 YEAR-long course in one of the following: dance, drama/theater, music or visual art	10 CREDITS	<b>Visual &amp; Performing Arts</b>	1 YEAR 10 CREDITS
<b>g</b>	1 YEAR/2 SEMESTERS Chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives  (Phys. Ed. not required for UC/CSU)	10 CREDITS	<b>Career Tech Ed (CTE)</b>	
			<b>Electives</b>	14 SEMESTERS 70 CREDITS
			<b>Physical Education</b>	20 CREDITS
<b>TOTAL BHS REQUIRED CREDITS</b>			<b>220 CREDITS</b>	

\* The complete list of "a-g" approved course can be found at [www.ucop.edu/doorways.edu/list](http://www.ucop.edu/doorways.edu/list). Information regarding courses approved by UCOP to receive additional honors credit can be found on this website.

**KEY TO ABBREVIATIONS:** UCOP—University of California Office of the President (Pg.9); **"a-g" subjects:** (a)—Social Science, (b)—English, (c)—Math, (d)—Lab Science, (e)—Foreign Language, (f)—Visual and Performing Arts, (g)—Elective; (P) or (P-Pending)—UCOP has certified (P) or is considering certification (P-Pending) as fulfilling a requirement for admission; (CTE)—Career Technical Education (Pg. 12); (ROP)—Regional Occupational Program; (H)—UC certified honors course; (AP)—Advanced Placement; (IB)—International Baccalaureate.

# BHS INDIVIDUALIZED LEARNING PLAN

4-Year Course Planning Guide

STUDENT: \_\_\_\_\_ COUNSELOR: \_\_\_\_\_

## 1 First Choice Option

(Refer to Catalog for appropriate course selection)

PICK A SCHOOL:  AC  AHA  Aamps  BIHS  CAS

First Choice	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
HISTORY				
ENGLISH				
MATH				
SCIENCE				
WORLD LANGUAGE				
ART				
ADDITIONAL CLASS*				

## 2 Second Choice Option

(Refer to Catalog for appropriate course selection)

PICK A SCHOOL:  AC  AHA  Aamps  BIHS  CAS

Second Choice	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
HISTORY				
ENGLISH				
MATH				
SCIENCE				
WORLD LANGUAGE				
ART				
ADDITIONAL CLASS*				

\*IF ROOM IN SCHEDULE

\*IF ROOM IN SCHEDULE

# CAREER & COLLEGE READINESS

It is the vision of the Berkeley Unified School District that all students will be prepared for both career and college. All students will have the opportunity to research their individual interests and aptitudes, learn more about post-secondary programs that can best direct them toward their career goals, have the opportunity to earn high school credit for an internship or a work-based learning experience, learn more about and pursue the jobs and careers that are in highest demand, and take courses in Career Technical Education (CTE).

CTE is defined as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. UCOP recognizes many of these courses as college preparatory. Berkeley High students can use courses designated as (CTE) as an optional requirement for graduation.

The small schools at Berkeley High offer their students a unique opportunity to be immersed in a distinct CTE pathway. AHA and CAS offers pathways in Arts Media and Entertainment. AMPS offers a Public and Community Health pathway in Health Science and Medical Technology sector. Students in these communities participate in interdisciplinary projects and internships and interact directly with numerous industry and community partners.

All BHS students have access to a wide variety of career pathways. From Robotics to Fire Science to Biotechnology to Advanced Video and Photography classes – students at Berkeley High have the opportunity to learn from and be exposed to employers and careers in these industries. The chart on page 15 and 16 indicates the sequence of classes that are offered in each Pathway as well as the local programs students can access after graduation that can lead directly to excellent jobs and careers.

## CareerLocker

All students at Berkeley High can access an individual account in CareerLocker, an online career exploration software. Students can take an interest and aptitudes survey, explore career fields in industries where there are available jobs, research four year and two year colleges that offer programs in the areas they want to study, create a resume and a cover letter, and access practice exams for the PSAT, SAT, AP and ACT. Students can use CareerLocker from any location that can access the internet. For more questions about CareerLocker, see your Cwounselor.

### TO ESTABLISH A NEW ACCOUNT:

- 1) Go to CareerLocker (<http://careerlocker.com>).
- 2) Click Register.
- 3) Type in the following registration code: bhc-c252.
- 4) Create a user name: firstname followed by lastname, all lower case (eg. barackobama). Password: Berkeley. Hit submit.
- 5) Answer the registration questions, and verify the registration.

## Naviance

Naviance is an online platform designed to help students navigate through high school and plan for post-high school success. Each student has a unique Naviance account where they can develop their academic 4-year plans, create resumes, research and compare colleges, take personality inventory assessments, explore career pathways, find scholarships, and more. Through Naviance's Family Connection portal, parents/guardians can track and guide their student's post-secondary school plans. All BHS Students and their parents/guardians will receive their login information at the beginning of the school year.

## CTE Options

Some CTE courses at Berkeley High can be taken in sequence and lead students directly toward a career in that field. There are many other CTE courses offered at Berkeley High School, many of which are embedded within our small schools. There are other courses that are not CTE designated, but can support a student in a chosen pathway. The chart on page 15 and 16 shows the different pathways we offer, courses offered at BHS, and post-secondary certification and degree programs offered in that field.

**The following CTE courses are intended to be taken in sequence. In some cases, a students may bypass the first year of the sequence. See course descriptions for details:**

**FIRE SCIENCE (ROP) (CTE)**

YEAR · 10 CREDITS

This course follows the California Firefighter 1 curriculum and prepares students for future study of fire science as well as providing them hands on experience. The fundamentals of the fire fighting equipment, methods of rescue, emergency procedures and fire department organization. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy. Prerequisite: Students will be required to arrange for their own transportation to a fire station when necessary. Note: Students are never allowed to drive other students.

**ROP-EMT BASIC**

YEAR · 10 CREDITS

This course is open to both seniors and adults and will take place at the Berkeley Adult School two sessions per week. It will instruct students to the level of Emergency Medical Technician-Basic. The EMT serves as a vital link in the chain of the health care team. It is recognized that most pre-hospital emergency medical care will be provided by an Emergency Medical Technician, who needs to know skills necessary to provide emergency care at a basic life support level with an ambulance service or other specialized service. After completion of the program, the student will be prepared to take the EMT-Basic exam required for state certification. Topics include CPR, medical terminology, anatomy, advanced life support interface, scene/patient assessment, communicable diseases, traumatic emergencies, medical emergencies, obstetric emergencies, pediatrics, geriatrics, environmental emergencies, and behavior emergencies, plus 10 hours of "ride along" with the Fire Department or ambulance crew. Integrated throughout the course are career preparation standards that include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment literacy.

**LAW AND SOCIAL JUSTICE I (P)**

YEAR · 10 CREDITS

Analyzing, critiquing, and evaluating the criminal justice system, Law and Social Justice examines the best practices and contemporary issues within law enforcement, the courts, and prisons. A Career and Technical Education course, class time also explores central and peripheral careers within the criminal justice system. Course work embraces work based learning, contextualizing the issues and careers through field trips, guest speakers, panels, and lecturers. **PREREQUISITES:** Must be a current junior or senior in good standing with other required coursework. UC/CSU

**LAW AND SOCIAL JUSTICE II: TOPICS (P)**

YEAR · 10 CREDITS

Law II is a "senior seminar" level course, building on the foundational work completed in Law I. The class investigates deeper into the important and relevant issues facing the criminal justice system in the United States. Using field work, class discussion, text analysis, and research, students will explore the critical components and solutions in policing and law, in addition to building on career exploration in these areas. Topics for exploration include racial profiling, adequate representation by counsel in the courts, and inequities in prison sentencing. **PREREQUISITES:** Law and Social Justice I. UC/CSU (g)

**ROP BIOTECHNOLOGY 1/2 (P) (CTE)**

YEAR · 10 CREDITS

The course centers around the following areas: laboratory measurement and calculation, energetics of life, growth and reproduction, structural basis of function in living systems, chemistry of living systems, quantitative problem solving and data acquisition and display. Issues of career development, ethics and technology will also be stressed. Priority admission will be given to juniors who have completed Advanced Biology and Chemistry. Students who are concurrently enrolled in Chemistry and who have passed Advanced Biology are also eligible. All students must have earned a "C" average in college preparatory math. UC/CSU (d)

**ROP BIOTECHNOLOGY 3/4 (P) (CTE)**

YEAR · 10 CREDITS

This course covers chemistry and biochemistry concepts related to biotechnology, genetics, DNA transformations, protein purification techniques, cell growth and monitoring techniques, immunology and other aspects of biotechnology. **PREREQUISITES:** Grade 12. Priority will be given to students who have successfully completed Biotech ½ with a "B" or better. Students may also apply to enter Biotechnology ¾ if they have passed Advanced Biology and Chemistry. UC/CSU (d)

**FOR THE FOLLOWING VISUAL AND PERFORMING ART SEQUENCES**

See pg. 75-80 for course descriptions:

Digital Photo (P)

ROP Advanced Digital Photography (CTE) (P)

Beginning Photo (P)

Advanced Photography (P)

(ROP) Advanced Photography (CTE) (P)

ROP Art of Video Production (CTE) (P)

ROP Advanced Studio Editing (CTE) (P)

**The following small schools provide Linked Learning style of education which both prepares students for a four-year college and clearly defined pathway of courses and cross-discipline immersion in a particular area of interest:**

### **ARTS AND HUMANITIES ACADEMY (AHA)**

#### **PG. 28-33**

AHA Advanced Drawing and Painting (P) – 11th grade

AHA AP Studio Art (P) (H) – 12th grade

### **ACADEMY OF MEDICINE AND PUBLIC SERVICE (AMPS) PG. 34-38**

AMPS Chemistry (P) – 10th grade

AMPS Biological Health Science (P) (CTE) – 11th grade

AMPS Community Service Professions (P) (CTE) – 11th grade

AMPS Applied Medical English (P) (CTE) – 12th grade

Recommended: ROP-Fire Science (CTE), ROP-EMT-Basic (CTE)

### **COMMUNICATION ARTS AND SCIENCES (CAS)**

#### **PG. 47-51** CAS-Computer Arts (P) – 10th grade

CAS-Art of Video Production (P) (CTE) – 11th grade

ROP-Advanced Studio Editing (P) (CTE) or

ROP-Advanced Digital Photography (P) (CTE) – 12th grade

## **Work Experience**

### **FIELD STUDIES**

SEMESTER · 3-10 CREDITS

This course allows students to do extensive learning in a community setting through a supervised internship in which students learn communication, problem solving, critical thinking, and information technology skills as well as professional ethics and responsibility while developing career goals. Students must document a minimum of 60 supervised internship hours.

### **WORK EXPERIENCE EDUCATION** SEMESTER · 3-10 CREDITS

Work Experience is an elective course which gives credit for employment for students 16 years of age and older. It combines paid employment with related instructional career workshops and career assignments. Both components are mandatory for class credit. Students working 6, 10, 16, 20 hours per week may obtain 3, 5, 8, 10 credits respectively per semester and up to 40 total credits toward graduation.

### **COURSE REQUIREMENTS:**

- ▶ Supervised job for the semester
- ▶ Completed work permit
- ▶ Completed Work Experience application
- ▶ Completed Training Agreement for Work Experience
- ▶ Verified work hours (40% of grade)
- ▶ Completed assignments from Classroom Workshops (40% of grade)
- ▶ Satisfactory employment visitations and employer evaluation (20% of grade)

## **Publications**

### **JACKET**

YEAR · 10 CREDITS

Students who enroll in Jacket contribute high quality material to this award-winning bi-monthly publication. The Jacket publishes 16 pages of local news, commentary, and reviews for the Berkeley High School community.

Largely directed by student editors, Jacket teaches students to meet deadlines, be a responsible team member, improve their writing/photography/illustration skills, and take initiative. Jacket writers, photographers and illustrators receive training and constant feedback from editors and have the opportunity to pursue leadership positions if they contribute throughout their high school career. Students must apply for a staff position as a writer, photographer, or illustrator. Note: Admission to the Jacket is by application only. Please visit the Jacket online at [www.berkeleyhighjacket.com](http://www.berkeleyhighjacket.com)

### **YEARBOOK-DIGITAL PUBLISHING (CTE)**

10 CREDITS

Yearbook-Digital Publishing is a year-long course which prepares students for entry-level positions in photo-journalism and digital publishing and is primarily responsible for producing Berkeley High's award-winning yearbook. Students use programs such as Adobe InDesign, Photoshop, and Illustrator to create the 256 page yearbook. Students will work on mastery of page design, photography, layout, proper use of graphics, journalism, business management, and develop portfolios throughout the year. Students can work in areas such as student life, free-lance photographers, writers, designers, business management, and other leadership positions.

Integrated throughout the course are career technical education standards which include basic academic skills, communication, career planning, technology,

problem solving, safety, responsibility, ethics, teamwork, and technical knowledge. The requirements of the course include a willingness to work hard and work after-school and at school events. Students will work daily to make a lasting yearbook for the school community. Students who have taken Beginning Intro to Photography, Digital Photography, and Design classes are encouraged to join.

## Student Proctors

### LIBRARY AIDE

YEAR • 10 CREDITS

Students who want to participate in the activities of the library media center are welcome to apply for the Library Aide course. Aides share in the normal maintenance work of a library. Emphasis is on individual and team projects, including setting up special exhibits, creating a library journal that produces bibliographies for different subjects, orienting visiting classes to the library media center and becoming “peer tutors” for the new technologies that are being integrated into the working of the library. **PREREQUISITE:** Librarian recommendation.

### STUDENT PROCTOR

SEMESTER/YEAR • 5/10 CREDITS

Many teachers need and welcome students to assist them in their classroom. A student may enroll in only one proctor section per semester, and teachers may not have more than one student proctor per year. A proctor section replaces an academic class. See counselor to obtain a proctor card.



# CAREER & COLLEGE READINESS

The following BHS courses (in light grey) and post-secondary certificate and degree programs (in darker grey) show the different career pathways offered to our students. The BHS courses listed below are recommended only and most do not have to be taken in sequence.

## Health Science & Medical Technology

Support Services	Support Services-AMPS	Therapeutic Services	Biotechnology
<input type="checkbox"/> AfAm Psychology (P) <input type="checkbox"/> Psychology (P) <input type="checkbox"/> Sociology (P) <input type="checkbox"/> ROP-EMT – Basic (P-Pend) (CTE) <input type="checkbox"/> ROP-Fire Science (CTE) <input type="checkbox"/> Honors Anatomy and Physiology (P) <input type="checkbox"/> Medical Terminology (Adult School)* <input type="checkbox"/> AP or IB Biology (P) <input type="checkbox"/> Introduction to Social Services (Soc 101) (Persist to College – BCC)	<input type="checkbox"/> AMPS-Medical English (P) (CTE) <input type="checkbox"/> AMPS-Biological Health Science (P) (CTE) <input type="checkbox"/> AMPS-Community Service Professions (P) (CTE) <input type="checkbox"/> ROP-Fire Science (CTE) <input type="checkbox"/> ROP-EMT – Basic (P) (CTE)	<input type="checkbox"/> Advanced Biology <input type="checkbox"/> Chemistry (P) <input type="checkbox"/> Medical English (P) (CTE) <input type="checkbox"/> Psychology (P) <input type="checkbox"/> AfAm Psychology (P) <input type="checkbox"/> Sociology (P) <input type="checkbox"/> Hnrs-Anatomy and Physiology (P) <input type="checkbox"/> AP or IB Biology (P) <input type="checkbox"/> ROP-EMT Basic (P)(CTE)	<input type="checkbox"/> Advanced Biology <input type="checkbox"/> Chemistry (P) <input type="checkbox"/> Algebra II (P) <input type="checkbox"/> ROP-Biotech (P) (CTE) <input type="checkbox"/> Summer Biotech internship (CTE) <input type="checkbox"/> ROP-Biotech (P)(CTE) <input type="checkbox"/> AP or IB Biology (P)

### Post-Secondary Options

- Psychology –AA at any community college
- Community Health Worker – BCC
- American Sign Language Cert/AA (BCC)



### Post-Secondary Options

- Paramedic (Adult School)
- Emergency Medical Technician (Berkeley Adult School, Merritt)
- Spanish Medical Interpreting, Cert/ AA (BCC)
- Fire Science AA (SF City)
- Community Health Worker AA and Cert of Achievement (BCC)
- Medical Terminology (Adult School)
- Social Services Paraprofessional (AA and Cert (BCC))
- Community and Public Services (BCC)
- Nursing, Cert/AS (Merritt)
- Nutrition and Dietetics Cert/AS (Merritt)
- Radiologic Science Cert/AS (Merritt)
- Human Development Services , Cert/ AS, (C of Alameda)
- Dental Assisting, Cert/AA (College of Alameda)

### Post-Secondary Options

- Students who complete Biotech 1/2 and Biotech 3/4 with a B or better, and Math 2 and Chemistry with a C or better, are awarded automatic entry into the Bioscience Career Institute in the Peralta Community College District. This provides them a paid internship during the day, and classes during the evening which lead them to a certification in Biotechnology.
- Biotechnology Cert and AA (BCC, Laney)
- Biomanufacturing, Cert/AA (Laney)
- Biomedical Engineering and Technology Cert. (Laney)
- BCC

## Environmental Sciences

Energy and Utilities	Natural Resources	Engineering/Design
<input type="checkbox"/> Advanced Biology or Integrated Science or AP Biology (P) <input type="checkbox"/> Chemistry (P) <input type="checkbox"/> Physics or AP Physics (P) <input type="checkbox"/> IB or AP Environmental Science (P) <input type="checkbox"/> Internship or Workstudy	<input type="checkbox"/> Advanced Biology or Integrated Science or AP Biology (P) <input type="checkbox"/> Chemistry (P) <input type="checkbox"/> AP or IB Environmental Science <input type="checkbox"/> Physics, or AP Physics (P) <input type="checkbox"/> Internship or Workstudy	<input type="checkbox"/> Math 2 (P) <input type="checkbox"/> Math 3 (P) <input type="checkbox"/> AP Calculus AB (H) <input type="checkbox"/> AP Calculus BC (H) <input type="checkbox"/> Physics, AP Physics (P) <input type="checkbox"/> CAD (Adult or BTech) <input type="checkbox"/> AP Environmental Science or IB Environmental Systems (P) <input type="checkbox"/> Drawing (P) <input type="checkbox"/> Creative Art (P) <input type="checkbox"/> AP or IB Studio Art (H)

### Post-Secondary Options

- Environmental Control Technology (Laney)
- Cypress Mandela Training Center: Green Jobs Program (Path to Pre-Apprenticeship and Pre-Laney AS program)
- Green Jobs Education Program (Laney) – Cert. and AS in Electrical, Electronic, Technology (EET)
- Welding Technology, Cert/AS (Laney)

### Post-Secondary Options

- Environmental Management and Technology (Merritt) Cert/AA
- Landscape Horticulture (Merritt) cert/AA
- Environmental Control Technology Cert/AS(Laney)
  - o Specialization in Building Automation Systems Cert./AS (Laney)

### Post-Secondary Options

- Architecture and Engineering Cert/AS (Laney)
- Advanced Manufacturing and Industrial Maintenance Cert/AS(Laney)
- Machine Technology Cert/AS (Laney)
- Carpentry, Wood Technology, Construction Management Cert/AS (Laney)

Students wishing to pursue a particular pathway should emphasize selection of and success in the indicated electives. \*In some cases, students can enroll concurrently at a local Community College to accelerate their pursuit of a particular career.

## Arts Media & Entertainment

Media and Design: The following introductory courses listed are required for further specialization below- AHA Art Wheel (P), Creative Art (P), Beginning Photo or Digital Photo (P), Drawing, Ceramics (P), Intro to Video (P)		Performing Arts: The following introductory courses listed are required for further specialization below- Drama (P), Beg Afro Haitian Dance (P), Beg Dance (P), Any music class (P), Art Wheel (P)
<b>Media and Design</b> <input type="checkbox"/> AP Art History (P) <input type="checkbox"/> AP or IB Studio Art (P) <input type="checkbox"/> Adv Drawing (P) <input type="checkbox"/> Adv Ceramics (P) <input type="checkbox"/> Adv Photo (P) (CTE) <input type="checkbox"/> Yearbook/Digital Publishing (CTE)	<b>CAS-Media and Design</b> <input type="checkbox"/> CAS-Computer Art (CTE)(P) <input type="checkbox"/> CAS-Video Prod. (CTE)(P) <input type="checkbox"/> CAS-Adv. Studio Editing (CTE)(P) or <input type="checkbox"/> CAS Adv. Digital Photo (CTE)(P)	<b>Performing Arts</b> <input type="checkbox"/> Adv. Afro Dance (P) <input type="checkbox"/> Dance Production (P) <input type="checkbox"/> Adv. Theatre Proj (P) <input type="checkbox"/> Stagecraft (CTE) <input type="checkbox"/> Internship or Work Study
<b>Post-Secondary Options</b> <ul style="list-style-type: none"> <li>Multimedia Arts, Cert/AA (BCC) <ul style="list-style-type: none"> <li>Digital Video Arts specialization</li> <li>Digital Imaging specialization</li> </ul> </li> </ul>		<b>Post-Secondary Options</b> <ul style="list-style-type: none"> <li>Theatre Arts, Cert/AA (Laney)</li> <li>Dance, Cert/AA (Laney)</li> </ul>

## Law, Government & Public Service

Law and Government	Public Service	Mass Communications
<input type="checkbox"/> World Cultures/Geography (P) <input type="checkbox"/> Government or AP Government (P) <input type="checkbox"/> Econ, AP Econ, or AfAm Econ (P) <input type="checkbox"/> Leadership <input type="checkbox"/> AP U.S. History or U.S. History (P) <input type="checkbox"/> Politics and Power/Globalization (P) <input type="checkbox"/> Work-Study or Internship <input type="checkbox"/> Law and Social Justice I (P) (CTE) <input type="checkbox"/> Law and Social Justice II (P) (CTE)	<input type="checkbox"/> World Cultures/Geography (P) <input type="checkbox"/> Government or AP Government (P) <input type="checkbox"/> Econ, AP Econ, or AfAm Econ (P) <input type="checkbox"/> Student Court <input type="checkbox"/> Leadership <input type="checkbox"/> ROP Fire Science I (CTE) <input type="checkbox"/> ROP EMT – Basic (P-Pend) (CTE) <input type="checkbox"/> Work-Study or Internship	<input type="checkbox"/> World of Media (P) <input type="checkbox"/> Jacket <input type="checkbox"/> Psychology/Sociology (P) <input type="checkbox"/> Drama (P) <input type="checkbox"/> Theater Production & Stagecraft (P)(CTE) <input type="checkbox"/> Art of Video Production (P)(CTE) <input type="checkbox"/> Digital Photography (P) (CTE) <input type="checkbox"/> Adv. Digital Photography (P) (CTE) <input type="checkbox"/> ROP Adv. Video (P) (CTE) <input type="checkbox"/> ROP Adv. Photo (P) (CTE) <input type="checkbox"/> Work-Study or Internship
<b>Post-Secondary Options</b> <ul style="list-style-type: none"> <li>Political Science, AA-Transfer to 4 yr. (BCC)</li> <li>Philosophy, AA-T (BCC)</li> <li>Sociology, AA-T (BCC)</li> <li>Global Studies,AA (BCC)</li> <li>Court Interpreter, Cert (Laney)</li> <li>Paralegal Studies, AA/Cert (Merritt)</li> <li>Administration of Justice AA- (Merritt) <ul style="list-style-type: none"> <li>Corrections Certificate</li> <li>Police Science Certificate</li> </ul> </li> </ul>		<b>Post-Secondary Options</b> <ul style="list-style-type: none"> <li>Public and Human Services Program (BCC) <ul style="list-style-type: none"> <li>Community and Public Services Cert/AA (BCC)</li> <li>Community Health Worker AA/Cert (BCC)</li> <li>Social Services Paraprofessional, Cert/AA (BCC)</li> </ul> </li> <li>Administration of Justice – AA/Cert (Merritt)</li> <li>ROP EMT – Basic (Adult)</li> </ul>

## Information Technology

Programming and Systems Development	Media Support Services
<input type="checkbox"/> Math 3 <input type="checkbox"/> Introduction to Computer Programming (P) (CTE) <input type="checkbox"/> AP Computer Science Principles (H) <input type="checkbox"/> IB Computer Science SL/HL	<input type="checkbox"/> AP (C++ Java) (H) <input type="checkbox"/> AP Calculus AB (H) <input type="checkbox"/> Work-Study or Internship <input type="checkbox"/> AP Statistics (H) <input type="checkbox"/> AP Calculus BC (H)
<b>Post-Secondary Options</b> <ul style="list-style-type: none"> <li>Computer Information Systems , Cert/AS (BCC)</li> <li>Applied Computer Information Systems Cert/AS (BCC)</li> <li>Web Programing (Cert/AS) (BCC)</li> </ul>	<b>Post-Secondary Options</b> <ul style="list-style-type: none"> <li>Multimedia Arts, AA (BCC) w/ specialization in: <ul style="list-style-type: none"> <li>Digital Video Arts</li> <li>Digital Imaging</li> <li>Web Design</li> </ul> </li> </ul>

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# Adult School



Berkeley Adult School (BAS) Career Technical Education Pathways establish guidelines to assist students interested in foundational career training using “BAS Certificate Programs.” Our programs teach skills directly linked with current employment opportunities.

High School students 15 years or older may attend our programs with an approved concurrent enrollment form and if it does not interfere with their regular school day. BAS is located at 1701 San Pablo Avenue. For more information, log onto their website at: <http://bas.berkeley.net/>.

## **ADMINISTRATIVE ASSISTANT**

- Business and Customer Communications
- Writing/Speaking/Telephoning in a Multi-Cultural Business
- Basic Computer Literacy
- Business Math
- Keyboarding
- Workplace Office Applications

## **CUSTOMER SERVICE**

- Business and Customer Communications
- Writing/Speaking/Telephoning in a Multi-Cultural Business
- Basic Computer Literacy
- Keyboarding
- Workplace Office Applications

## **COMPUTER GRAPHICS FOR PRINT**

- Basic Design for Print and Web
- Creative Suite Intro
- Acrobat
- Illustrator I
- InDesign I
- InDesign II
- Photoshop I
- Photoshop II and III

## **COMPUTER GRAPHICS FOR WEB**

- Basic Design for Print and Web
- Creative Suite Intro
- Dreamweaver I
- Dreamweaver II
- Illustrator I
- Photoshop I
- Photoshop II

## **BOOKKEEPING/ACCOUNTING**

- Business and Customer Communications
- Basic Computer Literacy
- Business Math
- Keyboarding

Workplace Office Applications  
Fundamentals of Accounting  
Computerized Accounting Concepts

## **FOOD SERVICE/CULINARY ARTS**

- Business and Customer Communications
- Basic Computer Literacy
- Workplace Office Applications
- Bread Project

## **MEDICAL OFFICE ASSISTANT**

- Business and Customer Communications
- Keyboarding
- Workplace Office Applications
- Administrative Medical Assistant
- Medical Terminology
- CPR

## **HEALTHCARE/MEDICAL PATIENT CARE**

- Business and Customer Communications
- Keyboarding
- Basic Computer Literacy
- CPR
- Medical Terminology
- Pharmacy Technician
- Clinical Medical Assistant
- Certified Nurse Assistant
- Emergency Medical Technician (P-Pending)

# City College



Berkeley City College is located two blocks north of Berkeley High and offers multiple opportunities for students to earn college and high school credit.

As long as the course is not offered at Berkeley High and does not interfere with a student's regular classes, BHS and Independent Study students can request concurrent enrollment in a single course.

High school students can also jumpstart their college education with a new high school transition to college program called Persist to College. Benefits: Students can complete one year of college before they graduate from high school and obtain high school credits for the work completed at BCC. Select from a four-year college track or an accelerated path to a technical career. Requirements: Maintain a BCC GPA of 2.5 or higher. Enroll and complete requirements of a specific series of courses.

For additional information or to obtain an application, email PERSIST Coordinator Christ Lebo-Planas at: [aleboplanas@peralta.edu](mailto:aleboplanas@peralta.edu)

# Peralta Community College

Below are the certificates and degrees offered at the local community colleges.

DEGREE AND CERTIFICATE PROGRAMS	BCC	COA	LANEY	MERRITT
Architecture and Engineering				
Apparel Design and Merchandising				
Administration of Justice				
Aviation Maintenance				
American Sign Language				
ATLAS Program				
Automotive Technology				
Auto Body and Paint				
Biomanufacturing				
Biomedical Engineering Technology				
Biotechnology				
Business				
Carpentry				
Child Development				
Community Social Services				
Computer Information Systems				
Construction Management				
Cosmetology				
Culinary Arts				
Diesel Mechanics				
Dental Assisting				
Electricity/Electronics Technology				
Environmental Control Technology				
Environmental Management and Technology				
Graphic Design/Digital Imaging				
Green Jobs Education Program				
Human Development Services				
Industrial Maintenance				
Journalism				
Labor Studies				
Landscape Horticulture				
Legal Court Interpreting (Spanish)				
Machine Technology				
Media Communications				
Multimedia Arts				
Nursing				
Nutrition and Dietetics				
Paralegal Studies				
Photography				
Public and Human Services				
Radiologic Science				
Real Estate				
Recreation and Leisure Services				
Spanish Medical Interpreting				
Welding Technology				
Wood Technology				

For a complete listing of the programs, go to: [www.peralta.edu/cte](http://www.peralta.edu/cte)

# Universal 9th Grade

All incoming ninth grade students are assigned to one of seven houses, or hives. These hives are composed of approximately 120 students who share 4 teachers in their core subject areas: Math 1 (or Advanced Math 1), Physics 1, English, and Ethnic Studies/Social Living. Students choose their remaining two classes out of the elective options presented below. At the end of ninth grade, students have the opportunity to rank one of the five learning communities at Berkeley High School for their 10th-12th grade education.

## Sample Student Schedule for 9th Grade:

Per.	Class
1	Elective
2	Physics 1
3	Ethnic Studies/Social Living
4	Math/Advanced Math 1
5	English 1
6	Elective

## Freshman Hive Courses:

Students take the following four courses with approximately 120 students in their Hive:

### Mathematics Progression

(see page 62 for more information)

#### MATH 1 (P)

YEAR · 10 CREDITS

This course covers strands from algebra, geometry, and statistics to emphasize the interconnected nature of mathematics. Specific topics include a deeper understanding of algebraic manipulation, functions (linear, quadratic, and exponential), applying linear models to data, using transformational geometry to establish criteria for congruence, coordinate geometry, and an introduction to matrices and vectors. In addition, students will be expected to show proficiency in the Common Core Standards for Mathematical Practice, such as modeling with mathematics, attending to precision, and persevering in problem solving. This is the first year in the Math 1, Math 2, Math 3 sequence. This sequence prepares students for higher level math courses such as AP Calculus AB, AP Statistics, and IB-SL Math. UC/CSU (c)

#### ADVANCED MATH 1 (P)

YEAR · 10 CREDITS

This is an accelerated, fast-paced course that rigorously covers all of the material covered in Math 1 and part of Math 2, with additional topics, challenging proofs, and open-ended problems. Students will also cover indirect and direct proofs of both algebraic and geometric topics. Students will be expected to explain the reasoning behind their solutions for open-ended questions using formal, academic language. In addition, students will demonstrate deep application of the Common Core Standards for Mathematical Practice, such as reasoning abstractly and quantitatively, constructing viable arguments, and critiquing the reasoning of others. The time commitment for this course is most similar to that of an AP course. A graphing calculator is required. This sequence prepares students for higher level math courses such as AP Calculus BC, AP Statistics, and IB-HL Math. UC/CSU Honors credit is NOT available for this course.

**PREREQUISITE:** Placement in Advanced courses is based on Advanced Math 1 Placement Test score. UC/CSU (c)

#### PHYSICS 1

YEAR · 10 CREDITS

Physics 1 is a year-long, college preparatory, algebra-based laboratory course that introduces the fundamental concepts and laws of physics. This course is based on the Next Generation Science Standards and is designed to help students construct an understanding of both physics concepts and the mathematical foundations of the physical world. Students explore these concepts using laboratory experiences to strengthen problem-solving skills and learn basic experimental techniques. This inquiry driven program is tightly aligned with the 9th grade Common Core Math 1 course, reinforcing the math concepts covered. Students will study physics principles through observing, analyzing and interpret-

ing data, and reporting experimental outcomes, including the identification of inconsistent results and sources of error. The course surveys the traditional topics of physics, with emphasis on mechanics, wave phenomena, electricity, magnetism, and energy. UC/CSU (d-lab science credit)

**ENGLISH 1 (P)**

YEAR • 10 CREDITS

Students pursue the year's essential questions through extensive reading, writing, research, and discussion. In addition, they examine important issues in cultures at home and across the globe through a variety of genres—poems, plays, short stories, novels, nonfiction, and multimedia texts. Students will be expected to write in a variety of modes—narrative, descriptive, expository, analytical, and argumentative. This class invites students to explore their own identity, while learning how to identify with others, and to hear and be heard in a world of cultural and ideological differences. UC/CSU (b)

**FRESHMAN SEMINAR (P)****HUMANITIES: HISTORY**

YEAR • 10 CREDITS

This course is divided into two semesters.

**SEMESTER 1: ETHNIC STUDIES**

The semester begins with an examination of identity in which students delve deeper into their own personal culture and heritage. Who am I? Where do I come from? How do I fit into the world around us? Next, they broaden their studies to learn about the experiences and perspectives of people within and beyond the United States. Students will study race, migration, and immigration and make personal connections while investigating the history of current political and global dynamics.

**SEMESTER 2: SOCIAL LIVING**

Second semester, we focus on issues directly facing youth today: healthy decision making, media literacy, substance awareness, nutrition, sexuality, and gender identity. The semester's work is grounded in academic case studies that look at the evolution of these issues over time. The semester culminates with an evidence based research project on a current social issue.

Both semesters teach the fundamental skills of critical thinking, listening, speaking, reading, and writing along with historical research and investigation, source evaluation, and evidence based analysis, laying the groundwork for future social science coursework. UC/CSU (a)

**Electives Exclusively for Ninth Graders:****LEAP (LEARN, ENGAGE,  
ACCELERATE, PERSIST) (P)**

YEAR • 10 CREDITS

LEAP is a 9th grade only elective class wherein students are supported in their academic, social, and emotional development as they transition to high school. It combines direct academic support and acceleration with a robust college and career readiness curriculum called Get Focused, Stay Focused (GFSF). In partnership with Berkeley Community College, all LEAP teachers are trained in the GFSF content which is a comprehensive guidance program centered around a student's interests and life goals, a 10-year plan, and college and career readiness pathways. LEAP instructors also teach one of the core academic classes in the Hive, thereby increasing the personalization available to LEAP students. UC/CSU (g)

**9TH GRADE AVID ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)**

YEAR • 10 CREDITS

Advancement Via Individual Determination (AVID) is a four year academic elective course that prepares students for college readiness and success. During the 9th and 10th grade years AVID students will receive instruction through a rigorous college preparatory curriculum provided by AVID Center. Students will participate in tutor facilitated study groups, motivational activities and academic survival skills. The 9th and 10th grade AVID course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, preparation for college entrance and placement exams, college study skills, test taking strategies, note-taking and research. The AVID 9th and 10th grade AVID curriculum also focuses on college and career awareness through work in class, guest speakers and field trips to colleges.



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## Other common Elective Options for 9th Graders

In their freshman year, students typically take two electives from the list below.

Once you fulfill the requirements for World Language, Arts, and PE, all additional classes count towards fulfilling your BHS electives requirements.

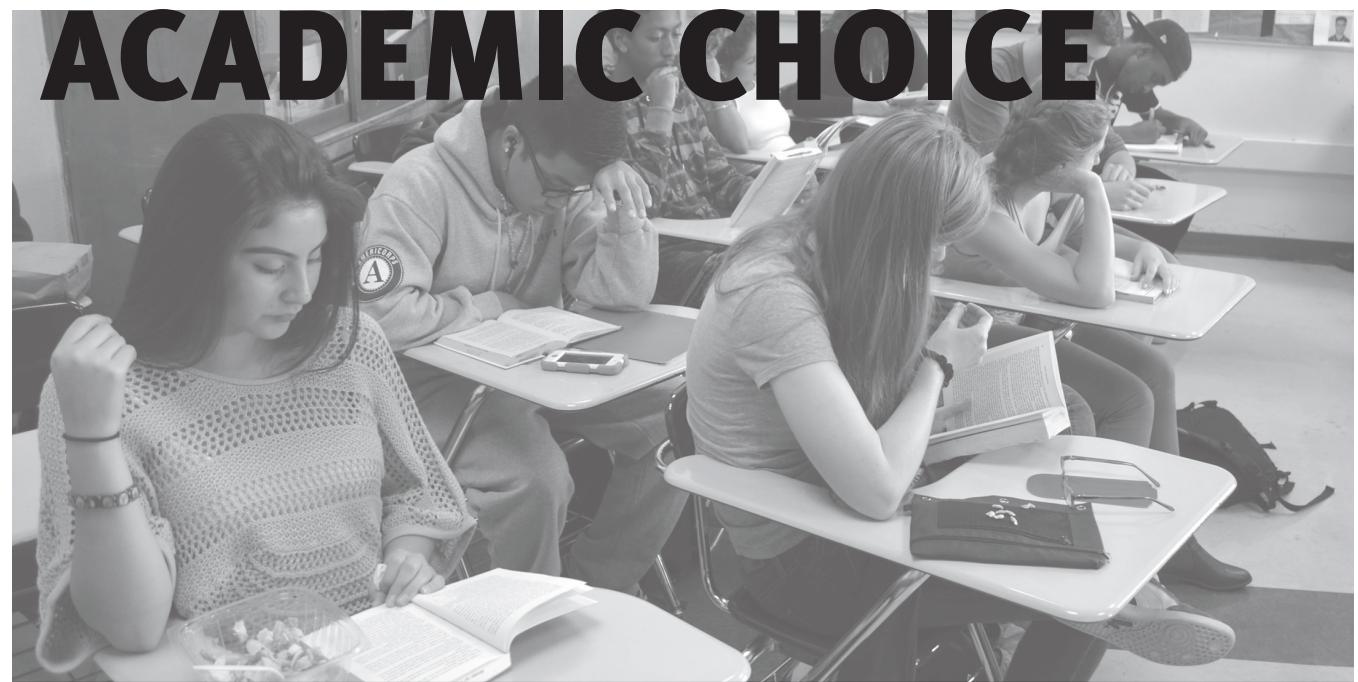
Department	# of years required for High School Graduation	# of years required for UC/CSU eligibility	Courses that Freshmen Can Choose From
World Languages	1*	2	Latin, Mandarin, French, Spanish, Spanish for Native Speakers
Visual and Performing Arts	1*	1	Afro-Haitian Dance, Ceramics, Dance, Drama, Drawing, Photography (Digital and Wet Lab), Creative Arts, Concert Chorale, Guitar, Jazz Band, Band, Orchestra**
Physical Education	2	Not Required	Afro-Haitian Dance, Badminton, Basketball, Dance, Heart Fitness, Soccer, Team Sports, Weight Training/Conditioning
General Electives	Total of 14 semesters*	1	Intro to Computer Programming, Pop Culture/Hip Hop Studies, LEAP (see above), 9th grade AVID (see above)

\*BHS requires 1 year of either World Language or VAPA, but 14 semesters of any elective. Once you fulfill the requirements for World Language, Arts, and PE, all additional classes count towards fulfilling your BHS electives requirements.

\*\*There is a separate information night on February 20, 2018 where you can learn more about our music program and the audition schedule.



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## Academic Choice Course Progression

	10th	11th	12th
A	World History and Cultures	United States History AP United States History (H) African American History 1/2	AP Government & Politics Comparative (H) Politics and Power (taken with Globalization)
B	World Literature	American Literature  AP English Lang. & Comp. (AP) Chicano/Latino Literature African American Literature	Read & Writing the Short Story  AP English Lit. & Comp. (AP) The World of Media African American Literature Chicano/Latino Literature Bible as Literature
C	Math Progression - See page 62	Advanced Biology	Chemistry
D	Chemistry AP Chemistry (H)	See Science options starting on pg. 70	See Science options starting on pg. 70
E	World Language Progression - See page 81		
F	Visual & Performing Art Electives - See page 75		
G		Theoretical Psychology (taken with Sociology/Anthropology)	African American History 3  Globalization (taken with Politics and Power) Economics AP Economics (H)
			See elective options starting on pg. 55

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# Academic Choice

Academic Choice (AC) offers a core curriculum while allowing access to the full range of African American Studies, Visual & Performing Arts, Physical Education and World Language classes available at Berkeley High School. The typical Academic Choice humanities class follows a seminar approach that encourages intellectual curiosity, analytical thinking, and a close working relationship between student and teacher.

## **AC courses provide:**

- a. Strategies that invite students to ask questions and draw inferences
- b. Development of techniques for critical reading and analytic writing
- c. Encouragement of different levels of questioning
- d. Synthesis of perspectives from different points of view
- e. Development of strong written and verbal argumentation

Consistent with our objective of offering a variety of quality choices to meet the needs of a diverse community, the AC seeks to prepare students to be eligible for continued education beyond high school, and to help prepare students with a strong foundation for the university classroom. Our teaching strategies reflect rigor and an awareness of a variety of learning styles. We are committed to arming our students with the skills and drive to be life-long learners and critical thinkers.

## The Curriculum

### Sophomore Year

In the tenth grade, AC students take the 10th grade Humanities Core: World Literature and World History. The academic skills in the sophomore year build on those developed in the freshman year and work specifically to prepare students for success in AP humanities courses in their junior year and senior year.

### Junior Year

In the junior year AC students continue to develop skills that will prepare them for college. When considering Advanced Placement courses for the junior year, AC teachers recommend that students choose the APs that most suit their individual interests and passions. Additionally, AC teachers strongly encourage students to consider taking at least one of the AP Humanities courses offered in AC. In eleventh grade social studies, AC students may

choose between AP US History, US History, and African American History 1/2. In English, students may choose between AP Language and Composition, American Literature, Chicano/Latino Literature Studies, and Chicano History. Due to its emphasis on writing and critical thinking, the AP Language and Composition class possesses great “transfer” for success in college for all students. With California’s shift to the Common Core, an emphasis on non-fiction texts and evidenced-based expository writing improves students’ cognitive abilities and enables them to access content in classes of all subject areas.

### Senior Year

In the senior year AC students can choose among a variety of English electives. These electives allow students to look more closely at a specific field or subject matter. The courses deepen student academic skills developed in the previous years, and help build students towards a level of specificity they can expect in college. In 12th grade social studies, AC students are required to take AP Government, and can choose one of three economics courses.

### **Junior and Senior Year: Academic Choice Electives**

All of the Academic Choice electives feature one or more of the following composition components:

- Students are exposed to the writing process: prewriting, rough draft, revision, and final draft.
- Students’ grades are based mostly on the scores they receive on major written assignments, as well as on and class participation.
- Students write essays (750 words or more) in response to major literary or cinematic works.

All Academic Choice electives also receive “g” elective credit from the University of California.

- Science, and World Language Options – for course descriptions and sequences see page 70 and 81.

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## Sophomore Year Courses

### Humanities Core

The sophomore year focuses on further developing students academic skills and bridging them toward AP courses in their junior year. In addition to looking at the world through the study of history, geography, and literature the year will begin to introduce students to rhetorical skills. The sophomore year is an essential year to students as they plan to further their education beyond high school.

#### WORLD LITERATURE (P)

YEAR · 10 CREDITS

World Literature focuses on building and deepening students critical reading and writing skills. This course develops these skills through multiple genres including poetry, short story, novels, plays, and non-fiction by authors born outside the United States. Students will learn more complex literary terms and analysis including use of basic rhetorical strategies in speaking and writing. Students will also participate in creative projects that emphasize world studies. UC/CSU (b)

#### WORLD HISTORY (P)

YEAR · 10 CREDITS

This course covers major themes in modern world history, including the Industrial Revolution, Imperialism, the rise of Communism, and the World Wars. There is a focus on building historical writing and research skills. US/CSU (a)

### Math Options

See course descriptions on page 62.

### Science Options

See course descriptions on page 70.

## Junior Year Courses

In the junior year, students may choose from several English courses (African-American Literature, Chicano/Latino Literature, American Literature, or AP Language and Composition) as well as several history classes (African-American History, U.S. History, or AP U.S. History).

### History Options

#### U.S. HISTORY (P)

YEAR · 10 CREDITS

Following State guidelines the U.S. History class spends one year on U.S. History from 1900 to the present. The first several weeks of Academic Choice U.S. History includes an introduction and background to American History prior to 1900. The first semester ends with the

period just prior to World War II. The second semester covers the period from the World War II to the present. The last 6 weeks includes current historic events. Students will continue to develop academic skills including analysis of primary source material, and DBQs. UC/CSU (a)

#### AFRICAN AMERICAN HISTORY 1/2 (P)

YEAR · 10 CREDITS

This course is designed to study the influence of African upon America and the world. The saga of the African American is traced from African origins in Ethiopia and Egypt through slavery in America to the Civil War, and up to the "Harlem Renaissance." The second semester of this course will examine the accomplishments of African Americans from the end of the "Harlem Renaissance" period through the tumultuous Civil Rights era, and the Black consciousness movement to the present. UC/CSU (a)

#### AP U.S. HISTORY (H)

YEAR · 10 CREDITS

AP US History is a college-level study and analysis of American history from the era of colonization to the present that will prepare students to take the national advanced placement test in May. The course will focus on the themes and topics outlined in the Grade Eleven California Social Science content standards cited above. Students continue to build on the academic skills they have developed in their freshmen and sophomore years and can take advantage of a variety of support services available to help them succeed in AP. UC/CSU (a)

#### CHICANO HISTORY

YEAR · 10 CREDITS

Chicano History is a course designed to study the history and influence of Chicanos upon the United States and beyond. The history is traced from Pre-Columbian life in the Americas to the present, covering more than 500 years of history. Some major themes and topics include the complex Chicano-Latino identity, Manifest Destiny and the Mexican American War, the history of the border and the displacement and resistance up until the present. The course promotes critical thinking about race, and other systems of difference that shape individual and group interactions, American identity, and culture. This course may be taken by students in grades 11–12 and meets the UC/CSU US History requirement UC/CSU (a)

### English Options

#### AMERICAN LITERATURE (P)

YEAR · 10 CREDITS

This course examines American literature from Puritanism to contemporary America through the lenses of critical theory. Students participate in close examination

of essays, short stories, novels, poetry, non-fiction, and drama, learning to view and analyze literature through various critical lenses. Students will continue to develop their critical reading and analytic skills. Writing in the course focuses on literary analysis and the development of arguments on and analysis of texts. Students will also continue to explore rhetorical strategies. Course materials include writing from a diverse group of authors. UC/CSU (b)

**AP LANGUAGE & COMPOSITION (H)** YEAR • 10 CREDITS  
 Students will take a year long course of advanced placement composition that focuses on students analyzing and interpreting an author's use of rhetorical strategies and techniques, and applying them to their own writing. Students will read a variety of excellent American Literature and then create and sustain arguments based on readings, research, and/or personal experience. Students also demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing. Students write in a variety of genres and contexts, both formal and informal, employing appropriate conventions. The examination for the AP English: Language and Composition course requires that students recognize and employ a battery of literary strategies. Teachers work to support all students to be successful in this rigorous course. UC/CSU (b)

### CHICANO LATINO LITERATURE

**STUDIES (P)** YEAR • 10 CREDITS  
 This course studies Pre-Columbian and contemporary Chicano and Latino Literature. Students study authors including Marquez, Allende, Neruda, and Lorca. Students analyze texts to gain a sense of a historically underrepresented group while focusing on writing, grammar, and critical thinking skills.

This course examines the social, political, and historical factors which have shaped the present day Chicano and Latino community, covering the spectrum of experiences of our Raza from the Caribbean to the United States to the bottom of the Americas. UC/CSU (b)

**AFRICAN AMERICAN LITERATURE** YEAR • 10 CREDITS  
 This African American Studies course is an intensified study of African American writing from Lucy Terry to Leroi Jones. A multi-pronged teaching approach is used: aesthetic, cultural, social, and historical. UC/CSU (b)

### Math Options

See course descriptions on page 62.

## Science Options

See course descriptions on page 70.

## Electives

See other Elective offerings starting on page 55.

## Senior Year Courses

In the senior year the Academic Choice student is required to take a full year of history and English. Students may choose from several of English electives and may take more than one English class. In addition to the required 12th grade history courses, the Academic Choice student has a wide variety of English and History electives to choose from.

## Required History Courses

**AC STUDENTS CAN CHOOSE FROM AP ECONOMICS, ECONOMICS, OR AFAM ECONOMICS**

**ALL AC STUDENTS MUST TAKE AP AMERICAN GOVERNMENT**

### ECONOMICS (P)

SEMESTER • 5 CREDITS

Economics is a one-semester class that reviews both macro and micro economic principles. In addition, the student reviews some general economic theories and economic history. The goal of the class is to prepare the student to enter American society with a general knowledge of how our economic system works and to place that knowledge in some comparative and historical context. UC/CSU (g)

### AFRICAN AMERICAN ECONOMICS (P)

SEMESTER • 5 CREDITS

This dynamic course is designed, first of all, to familiarize students with the concepts and terminology of basic economics that they may encounter in life or on any objective test. Secondly, the course acquaints students with the relation of the African American community to the American economy as a whole. Finally, the instructor examines the role that African Americans have played in the establishment of the American economy. Assignments are geared toward providing students with hands-on experiences of basic economic survival in the cities of modern America. Assignments focus upon basic financial planning, credit trap avoidance, real estate and car purchases, entrepreneurship and meeting the needs of providing food, shelter and clothing for one's family in the 21st century. This course satisfies economics requirement for graduation. UC/CSU (g)

**AP MACROECONOMICS (H)**

SEMESTER · 5 CREDITS

This course may be taken instead of Economics, and is a one-semester class that reviews both macro and micro economic principles. In addition to reviewing general economic theories and economic history the AP Economics course provides students with a systemic analysis of the Keynesian System of Economics. Students will learn college level concepts of Aggregate Demand, Short Run Aggregate Supply, and The Long Run Aggregate Supply Curve. Students will learn the relationship between inflation and unemployment, the relationship between currency exchange and trade, and how environmental economics effects public policy. Students will also discuss with specificity the relationship between consumption and savings and how it relates to the overall concept of Gross Domestic Product. The skill set students will acquire by the end of the course will allow students to make accurate economic forecast about future economics events. The Advanced Placement AP Economics Course provides students with financial skills they can use upon graduation from Berkeley High School. The AP Economics Course is based on the U.C. Berkeley Economics Course. UC/CSU (g)

**AP AMERICAN GOVERNMENT (H)**

SEMESTER · 5 CREDITS

This course explains how our political system works. Focus is on current issues as Congress, the presidency, state legislatures, and the judicial systems address them. Students prepare arguments, debate social issues, and simulate the functions of Congress and the courts in a model senate and Supreme Court. UC/CSU (a)

**Junior and Senior AC Electives**

See other Elective offerings starting on page 55.

**History Electives****GLOBALIZATION (P)**

SEMESTER · 5 CREDITS

Globalization is a one semester course paired with Politics and Power. In this course, students shall specifically identify the variety of challenges facing humankind in an ever-increasing global environment. By defining the qualities of leadership and effectiveness in existing decision-making mechanisms, the student shall draft a more effective decision-making mechanism of world government. A significant component of this course will be a student simulation of the decision-making process within the U.N. General Assembly and Security Council. This project will compliment the student simulated "Model Congress" in Politics and Power. This course

will encourage participation in student government and service-learning internships. UC/CSU (g)

**POLITICS AND POWER (P)**

SEMESTER · 5 CREDITS

Politics and Power is a one semester course paired with Globalization. Students largely run this course. During the first six weeks, students review, through lecture and discussion, the inner workings of the U.S. Congress as it wrestles with contemporary social problems. During this period, the student's research important national issues such as nuclear power, health care, the stem cell research, etc. The remaining twelve weeks are devoted to a simulated U.S. Congress with students assuming the role of specific U.S. Senators or Representatives. Using information accumulated during the first six weeks, students write their own proposed solutions to the nation's problems and then attempt to convince other students to vote to help make their proposals law. Once the simulation begins, class activities (floor sessions, committee meetings, guest speakers, etc.) are planned and executed by students. The teacher serves as a resource for finding information and a guide on rules of procedure. Open to seniors only. UC/CSU (a)

**POPULAR CULTURE IN 20TH****THEORETICAL PSYCHOLOGY (P)**

SEMESTER · 5 CREDITS

This course is designed to give students an introduction to a variety of psychological theories. The psychological theories of Freud, Jung, Adler, Erikson, Horney, Klein, Fromm, Maslow, Peris, Skinner, Existentialism, and Zen Buddhism are generally covered. There is no textbook for this course. The basic ideas of each theory are presented in class and then the ideas are elaborated upon and discussed. Students are encouraged to test and evaluate the ideas in reference to their own observations and experiences. Almost all class time is used for presentation and discussion of ideas. UC/CSU (g)

**SOCIOLOGY/ANTHROPOLOGY (P)**

SEMESTER · 5 CREDITS

Sociology/Anthropology is offered as a survey course for one semester to expose students to various disciplines of the social sciences and assist them in understanding the organization of our culture. Human beings and their groups in the U.S.A. will be analyzed. The course incorporates the anthropological approach to culture, the psychological approach to the individual, plus the sociological approach to group behavior. This course is designed to expand the student's skills in conceptual thinking. Students explore various aspects of American society and analyze their impact in a historical setting. Some of the areas to be explored are the culture of fear, politics in the U.S., the role of media, class structure,

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generational differences, conspiracy theories, and the role of sports. UC/CSU (g)

## **English Electives**

### **AFRICAN AMERICAN LITERATURE** YEAR · 10 CREDITS

This African American Studies course is an intensified study of African American writing from Lucy Terry to Leroi Jones. A multi-pronged teaching approach is used: aesthetic, cultural, social, and historical. UC/CSU (b)

### **AP LITERATURE & COMPOSITION (H)** YEAR · 10 CREDITS

Students will take a year-long course of advanced placement literature. Teachers may focus on English literature, American literature, African American literature, and/or World literature. Students will read the literature closely and write critical analyses of the literature; students will also consider the structure, style, and figures of language found in imaginative literature. The course should include intensive study of representational works from various genres and periods, concentrating on works of recognized literary merit. "Writing should be an integral part of the AP English Literature and Composition course, for the AP examination is weighted toward student writing about literature." UC/CSU (b)

### **BIBLE AS LITERATURE (P)** YEAR · 10 CREDITS

This class presents the Bible primarily as a masterpiece of world literature - specifically, to quote poet William Blake, as "the Great Code of Art." Students will examine not only its literary and historical features, but also its influence on modern society. Literary genres, rhetorical techniques, wisdom, and ethical codes will be explored through critical theories, lit circles, informational texts, and project-based assessments. This course is for AC 12th grade students only. UC/CSU (b)

### **READING & WRITING**

#### **THE SHORT STORY (P)** YEAR · 10 CREDITS

For students who feel that their essay writing skills for college are already in good shape and want to develop a narrative voice, this fiction writing course emphasizes: 1) the crucial relationship between reading and writing short stories and 2) the influence of renowned writers on student writers. Concentrating on a different genre each marking period, students initially study stories by the masters and then create their own. The focus is on memoirs and conventional short stories in the fall, and on mysteries, humorous pieces, and children's tales in the spring. Open to seniors only. UC/CSU (b)

## **THE WORLD OF MEDIA (P)**

YEAR · 10 CREDITS

World of Media introduces students to the theoretical study of film. Students will explore the techniques and "language" of film as it is used to convey messages. With this foundation the class will study film through genre and directorial (auteur) theoretical approaches. Students will examine and analyze a number of films through written analysis and discussion in order to determine the conventions that make a genre and the periods of a genre's development. Additionally, students will track how a director develops a style and becomes an auteur. Finally, students will discuss how film is tied to culture and events in the world and begin to examine the concept of critical analysis in relation to culture. Students watch, analyze and write about films from several genres including westerns, film noir, suspense, gangster, and comedy. Students also have opportunities to apply their knowledge of film theory to making their own films. UC/CSU (b)

## **Math Options**

See course descriptions on page 62.

## **Science Options**

See course descriptions on page 70.

## **Electives**

See other Elective offerings starting on page 55.



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# ARTS & HUMANITIES ACADEMY



AHA

## AHA Course Progressions

10th	11th	12th
<b>A</b> World History and Cultures	United States History	American Government
<b>B</b> World Literature	American Literature AP English Literature & Composition (H)	Genre & Composition AP English Language & Composition (H)
<b>C</b> Math Progression - See page 62		
<b>D</b> Human Anatomy and Physiology (H)	Chemistry	AP Chemistry (H) AP Biology (H) AP Physics (H) AHA AP Environmental Science (H) Adv. Biology
		See other Science options starting on pg. 70
<b>E</b> World Language Progressions - See page 81		
<b>F</b> Visual: Photography Drawing Performing: Spoken Word Dance Theater	AHA Advanced Drawing & Painting Dance Adv. Theater Projects Adv. Ceramics Adv. Photography	AHA AP Studio Art (H) AP Art History (H)
		See other Art options starting on pg. 75
<b>G</b>		Economics BEST History/BEST Science
See elective options starting on pg. 55		
** For placement policies for honors and advanced classes, see page 6.		

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# Arts & Humanities Academy

The Arts and Humanities Academy (AHA), a learning community within Berkeley High School, provides an innovative, rigorous academic and arts curriculum. As a community of artists and scholars, AHA students use the lens of the arts to seek creative solutions to academic and artistic challenges. The curriculum focuses on AHA's Three Guiding Questions:

- ▶ **HOW ARE WE SCHOLARLY IN OUR ART MAKING AND ARTISTIC IN OUR SCHOLARSHIP?**
- ▶ **HOW CAN WE USE CRITIQUE TO GROW AS ARTISTS AND PEOPLE?**
- ▶ **HOW CAN WE BOTH REFLECT AND AFFECT OUR ENVIRONMENT THROUGH ART?**

AHA students learn by doing. Interdisciplinary projects structure the core of AHA's educational philosophy, combining Arts, Humanities and Science curricula. Emphasizing collaborative work, student responsibility and critical thinking, these projects inspire high levels of achievement by linking student interest in the arts to all aspects of their education. Students emerge as seniors with a holistic understanding of their environment and the surrounding world.

Critical thinking skills are vital to our students' development as responsible citizens. AHA teaches a school-wide approach to critique, applying the *Studio Habits of Mind* throughout the curriculum. Through these consistent reflections, students become adept at analyzing an artistic or academic problem from multiple perspectives: experiential, literal, interpretive, thematic and evaluative. Mastering this skill of critical reflection, AHA students become life long learners and contributing community members.

With just sixty students per grade, students quickly feel the benefits of a smaller school setting. Throughout their three years, AHA students study science, English, history, math and the arts within the learning community; they select world language and physical education courses from the many options from individual departments. Advanced Placement (AP) and honors courses are available in the arts, English, science, math and world language. AHA courses meet the California Content Standards and most meet the UC/CSU entrance requirements; students gradu-

ate from AHA prepared for success in a college or university and continued pursuits in the arts.

## The Curriculum

### AHA's Guiding Questions

During all three years in AHA students take science, English, history, math and arts classes within the learning community. Each year's curriculum is formatted around *Guiding Questions* that connect the academic curriculum with students' artistic and psychosocial development. Teachers plan curriculum collaboratively, creating interdisciplinary projects that engage the arts, science and humanities, while pushing students to reflect deeply on their related guiding questions.

#### GUIDING QUESTIONS:

- ▶ **10TH GRADE:** Who am I as an artist? What influences my perception and guides my expressions? What is my lens?
- ▶ **11TH GRADE:** How have artists reflected upon and contributed to U.S. history? Where do I stand as an emerging artist in this context?
- ▶ **12TH GRADE:** As an artist, how can I affect my community and the world in a significant way?

## The AHA Experience

Upon entering the 10th grade, incoming AHA students will have the option of choosing from multiple artistic pathways depending on their interest and medium, with many choices in both visual and performing arts. Here, students practice artistic principles that link all of the art forms and develop a vocabulary for artistic engagement and aesthetic perception. Academic classes in the

10th grade include World Literature, World History, Math, and Honors Anatomy and Physiology.

As 11th and 12th graders, after gaining both experience and perspective, students enroll in the highest level classes in their area of specialization. Options include: AP Visual Arts, Advanced Photography, Advanced Ceramics, AP Art History, Advanced Theater Projects, Dance Production, Advanced Afro-Haitian, Orchestra, Band, or Jazz Ensemble. Academic courses in the Junior year are AP English Language and Composition, U.S. History, and Chemistry. Seniors take AP English Literature and Composition, Government and Economics, and their Senior Internship (BEST) class.

## Sophomore Year Courses

### WORLD LITERATURE (P)

YEAR · 10 CREDITS

#### HUMANITIES: ENGLISH

This class is structured around the theme of the hero: *What is the hero's journey? How does a hero become a hero? Is the hero a universal concept, or one limited to certain cultures? Is the hero always an individual, or can a group of people collectively be the agent for action, conflict, or change?* Students read a selection of novels, short stories, poetry and mythology from Africa, Asia, Latin America, the Middle East and Europe. Writings include narratives, literary response, comic books, persuasive essays , speeches and slide presentations. UC/CSU (b)

### WORLD HISTORY (P)

YEAR · 10 CREDITS

#### HUMANITIES: HISTORY

This course examines early civilizations, colonialism, industrialization, imperialism, revolution and globalization. Posing the question, *Who makes History?*, the course focuses on historical research, inquiry and analysis skills, with emphasis on understanding bias in historical documents. Through the development of critical thinking, reading, writing and research skills, students learn to understand the world around them and the major global changes of our time, leaving the class better equipped to thrive in our increasingly complex world. UC/CSU (a)

### AHA ANATOMY AND PHYSIOLOGY (H)

YEAR · 10 CREDITS

10th grade students fulfill their Biology Lab Science requirement with Honors Human Anatomy and Physiology. This course focuses on the different systems of the body including the cardiovascular, immune, skeletal and muscular systems and how they have evolved and function together. It includes multiple dissections, labs, and activities, while keeping the challenging and rigor-

ous curriculum accessible to 10th grade students. The human body is of high interest to students and is very relevant to their lives - additionally, this class strengthens their foundation for Chemistry in their 11th grade year. UC/CSU (d)

## MATH

See course descriptions on page 62.

## Art Elective Options

### MODERN DANCE

Students will be dancing every day of the week. Classes will alternate between Technique and Choreography. Technique classes emphasize physical skill-building: strength, flexibility, balance, memorization.

Choreography classes focus on the building blocks of dance composition time, space & energy. Students work both alone and in groups to create their own dances according to choreographic assignments. Daily instruction is based in a modern/jazz dance vocabulary; students may chose to focus on any dance style (salsa, hiphop, ballet, jazz, etc) when creating their own dances. Dance clothing required daily. No previous dance experience is required.

### DRAMA

Whether you have acted for years or never tried it, AHA Drama will give you a crash course on the origins of Theatre. You will improvise, write plays, play games, and finish the semester by participating in a performance. AHA Drama will build your confidence, challenge you, and bond you to your classmates.

### DRAWING

The course of study will focus on line, perspective, shading techniques, positive/negative space understandings, and composition. Students coming into the class without drawing experience will gain the skills needed to render objects from what they see in reality. Materials used will be pencils, erasers, charcoal sticks, ink and pen as well as an array of different papers.

### SCULPTURE/PRINTMAKING

The focus of this course is both the reductive and additive elements of sculpture and printmaking. Sculpture is three dimensional art and printmaking is the process of making multiple copies of an image. A common form of printmaking is screen printing t-shirts. Students in this course will work with welding, screen-printing, plaster, etching, clay and linoleum block prints.

**AFRICAN DANCE**

This course introduces the principles of traditional and modern African dance. Students work individually and in groups to learn and create dances while being introduced to the historical and cultural aspects of African Dance. The class is an opportunity for students at all dance levels to learn diverse dance styles.

**SPOKEN WORD**

Students learn about poetry in many forms as a creative means of expression. A particular emphasis is placed on the performative nature of spoken word poetry and collaborative poetry. Students of all writing and performance levels are welcome and encouraged to develop their unique voice through poetry.

**CERAMICS**

This class is an introduction to the basic techniques of hand-building and the Potter's Wheel. The emphasis is on both pottery and sculpture. Students will also learn different glazing techniques including low, medium, and high fire glaze. Students will become familiar with both oxidation and reduction firing processes. History of Ceramics and Design are included.

**PHOTOGRAPHY**

Students will learn how to capture images on film, process the film into negatives and print pictures from the negatives. Yes, it takes a lot more time than pressing print on a computer but the benefit is learning how to compose an image and control the light to get the best results.

UC/CSU (f) credit is given once a student completes the entire progression of Art Elective courses.

**Junior Year Courses****AMERICAN LITERATURE (P)**

YEAR · 10 CREDITS

American Literature examines the fiction, poetry, plays, radio, news, film, and myth of American Culture. The class explores what is meant by "American" stories, the mythology of America and of the American Dream as it is reflected in our culture. Students write poetry, drama, literary analysis, persuasive, and personal essays. UC/CSU (b)

**U.S. HISTORY (P)**

YEAR · 10 CREDITS

Following a review of the major events of the eighteenth and nineteenth centuries, this course examines significant turning points in American history in the twentieth century: changes in the ethnic make up of the United States; the emergence of the U.S. as a world

power; causes and effects of the major wars; and the social movements towards equality for ethnic minorities and women. UC/CSU (a)

**AP LANGUAGE & COMPOSITION****AUGMENTATION (H)**

YEAR · 10 CREDITS

This college-level writing course is designed to augment and is completely integrated with their senior English Composition and Writing courses. There is an additional two hours per week online component and 0 period class time. UC/CSU (b)

**CHEMISTRY (P)**

YEAR · 10 CREDITS

Why does soda fizz when you open a bottle? How does a cold pack get cold? Why does popcorn pop? The answers to these questions lie in the study of chemistry. This course focuses students on the world around them, equipping them with a basic understanding of the chemical behavior of matter. Topics include: atomic-molecular theory, weight relations, the mole concept, behavior of gases, solutions, the structure of matter, equilibrium, acid-base theory, oxidation-reduction reactions and chemical bonding. UC/CSU (d)

**ADVANCED DRAWING & PAINTING (P)** YEAR · 10 CREDITS**AHA ADVANCED DRAWING AND PAINTING**

This class thoroughly explores drawing and touches on painting and print-making techniques. The focus is on improving drawing skills by making a connection between what the eyes see and what the hand records on paper. Drawing is best learned while translating the three dimensional to the two dimensional; for this reason we will draw mostly from life and a little from photographs. Students will work with form and content: both the drawing and the idea behind the drawing will be emphasized. Using materials including graphite, paint, color pencil, charcoal, etching and screen-printing, students develop visual intelligence by gaining a thorough understanding of the principles and elements of design. Work generated in this course will prepare students for Advanced Placement Art in their senior year. UC/CSU (f)

**MATH**

See course descriptions on page 62.

**ELECTIVES**

See Elective offerings starting on page 55.

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# Senior Year Courses

## GENRE IN LITERATURE (P)

SEMESTER · 5 CREDITS

This course closely analyzes literature, focusing on a specific genre. Students read representative works within the genre, discuss common themes and elements, research literary criticism surrounding the genre and write several analytical essays. Student preference and availability determines genre. Some possible genres are Science Fiction, Gothic Literature, the American West/South/East/North, the Proletariat, Cinema, Education, Nature, etc. This class changes subjects every semester. UC/CSU (b)

## COMPOSITION (P)

SEMESTER · 5 CREDITS

This course focuses students' writing skills specifically on artistic critique and personal expression. Following the Fall semester's foundation, students continue to analyze film from a range of perspectives and begin to critique a variety of artwork produced by fellow students. Students develop an overall ability to express their artistic ideas and opinions in writing. The personal expression portion of the course focuses on personal memoir and development of an Artist Statement related to the students' selected arts specialization and final portfolio presentation. UC/CSU (b)

## AP LITERATURE &

## COMPOSITION AUGMENTATION (H)

YEAR · 10 CREDITS

Juniors who wish to take the AP Literature and Composition test in May will enroll in this augmentation course taught by their English teacher. This college-level writing course is designed to augment and integrate with American Literature. There is an additional two hours per week online component and 0/7 period class time. UC/CSU (b)

## ECONOMICS (P)

SEMESTER · 5 CREDITS

This Fall semester course introduces students to basic economic theories and principles as well as economic history and current economic issues. Students explore how globalization impacts their own lives and how the U.S. economy impacts the rest of the world. The course teaches students the foundations of macro and micro economics, statistical analysis and personal economic planning. As artists, we focus on the commercial aspects of the art world including an exploration of how value is placed on art. UC/CSU (g)

## GOVERNMENT (P)

SEMESTER · 5 CREDITS

This one-semester course examines the ways governments organize to meet the basic needs of the communities they serve. Students study the structure and function of legislative and judicial systems on the local, state, and federal level. Students explore issues of civil liberties, examine diverse models of government, and evaluate the effectiveness of the U.S. system of governance. The class studies current and historic struggles between the people and their governments as well as the roles artists have played in these struggles. The course emphasizes research and writing skills, public speaking and critical analysis of perspective. UC/CSU (a)

## AP STUDIO ART (H)

YEAR · 10 CREDITS

The Advanced Placement Studio Art program enables highly motivated students to do college-level work in studio art while still in high school. AP Studio Art is not based on a written examination: Instead, candidates submit a portfolio of work for evaluation at the end of the school year. Students must develop discipline, personal insight, critical judgment, and technical skill necessary for the preparation of this portfolio. Materials cost of \$50 for slides needed for AP exam.

**PREREQUISITE:** AHA Advanced Drawing and Painting. UC/CSU (f)

## AP ART HISTORY (H)

YEAR · 10 CREDITS

This course is an introduction to the history of art. The majesty and diversity of the visual arts are examined in detailed discussions. Students analyze significant artworks from Classical Greece to Song Dynasty China to Baroque France to global art in the 21st century in terms of their social and historical context. We will focus our studies on methods of visual and contextual analysis, understanding how a particular artwork's form reveals its meaning and why those works were made. There will also be regular art-making projects, such as making paint, to help us understand the role artists' materials play in the development of art. No previous experience in a studio art class is required, although students will need a high degree of commitment to academic work. Open to all juniors and seniors, sophomores by permission of the instructor. UC/CSU (f)

## Math

For course descriptions see page 62.

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## Senior Science Options

AHA students can request to take AHA-AP Environmental Science. AHA students who successfully complete Anatomy and Physiology and Chemistry with final grades of "C" or better have the option to take additional science classes. See course descriptions on page 70.

### AHA AP ENVIRONMENTAL

#### SCIENCE (H)

YEAR · 10 CREDITS

The equivalent of an introductory college course in environmental science, this is a comprehensive, integrated exploration of biological, chemical and physical aspects of ecological issues, principles, and methods, including field study. The interdisciplinary curriculum draws on interrelationships between the natural and social sciences, and more global considerations, such as environmental justice and ethics. Topics covered include ecosystem and biome study, managing, restoring, and protecting ecosystems, energy efficiency and renewable energy, global climate change and ozone loss, water and land resources, and sustaining human societies.

**PREREQUISITE:** Grades 11-12. Student must have completed Chemistry/AP Chemistry and Advanced Biology or AP Biology. Enrollment in AP Environmental Science is a year-long commitment and requires submission of test results for the corresponding AP test. UC/CSU (d)

## Electives

See additional elective offerings starting on page 55.

### SENIOR PROJECT

#### BEST-SCIENCE (P)

FALL · 5 CREDITS

#### BEST-HISTORY (P)

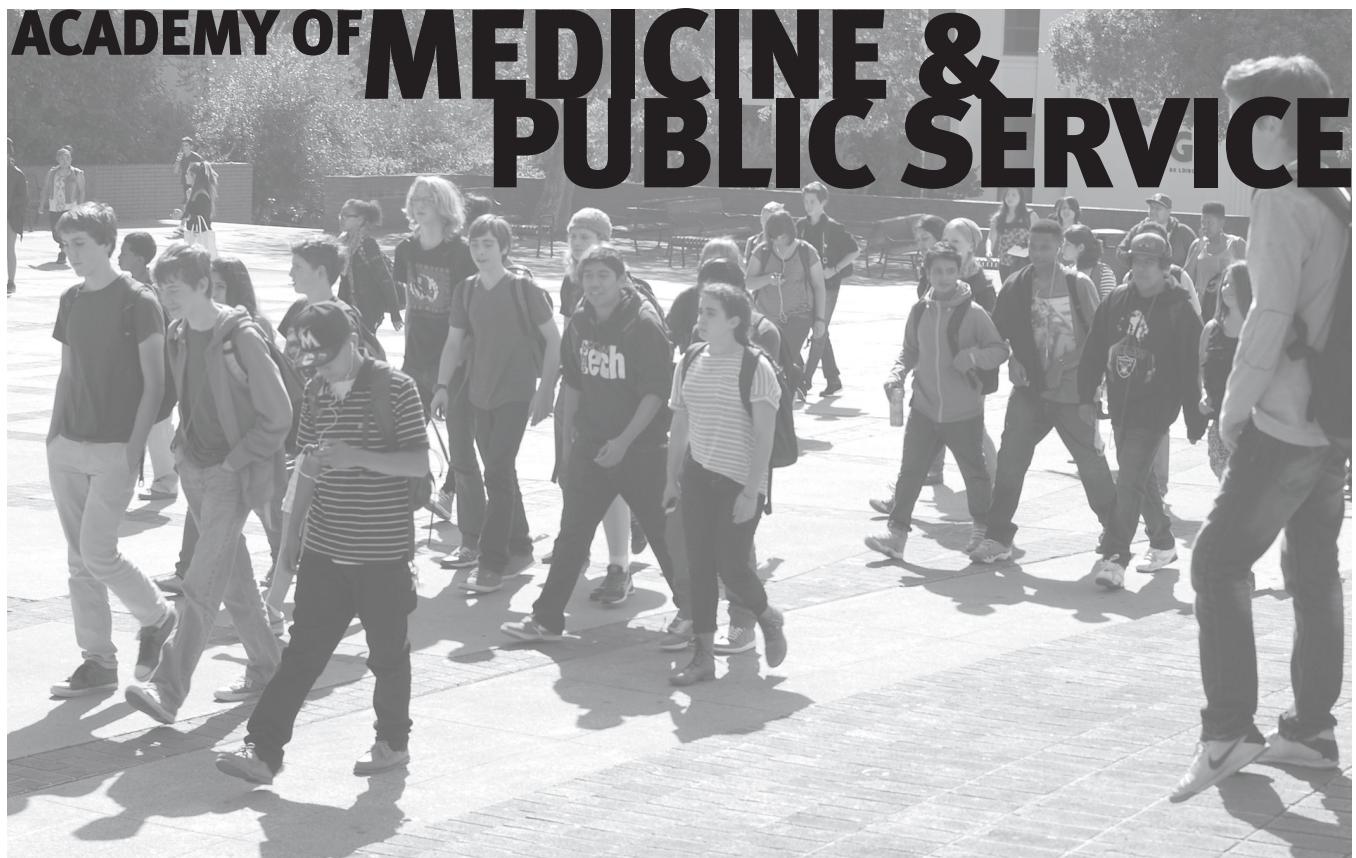
SPRING · 5 CREDITS

Students in this course select an individualized project topic and prepare a project proposal. They find a mentor and a community placement for their field research. Students also conduct library, online and ethnographic research. Students read oral histories, articles, short stories, and a novel related to their topic. They write about these as well as their field experience and its relevance to their project. Students create a professional quality presentation and exhibition highlighting their research and fieldwork to present to the community. This course also provides extensive support for career development, life after high school, and the college process: the search, application, decision-making, and financial aid.

Berkeley Experiential Senior Transition (BEST) students receive one semester of high school history credit and one semester of high school Science credit. UC/CSU (g)



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**AMPS**

## AMPS Course Progressions

	10th	11th	12th
A	World History & Cultures	United States History	United States Government
B	World Literature	Literacy, Advocacy, and Public Service—Advanced English in Public Service Work (H)	Reading and Writing Your Way to a Healthier World: Advanced English and Public Health (H)
<b>C Math Progression - See page 62</b>			
D	Chemistry	Biological Health Sciences, (CTE) (P)	See Science options starting on pg. 70
E	World Language - See page 81		
F	Visual & Performing Art Electives - See page 75		
G	ROP Community Service Professions: <b>A Sociological Perspective CTE</b> Biotechnology 1/2		
	<b>Economics</b> <b>BEST Applied Medical English (CTE)</b> Sports Medicine TheoPsych/SocAnth ROP Fire Science (CTE) See elective options starting on pg. 55		
AMPS PE: Team Sports—Team Activities and Personal Fitness			

**Courses in bold offered within AMPS.** All other options available from the school at large.

**CTE** indicates a Career Technical Course teaching essential content and skills for a health science profession.

\*\* For placement policies for honors and advanced classes, see pages 6.

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## AMPS Program

The Academy of Medicine and Public service is a **health pathway** preparing students for life through engaging curriculum and real world experiences. We are a community of **learners working together** as a strong core team of teachers, students and parents to ensure the success of all of our students.

Our college **curriculum** meets and exceeds UC requirements including:

- ▶ Three years of history and English include an additional AP English course in both junior and senior year for students who want to take on the challenge of the AP exams.
- ▶ Electives include sports medicine, fire science, and psychology.
- ▶ We have three sciences through junior year: forensics, chemistry, and biological health with an emphasis on anatomy. Seniors take honors anatomy, AP environmental science, or physics.
- ▶ Three-years of math culminate in senior AP statistics and calculus.

All juniors have an **internship** to explore careers and life skills, and our seniors take a capstone class, Applied Medical English including field work, a college level thesis paper, and articulation to a college course in medical terminology.

Our goal is to prepare students for college and careers, and to empower them to become leaders in their community and agents of change.

**AMPS teachers challenge all students to think critically and to build on their individual capacities. As much as possible, core teachers continue to work with the same Academy students for two or more years. Our staff works closely with students, families, and the community to create a learning environment that supports success for every student.**

## Sophomore Year Courses

### WORLD LITERATURE (P)

YEAR • 10 CREDITS

This one-year course is designed for all sophomore students. The focus is on novels, poetry, and plays from authors born outside the United States. Academy teachers integrate the thematic units in World Literature with those in World History to allow students to analyze literature in its historic and cultural

## AMPS Habit of Mind Chart

AMPS students strive to be:	Driving Questions By asking:	Whole School Outcomes So they learn to:
Inquisitive	"What if . . . ?"	Hypothesize and gather evidence
Critical Thinkers	"What causes what?"	Find patterns and make connections
Open minded	"What do others think, experience, or care about?"	Consider multiple perspectives
Creative	"How can I approach it differently?"	Construct and express meaning and knowledge
Actively engaged	"Why does it matter?"	Be self-determined individuals who can communicate and use what they know, value and need.
Conscientious	"How can my work contribute to our community?"	Place their work in a community context, take responsibility for their impact on others, and be conscious agents of change.

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context. Students develop critical reading and writing skills, as well as creative projects that emphasize world studies. UC/CSU (b)

### **WORLD HISTORY & CULTURES (P)    YEAR · 10 CREDITS**

This year-long survey course studies the last 200 years of human history, with a lens on health issues. Students are challenged to analyze the relationship of historical events to current events and to trace the historic development of modern problems, particularly those that affect human health. This course is integrated thematically with World Literature so students get a rich analysis of world history and cultures. This course emphasizes analytical skills through expanding communication skills, such as speaking, writing, and listening in small groups and in whole classroom settings. All students work with writer coaches from *WriterCoach Connection* throughout the year, and research and technology skills are also emphasized. UC/CSU (a)

## **Math**

For course descriptions see page 62.

### **CHEMISTRY (P)    YEAR · 10 CREDITS**

This course covers the basic understanding of the chemical behavior of matter. Topics include atomic and molecular theory, solutions and equilibrium, periodic properties, the behavior of gases, bonding and common reactions, acid-base reactions, and oxidation-reduction reactions. Students are introduced to stoichiometry, the mathematics behind chemistry. UC/CSU (d)

## **Junior Year Courses**

### **LITERACY, ADVOCACY AND PUBLIC SERVICE: ADVANCED ENGLISH IN PUBLIC SERVICE WORK**

**Length of Course:** Full Year (2 semesters; 3 trimesters; 4 quarters)

**Subject Area-Discipline:** English ("b")

**UC Honors designation:** Honors

**CTE Sector:** Health Science and Medical Technology

**CTE Pathway:** Public and Community Health

**Grade Level(s):** 11

Through this upper division English Course, students hone their reading, writing, speaking and presentation skills to become effective and empowered agents of change as they explore the impact that the field of Public Administration and Social Services has on their community, state and country. Through close reading and analysis of informational and literary texts written for a variety of purposes and audiences, students examine

instances when personal identity becomes political and the way in which societal issues are influenced by and can be addressed through public administration, social service agencies and community organizations. Because writing and communication are just as critical to effective advocacy as research, synthesis and close reading, students themselves compose text for real audiences and authentic purposes from using a variety of digital media to inform those for whom social services has direct and indirect impact to making public arguments to effect positive change.

### **U.S. HISTORY (P)    YEAR · 10 CREDITS**

In this course students use primary source documents, oral histories, literature, art and historical texts to explore United States history during the twentieth century from multiple perspectives. Academy teachers collaborate to integrate the eras explored in U.S. history with themes and works in American Literature. The course emphasizes historical thinking, research and communication skills, developing original interpretations of the past and making connections to the present. UC/CSU (a)

### **BIOLOGICAL HEALTH SCIENCES**

#### **(P) (CTE)**

**YEAR · 10 CREDITS**

This biology lab science course combines human physiology with the basic concepts and principles of biology. The content of the course focuses primarily on the physiological, biological, and structural details of the human body including a study of the body systems. This course combines scientific study with practical applications of health science. This course is taught using lecture and laboratory exercises including dissections. A variety of resources (Internet, medical journals and medical professionals) will be accessed for the purpose of creating written and oral presentations that demonstrate students' knowledge and application of scientific principles. Upon successful completion of the course, students will be eligible to receive an American Heart Association Pulmonary Resuscitation (CPR) certificate. UC/CSU (d)

### **ROP COMMUNITY SERVICE: A SOCIOLOGICAL**

#### **PERSPECTIVE (P) (CTE)**

**YEAR · 10 CREDITS**

A sociological perspective is explored and coupled with internships to introduce students to professions in health, law, government and education. From October-May, two class periods a week are devoted to internships, although some take place at different or additional times. In the classroom, students study sociological theory, social institutions, the core ideas and controversies in human service, the range of human service

professions, and the introductory skills required of human services professionals, such as communication skills, objective observation and reporting, accessing community resources, cultural competency and professional ethics. Students read important sociological texts and write college-level essays. Students also engage in college preparatory activities and develop portfolios that include documentation of their internships. UC/CSU (g)

## Senior Year Courses

### READING AND WRITING YOUR WAY TO A HEALTHIER WORLD: ADVANCED ENGLISH AND PUBLIC HEALTH

**Length of Course:** Full Year (2 semesters; 3 trimesters; 4 quarters)

**Subject Area-Discipline:** English ("b")

**UC Honors designation:** Honors

**CTE Sector:** Health Science and Medical Technology

**CTE Pathway:** Community and Public Health

**Grade Level(s):** 12

Reading and Writing Your Way to a Healthier World is a college preparatory grade 12 English course integrated with Health Science and Medical Technology CTE standards and intended to provide students with an increasing and deepening knowledge of English Language Arts through the lens of a public health professional. Through research and study of complex literature and informational texts, students will develop an understanding of the causes and effects of public health issues, empowering them with the knowledge and skills to facilitate change through a variety of roles in the public health field. They use their reading, writing, speaking and listening skills effectively in order to evaluate health disparities and facilitate ethical interventions, adapting communication to audience and purpose. The course culminates with an enhanced awareness of issues in the healthcare field that empowers students to become public health leaders and professionals.

### ECONOMICS (P)

SEMESTER · 5 CREDITS

In this one-semester course, students study how people organize themselves to make a living, with an emphasis on how the capitalist system is organized and how it is changing in this era of globalization. Students explore how American capitalism addresses human needs, how events that affect the U.S. economy impact people's lives, and what ethical issues confront U.S. workers. They learn to use graphing to predict the impact of world events on markets and on societies. Through an integrated English/history project, students write a comprehensive, analytical college-level research paper explor-

ing the interplay of social and economic structures in American society in an industry field of their choice. UC/CSU (g)

### U.S. GOVERNMENT (P)

SEMESTER · 5 CREDITS

This course examines how governments organize to ensure that communities' basic needs are met. Students study the structure of federal, state and local government and the influence of government on community needs in areas such as health, education, law and welfare. Students explore how to affect relevant issues of civil liberties, rights, and justice. The course also emphasizes thesis development, media analysis of bias and perspective, critical thinking, research and writing skills, argumentation, public speaking, and use of video and presentation software. Students research, write a policy position paper, and produce a public service announcement as part of a plan to impact the government regarding an issue of personal concern. UC/CSU (a)

### SENIOR PROJECT

### BEST: APPLIED MEDICAL ENGLISH

(CTE)

YEAR · 10 CREDITS

The senior capstone course is an integrated English CTE course examining medical ethics and cultural competency in health careers. Beginning with examination of medical ethics from Hippocrates to Kant, students acquire a deep understanding of the core components of ethical decision making. In the second semester, students select an area of public health to explore in a Senior Thesis Project. This involves research, field work and presentation of their work to a panel of community health professionals.

The course provides extensive training for career development, life after high school, and support for the college process including: the initial search, application, decision-making, and financial aid. UC/CSU (g)

### EMERGENCY MEDICAL TECHNICIAN (CTE)

YEAR · 10 CREDITS

### FIRE SCIENCE (CTE)

YEAR · 10 CREDITS

### THEORETICAL PSYCHOLOGY (P) FALL SEMESTER · 5 CREDITS

Psychology provides students with a systematic and scientific approach to the study of human behavior and mental processes. Students will explore various aspects of human behavior including theories of personality, aspects of thought processes, states of consciousness, social psychology, motivation and emotion, and the basic areas of mental illness. Major emphases will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological dis-

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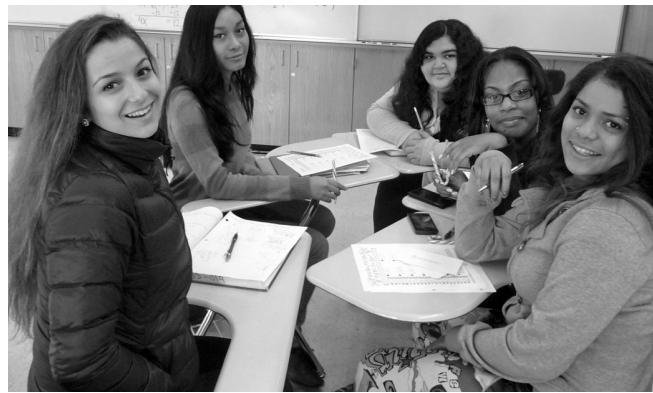
orders. Note: This is a college prep course and requires advanced reading and critical thinking skills. This class is open to juniors and seniors. UC/CSU (g).

### SOCIOLOGY/ANTHROPOLOGY

(P)

SPRING SEMESTER • 5 CREDITS

Sociology/Anthropology is offered as a survey course for one semester to expose students to various disciplines of the social sciences and assist them in understanding the organization of our culture. Human beings and their groups in the U.S.A. will be analyzed. The course incorporates the anthropological approach to culture, the psychological approach to the individual plus the sociological approach to group behavior. This course is designed to expand the student's skills in conceptual thinking. Students explore various aspects of American society and analyze their impact in a historical setting. Some of the areas to be explored are the culture of fear, politics in the U.S., the role of media, class structure, generational differences, conspiracy theories, and the role of sports. This class is open to juniors and seniors. UC/CSU (g)



### Math Options

See course descriptions on page 62.

### Science Options

See course descriptions on page 70.

### Electives

See Elective offerings starting on page 55.

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# BERKELEY INTERNATIONAL HIGH SCHOOL

## BIHS Course Progressions

	9th	10th	11th	12th
<b>A</b>	Global Studies	Global History	IB-HL History of the Americas 1 (HL)(sem 1)(H)	IB-HL History of the Americas 2 (HL)(H) American Government (sem 2)
<b>B</b>	Freshmen Lit & Composition	Global Literature	IB-HL English 1 (HL)(H)	IB-HL English 2 (HL)(H)
<b>C</b>	Math 1	Math 2	Math 3	AP Calculus AB, AP Statistics, IB-SL Math Studies (SL), or IB-SL Math (SL)
	Advanced Math 1**	Advanced Math 2	Advanced Math 3 (H)	AP Calculus BC, IB-HL Math(HL), AP Statistics, AP Calculus AB, IB-SL Math Studies (SL), or IB-SL Math (SL)
<b>D</b>	<b>For Classes of 2021 and 2022</b>			
	Physics 1 (P)	Chemistry (P) AP Chemistry (H)	Biology (P) IB-Biology (SL) (P) Biotechnology 1/2 (P)	IB-Chemistry (SL) (P) IB-Biology (SL) (P) Biotechnology 3/4 (P) IB-SL Environmental Systems & Societies (SL) (P) IB-SL Computer Science (SL)
			<b>*Electives (taken concurrently with Biology):</b> IB-SL Environmental Systems & Societies (SL) (P) IB-SL Computer Science (SL)	IB-SL Environmental Systems & Societies (SL) (P) IB-SL Computer Science (SL) IB-HL Computer Science (HL)
			For all science electives, see page 70.	
<b>For Classes of 2019 and 2020</b>				
			IB-SL Computer Science (SL) IB-SL Chemistry (SL) (P) IB-SL Biology (SL) (P) IB-SL Environmental Systems & Societies (SL) (P)	IB-SL Computer Science (SL) IB-HL Computer Science (HL) IB-SL Chemistry (SL) (P) IB-SL Biology (SL) (P) IB-SL Environmental Systems & Societies (SL) (P)
			For all science electives, see page 70.	
<b>E</b>	For World Language Progressions, see page 81			
<b>F</b>			IB-SL Music Theory (SL)(H) IB-SL Studio Art A (SL)(H)	IB-SL Music Theory (SL)(H) IB-HL Music Theory (HL)(H) IB-SL Studio Art A (SL)(H) IB-HL Studio Art B (SL)(H)
	For Visual & Performing Art Electives, see page 75			
<b>G</b>	Comparative Values & Beliefs/Economics		IB-SL Computer Science (SL) IB-SL Economics (SL)(H) IB-SL Social & Cultural Anthropology (SL)	IB-SL Computer Science (SL) IB-HL Computer Science (HL) IB-SL Economics (SL)(H) IB-SL Social & Cultural Anthropology (SL)
			For elective options, see page 55.	
<b>BIHS</b>			Theory of Knowledge (sem 2)	Theory of Knowledge (sem 1)

\*\*For placement policies for honors and advanced classes, see page 6.

Starting in 2014-2015, the UCOP is no longer offering additional honors credit for a number of IB courses.

Not all IB courses are available for honors credit through UCOP. Please see <https://doorways.ucop.edu/list/> for information.

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# Berkeley International High School

Berkeley International High School (BIHS) is a small learning community within Berkeley High School, focusing on holistic learning and building international mindedness for students in grades ten through twelve. The four-year interdisciplinary curriculum has a focus on cultures, history, artistic expression, and political, economic, and belief systems. Students also carry out Creativity, Activity, Service (CAS) experiences and projects and an extended essay research process so as to be college, career, and life ready upon graduation. Students will graduate with critical thinking skills and the knowledge to participate confidently in our interdependent world.

BIHS, an authorized International Baccalaureate school, prepares students for the option to participate in the IB Diploma Programme, an internationally recognized curriculum in 11th and 12th grade that is highly regarded by U.S. universities and colleges around the world. During the course of the three years, students in BIHS develop strong relationships with their teachers who help to build students' sense of identity and cultural awareness. The integrated 3-year study of humanities focuses on the study of geographical regions and elements of culture including literature, art, history, economics, and beliefs. It then progresses through the study of nations and the dynamics of global relationships, building in complexity each year. Balancing the richness of Berkeley High School's elective options with the value and challenge of the IB curriculum, BIHS creates a supportive community where diversity of perspective is valued and encouraged. With an emphasis on student centered learning, including cooperative groups and classroom presentations, BIHS students develop strong speaking and leadership skills. They also develop the ability to bring perspective to conversation and participate confidently with people of all backgrounds in our increasingly complex world.

Tenth grade students take four of their classes with the same core of students to provide community and support. As our students reach the upper grades, they develop the skills of inquiry through guided independent research and experiential learning. Additional community building, student leadership, and support programs are in place to further ensure a sense of belonging and success for all BIHS students.

## IB Learner Profile

As an International Baccalaureate school BIHS, develops internationally minded people who, recognizing their common humanity, strive to create a better and more peaceful world.

### IB learners strive to be:

#### INQUIRERS

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

#### KNOWLEDGEABLE

They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

#### THINKERS

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

#### COMMUNICATORS

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

#### PRINCIPLED

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the

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individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

#### **OPEN-MINDED**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

#### **CARING**

They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

#### **RISK-TAKERS**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

#### **BALANCED**

They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

#### **REFLECTIVE**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **The Curriculum**

### **Freshman Year**

See course descriptions for Universal 9th Grade on page 19.

### **Sophomore Year**

In tenth grade, BIHS students take Global Literature, Global History, a semester of Comparative Values and Beliefs, and a semester of Comparative Economics. These courses focus on research skills and prepare students for the more rigorous classes they will encounter in their junior and senior years. Students also take math, chemistry, and are encouraged to take a world language.

### **Junior and Senior Years**

In the eleventh grade students will take one year of IB higher level English. They will transition from one

semester of IB higher level history in the fall semester to Theory of Knowledge (TOK) in the spring semester. TOK is a two-semester interdisciplinary class that explores the nature of knowledge across multiple subjects and prepares students for intellectually rigorous discussions at the college level. In the twelfth grade students will continue with year-long higher level English and history classes. Students will also take the 2nd semester of TOK in the fall and a semester of American government in the spring.

In addition to the core classes in the junior and senior years, BIHS students complete two other unique elements allowing them to broaden learning experiences outside of the classroom. Each student in BIHS researches a topic of his or her choice beginning in their junior year and culminating in the senior year (see Extended Essay below). Students also complete the Creativity, Action, Service (BIHS CAS) component beginning the first day of junior year through the senior year (see BHIS CAS below).

#### **EXTENDED ESSAY**

Each student researches a topic of their choice. Work on the essay is begun in the student's TOK class in the junior year. Students continue to work independently on their essay with the help of a faculty advisor and workshops in TOK, completing the project in their senior year. This project is required of all BIHS students to encourage the development of independent research and writing skills, which are considered by almost all universities and studies on college success to be two of the primary academic skills that lead to graduation from college. It is also a requirement for the International Baccalaureate Diploma.

#### **CREATIVITY, ACTION, SERVICE (BIHS CAS)**

Although not a course, BIHS CAS is an essential element to every students' experience in BIHS. Students are involved in a range of activities alongside their junior and senior academic studies. BIHS CAS enables students to enhance their interpersonal development through experiential learning. Students are required to keep an extra-curricular portfolio in these three categories: 1) physical activity, 2) service, and 3) expression of creativity. Through the activities, students should develop greater awareness of themselves and concern for others, as well as the ability to work cooperatively with other people. Students develop their own plan to complete the BIHS CAS requirement with the help of the IB coordinator. This project provides an opportunity for leadership experience and fits naturally with many students' interests.

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**INTERNATIONAL BACCALAUREATE DIPLOMA**

BIHS students may choose to meet the requirements for the International Baccalaureate Diploma. The IB Diploma is an internationally recognized achievement which may earn students up to a year's worth of credit at certain colleges. Aside from completing the standard BIHS graduation requirements of the Extended Essay, BIHS CAS, and the Theory of Knowledge courses, students who choose to pursue the diploma need to complete end of the year exams in six different subject areas, (English, history, math, science, world language, and an elective). A minimum of three exams and a maximum of four exams will be taken at the higher level, leaving two to three exams to be taken at the standard level. Two standard level (SL) exams may be taken in the junior year and all higher level (HL) exams are taken in the senior year. Students may choose to take a second language, a second science, IB Economics, IB Social and Cultural Anthropology, IB Music, or IB Visual Arts as their elective option. Alternatively, students can choose to earn an IB certificate for college credit in any of the IB courses offered at Berkeley High School.

**Freshman Year Courses**

See course descriptions for Universal 9th Grade on page 19.

**Sophomore Year Courses****GLOBAL HISTORY (P)**

YEAR · 10 CREDITS

This course covers major themes in modern world history, including the industrial revolution, imperialism, rise of Communism, and the World Wars. Emphasis is placed on the interaction between the realms studied in the freshman year and Europe. There is a focus on building historical writing and research skills. This course is thematically and regionally integrated with the Global Literature and Comparative Values/Comparative Economics courses. The course meets the California State Standards for tenth grade Modern World History. UC/CSU (a)

**GLOBAL LITERATURE (P)**

YEAR · 10 CREDITS

Global Literature is a study of literature, composition, and the humanities. The literature is representative of the thematic subjects, cultures, and periods studied in Global History and Comparative Values and Beliefs. Additionally, literature includes non-Western canonical works in translation. Genres include short stories, novels, plays, poetry, and non-fiction. UC/CSU (b)

**COMPARATIVE VALUES AND BELIEFS** SEMESTER · 5 CREDITS

The aim of this course is to analyze the values and beliefs that shape the world we live in. With a focus on creating space for an analysis of our current society, students will learn how to formulate an evidence-based opinion and discuss and critique differing perspectives and arguments on topics such as religion and culture through debates, discussions, and writing. By first focusing on an examination of American society, the topics expand to include beliefs held throughout the world. Students research different religions and explore how worldviews permeate our modern culture through media. The class concludes with a discussion of happiness. UC/CSU (g)

**ECONOMICS (P)**

SEMESTER · 5 CREDITS

In this course students analyze a variety of current issues in the domestic and global economy. Students study how micro and macroeconomic topics apply to today's world. There is a focus on the role the government plays in the economy. Students work in teams on an entrepreneurship project with a focus on data gathering and oral presentation. In this course students learn to identify, analyze, and evaluate theories, concepts, and arguments pertaining to the nature and activities of individuals and societies as they relate to the varieties of economic environments that people inhabit. UC/CSU (g)

**Math Options**

See course descriptions on page 62.

**Science Options**

See course descriptions on page 70.

**Junior Year Courses****IB-HL HISTORY OF THE AMERICAS 1 (HL)**

FALL SEMESTER · 5 CREDITS

This is a three-semester course for all Berkeley International High School students (1st semester of 11th grade and two semesters in 12th grade). It involves a thorough examination of our modern world with an emphasis on the interaction of people and events; the formation of students' own opinions of events; and analysis of the progression of history over time. The primary aim and focus of the course is to guide students towards independent historical analysis. Skills emphasized include: primary and secondary source analysis; formation and completion of independent research; understanding of historical cause and effect; ability to articulate knowledge and opinions orally and in writing; synthesis of

information, and the ability to use that information to analyze new information. The junior year utilizes a thematic approach and focuses on the eras of the Great Depression and social movements and civil rights in the United States, Canada, and Latin America from the late 1920s to the early 1970s. UC/CSU (a)

### **IB-HL ENGLISH 1 (HL)**

YEAR · 10 CREDITS

This is the first year of a two-year language and literature course required of all BIHS students. In the first semester of this course, students will study language and communication through a variety of non-fiction texts. Students will consider how language is used in the media to inform, persuade, or entertain. The semester culminates in students delivering a 10-12 minute presentation demonstrating understanding of texts and how circumstances of production and reception affect meaning. Additionally, students complete a written task that explores the values, attitudes, and beliefs that are implied in the texts they select for this task. The second semester of this course features literature from a variety of genres with a special emphasis on poetry. In this part of the course, students will continue to reflect and question in greater depth the values, beliefs, and attitudes that are implied in the texts studied by writing a literary argument essay. In addition to the written task, students will engage in a critical examination of a particular extract drawn from a work that has been studied. Students are expected to demonstrate their understanding of the text in a 15 minute individual oral commentary.

### **THEORY OF KNOWLEDGE (P)** SPRING SEMESTER · 5 CREDITS

Theory of Knowledge, often shortened to TOK, is a central element of BIHS, encouraging students to think critically about knowledge itself. Having gained extensive knowledge over their life (both in and out of school), students are asked to reflect and question the certainty of that knowledge. Students investigate not only *what* they know, but also *how* they know. An essential question this semester is, “What are the ways we come to know something?” The class emphasizes the roles of reason, emotion, intuition, perception, and language in the acquisition of knowledge. Students begin TOK in the 2nd semester of their junior year (following the 1st semester of History of the Americas). UC/CSU (g)

## **Senior Year Courses**

### **THEORY OF KNOWLEDGE (P)** FALL SEMESTER · 5 CREDITS

The second semester of Theory of Knowledge (TOK) continues from the first semester, encouraging students to think critically about knowledge and the ways educa-

tion works. Again the class focuses on reflection and discussion. This semester the class focuses on *what* we know, rather than *how* we know it. TOK examines how subjects such as math, science, and history come to the knowledge they have. An essential question this semester is, “How reliable is the knowledge we say we have?” TOK is completed during the 1st semester of the senior year. Students take American Government in the 2nd semester. UC/CSU (g)

### **AMERICAN GOVERNMENT (P)** SPRING SEMESTER · 5 CREDITS

This course focuses on the nature of government, working towards understanding how various contemporary political systems work. Focus is on current issues as Congress, the presidency, state legislature, and the judicial system address them. With a hands-on approach, students will prepare arguments, debate social and political issues, investigate current events, and simulate various elements of government. UC/CSU (a)

### **IB-HL HISTORY OF THE AMERICAS 2**

(HL)

YEAR · 10 CREDITS

This is a three-semester course for all Berkeley International High School students (1st semester of 11th grade and two semesters in 12th grade). It involves a thorough examination of our modern world with an emphasis on the interaction of people and events; the formation of students' own opinions of events; and analysis of the progression of history over time. The primary aim and focus of the course is to guide students towards independent historical analysis. Skills emphasized include: primary and secondary source analysis; formation and completion of independent research; understanding of historical cause and effect; ability to articulate knowledge and opinions orally and in writing; synthesis of information; and the ability to use that information to analyze new information. Students will complete an historical investigation. At the end of this course students may choose to take the IB HL exam, the IB SL exam, or no exam at all. If students pass this exam they will earn an IB certificate and have the possibility of earning college credit. UC/CSU (a)

### **IB-HL ENGLISH 2 (HL) (H)**

YEAR · 10 CREDITS

This is the second year of a two-year literature course required of all BIHS students. The first semester, students will learn how language develops in specific cultural contexts, impacts the world, and shapes individual and group identity. A range of texts and topics will be studied, culminating in a 10 minute presentation. The second semester features the reading of texts from a

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variety of contexts, including works translated into English, in order to understand how attitudes and values are conveyed through language, structure, style, and technique. Students will complete two written tasks, one creative and one critical. By the end of the course, students will be ready to take the IB HL exam, which consists of two papers: a comparative textual analysis and an essay on how the contexts production and reception affect the meaning of the works studied in the second semester.

## **Senior Math Options**

### **IB-SL MATHEMATICAL STUDIES IB (SL)**

YEAR · 10 CREDITS

This course is open to seniors only and includes the study of circular, polynomial, exponential, logarithmic, rational, and radical functions, polar equations and complex numbers, vectors, simple probability and data analysis, limits, continuity, and simple derivatives. The course develops the skills needed to cope with the mathematical demands of a technological society with an emphasis on the application of math to real-life situations. Students are presumed to have knowledge of linear, quadratic, exponential, and logarithmic equations, matrix arithmetic, elementary functions, graphing complex numbers, counting, and probability. They will be required to learn the prerequisite topics to a greater depth and degree of formality. Students will be able to take the Math Studies IB SL exam after completion of this course. A graphing calculator is required. **PREREQUISITE:** Grade 12 and completion of Math 2 with “C” or better required. Completion of Math 3 recommended. UC/CSU (c)

### **IB-SL MATHEMATICS (SL)(H)**

YEAR · 10 CREDITS

This second year of a two-year sequence (Math 3 is the first course) covers function analysis, trigonometric functions and graphs, right triangle and wrapping function trigonometry, including law of sines and cosines, right triangles, trigonometric identities, complex numbers, polar graphing, DeMoivre’s theorem, the Binomial Theorem, differential and integral calculus, and some elementary statistics. The goal of this course is to develop analytical and technical skills in students that may be applied in a variety of academic settings from social science to engineering and physics. SL Mathematics covers topics with a high degree of mathematical rigor with analytical proofs of theorems presented where appropriate. Students will apply topics to real world problems and problem solving settings. Applied problem sets and projects may periodically be assigned

to prepare students for diploma program assessments. They will be encouraged to develop an appreciation of the global nature of mathematics and the contributions that have been made by persons from a variety of cultures. Students will be capable of taking the IB SL exam in the spring of their senior year. A graphing calculator is required. **PREREQUISITE:** Grade 12 and completion of Math 3 with a “C” or better. UC/CSU (c)

### **IB-HL MATHEMATICS (HL)(H)**

YEAR · 10 CREDITS

This second year of a two-year sequence (Advanced Math 3 is the first course) that covers function analysis, trigonometric functions and graphs, right triangle and wrapping function trigonometry, including law of sines and cosines, right triangles, trigonometric identities, complex numbers, polar graphing, DeMoivre’s theorem, proof by induction, the Binomial Theorem, differential and integral calculus, and some elementary statistics. The goal of this course is to develop analytical and technical skills in students that may be applied in a variety of academic settings from social science to engineering and physics. HL Mathematics covers topics with a high degree of mathematical rigor with analytical proofs of theorems presented where appropriate. Students will apply topics to real-world problems and problem-solving settings. Students will be prepared for the IB HL exam in the spring of their senior year. A graphing calculator is required. **PREREQUISITE:** Grade 12 and completion of Advanced Math 3 with a “B” or better. UC/CSU (c)

## **ADDITIONAL MATH OPTIONS ARE LISTED ON PAGE 60.**

## **Junior and Senior Science Options**

### **IB-SL BIOLOGY (SL)**

YEAR · 10 CREDITS

This course provides students with an in-depth study of biological concepts and principles. IB-SL Biology includes biochemistry, cell biology, classic genetics, molecular genetics, biotechnology, and evolution. The course focuses on the structure and function of living organisms and the interactions between organisms and their environment. It includes an in-depth study of plants and animals, including evolutionary relationships, anatomy and physiology, and the principles of ecology. There is a strong component emphasizing the process of scientific inquiry. Students will be capable of taking the IB SL exam in the spring of their junior or senior year. **PREREQUISITE:** Completion of Physics 1 and a “C” or better in Chemistry. Students who have no prior high school science experience or a different high school science experience must meet with the IB Biology teacher before enrolling in this class. UC/CSU (d)

**IB-SL CHEMISTRY (SL)**

YEAR · 10 CREDITS

This course focuses on matter and its interactions. The purpose is to develop students' understanding of the physical world around them and how chemical processes take place. This understanding will be developed through lecture and laboratory investigations that will help develop the students' analytical and problem-solving abilities. Students will learn about matter, measurement, chemical names and formulae, atomic structure, the period table, chemical reactions, phases of matter, solution, and chemical bonds. They will also study reaction energy, reaction rates, chemical equilibrium, acids and bases, oxidation and reduction, organic chemistry, and two optional topics selected by the teacher. Students will be capable of taking the IB SL exam in the spring of their junior or senior year. **PREREQUISITES:** Completion of Geometry with a "B" or better or Algebra 2 with a "C" or better. Completion of Chemistry and Physics 1 with a "C" or better. Students who have no prior high school science experience or a different high school science experience must meet with the IB Chemistry teacher before enrolling in this class. UC/CSU (d)

**IB-SL ENVIRONMENTAL SYSTEMS & SOCIETIES (SL) (P)**

YEAR · 10 CREDITS

This course provides students with a perspective of the interrelationships between environments and the societies in which we live. Students will be asked to examine their own relationship with the environment and the significance of the choices they make in their lives on both a local level as well an international level. Topics included will be the ecosystem, human populations, conservation, biodiversity, pollution management, and global warming. The course encourages students to use a holistic perspective in studying environmental science that includes scientific, ethical, and socio-political aspects. Students will complete a scientific investigation project involving data collection and evaluation. Students will be prepared to take the IB SL exam in the spring of their junior or senior year. UC/CSU (d)

**ADDITIONAL SCIENCE ELECTIVES ARE LISTED ON PAGE 70.****IB COMPUTER SCIENCE COURSES ARE LISTED ON PAGE 60.****Junior and Senior Electives****IB-SL ECONOMICS (SL) (H)**

YEAR · 10 CREDITS

IB Economics SL aims to promote awareness of how the impact of economics shapes global cooperation and decision-making by states as well as individuals. To achieve this understanding, students are taught economic theories, ideas, and happenings from the points of view of different individuals, nations, and cultures in the world economy. The class focuses on how individuals and governments make decisions using various fiscal and monetary policies to stabilize and promote economic growth. There is weight given to international and development economics as application of economic theory. Students can take the IB SL exam or the AP Macroeconomics test if they choose. UC/CSU (g)

**IB Music (SL) (HL) (H)**

YEAR · 10 CREDITS

Musical Perception and Analysis is designed to prepare students to analyze widely diverse musical genres and styles from both a historical and a cultural perspective. Students study elemental building blocks of music (melody, harmony, rhythm, texture, and form) as well as the function of music. This stream of study culminates in a study of IB prescribed works. Students study a variety of cultural topics and eras of music, as well as a study of tradition and popular music styles. Students learn how to write about music. This stream of study culminates in the Musical Links Investigation, a required element of the diploma in music. This course is designed to prepare the high school musicians for the IB diploma in music. Students will be prepared to take the IB SL assessment after one year and the IB HL assessment after two years.

**PREREQUISITES:** Consent of teacher, ability to read music, working knowledge of major and minor scales and circle of fifths. UC/CSU (f)

**IB-SL SOCIAL AND CULTURAL ANTHROPOLOGY (SL) (P)**

YEAR · 10 CREDITS

Social and cultural anthropology is the comparative study of culture and human societies. It explores the general principles of social and cultural life, and the characteristics of specific societies and cultures. This class will incorporate both local and global perspectives, and focus on urban and rural cultures, regional inequalities, and all aspects of today's world. This course will focus on issues of race, gender, class, power, inequality, and indigenous rights. A distinctive feature of this cultural anthropology course is ethnography, a scientific description of the customs of peoples and cultures. Students can elect to take the IB SL exam if they choose. UC/CSU (g)

## **IB STUDIO ART (SL) (HL) (H)**

YEAR • 10 CREDITS

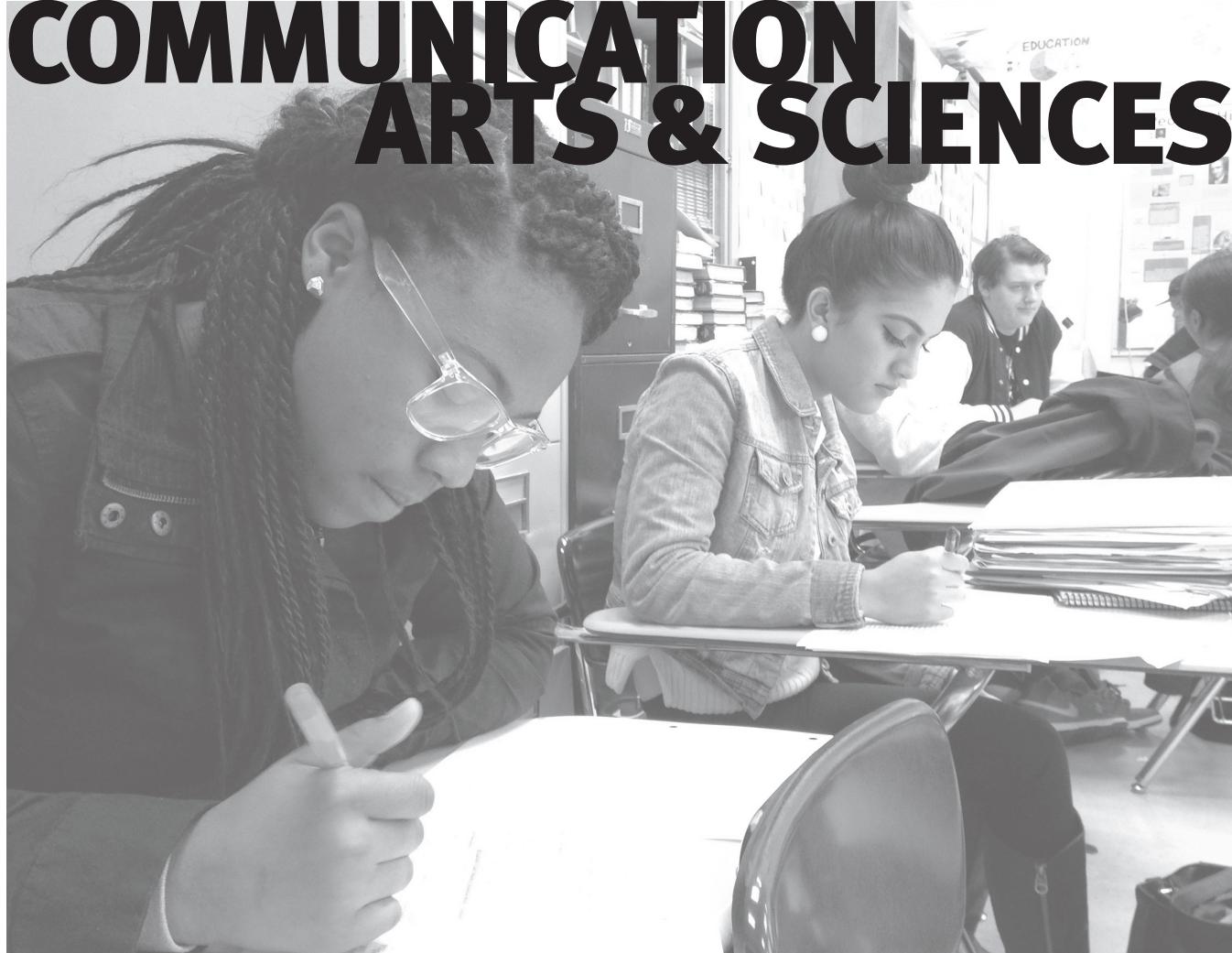
IB Studio Art can be taken for one or two years, and is open to all juniors and seniors from any learning community at Berkeley High. In this fast-paced, interdisciplinary art course, students are taught to think like a contemporary artist; using art-making as a way to research science, history, religion, psychology, and other subjects. Students will develop an investigation question or theme driven by their own interests. They will explore this question through research, writing, discussion, performance art, drawing, painting, and sculpture. Students will create a research workbook, documenting their thinking in the form of writing, sketches, and images. Each student will also make between 10-20 artworks in any media they choose and will participate in the Spring Exhibition. Although students need a high degree of self-motivation to succeed in this course, you do not have to have highly advanced art skills to excel. Students will be prepared to take the IB SL assessment after one year and the IB HL assessment after two years.

**PREREQUISITE:** One year of art or permission of the instructor. UC/CSU (f)



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# COMMUNICATION ARTS & SCIENCES



## CAS Course Progressions

**10th****A** World History and Cultures**11th**

United States History

**12th**

American Government

**B** World LiteratureAmerican Literature  
with AP optionGenre & Composition  
with AP option**C** Math Progression - See page 62**D** CAS-Anatomy & Physiology

Chemistry

See Science options starting  
on pg. 70**E** World Language Progressions - See page 81**F** Intro to Computer Arts

ROP Art of Video Prod. (CTE)

CAS-Adv. Studio Edit (CTE) (P)  
CAS-Digital Photo (CTE)(P)**G**Economics  
Social Justice Seminar: History

See elective options starting on pg. 55

\*\* For placement policies for honors and advanced classes, see pages 6.



# COMMUNICATION ARTS and SCIENCES

# MEDIA

# DIVERSITY

# CAS

# SOCIAL JUSTICE

# COMMUNITY

CAS

Communication Arts and Sciences (CAS) was founded in 1997 by teachers and families who had the goal of tapping into the rich diversity of Berkeley High students to create a heterogeneous learning community of 240 compassionate and collaborative learners. Distinguished by its focus on critical thinking, social justice, media literacy, and community, CAS offers an academically rigorous course of study and trains its students to communicate effectively in both print and electronic media through curriculum built around experiential learning—learning by doing. In addition to traditional forms of expression like fiction, essays, lab reports and research papers, students create their own videos, podcasts and print projects, and they travel to museums, theaters, and cultural centers.

When students commit to the CAS curriculum, they voluntarily give up the safety of homogeneous learning and learn how to communicate, collaborate and excel within a diverse community. The curriculum and the faculty ensure an atmosphere of academic rigor while facilitating and respecting different learning styles and cultural experiences. To excel in CAS, a student must meet the dual challenges of intellectual mastery and effective collaboration in the classroom and in the larger world.

CAS classes are heterogeneous and challenging; students who have achieved different levels of academic success are taught together in demanding academic core and elective classes designed to engage every student. For students who are interested in supplementary academic challenges, CAS offers a second English class for 11th and 12th graders: Advance Placement (AP) English. Classes are integrated with cross-disciplinary assignments and consistent articulation between the grade levels. The English/History Core emphasizes written communication throughout the four-year curriculum and focuses on the development of criti-

cal thinking and analysis. Opportunities to explore areas of interest to individual students exist in all grades. CAS classes are challenging, benefiting students who have high achievement records as well as those who have struggled in school. The school's collaborative teaching model and close student-teacher relationships create an environment in which teachers are able to carefully assess student effort and performance and find ways to motivate and challenge each student to meet their full intellectual potential.

## Sophomore Year Courses

### Essential Question

► **10TH GRADE:** “What is the nature of a just society?”

### WORLD LITERATURE (P)

YEAR · 10 CREDITS

In this course students examine literature from around the world and write in a variety of genres to analyze the essential questions. Students are part of a learning community in which peers work together to make meaning, provide useful feedback, and push and support each

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other to reach your potential. They improve critical reading and writing skills by using the writing process to deepen understanding of texts and experiences. In the culminating project, students develop and produce a reflective portfolio that illustrates their awareness of their growth, strengths and weaknesses as a thinker, reader, writer, and communicator. UC/CSU (b)

### **WORLD HISTORY AND CULTURES (P)    YEAR · 10 CREDITS**

In this course we study some of the major political, economic and social developments in the world since the late 18th century. We begin with a consideration of the state of the world today and some key global issues, then explore major events and ideas that have shaped the modern world. These include: the rise of nationalism and democracy; industrialization and the development of a global, capitalist economy; late 19th century imperialism in Africa and Asia; the world wars and genocide in the 20th century; and Third World revolutions and movements for self determination and justice.

With the use of broad, open-ended and often provocative central questions to tie together the many diverse activities of each unit, students will see how knowledge builds and grows towards tentative conclusions. They will consider multiple perspectives on events and issues as they develop skills of historical research and interpretation. They should be able to identify with the experiences of people from different backgrounds and time periods.

UC/CSU (a)

### **MATH**

See math course descriptions on page 62.

### **CAS ANATOMY AND PHYSIOLOGY (H)    YEAR · 10 CREDITS**

10th grade students fulfill their Biology Lab Science requirement with Honors Human Anatomy and Physiology. This course focuses on the different systems of the body including the cardiovascular, immune, skeletal and muscular systems and how they have evolved and function together. It includes multiple dissections, labs, and activities, while keeping the challenging and rigorous curriculum accessible to 10th grade students. The human body is of high interest to students and is very relevant to their lives—additionally, this class strengthens their foundation for Chemistry in their 11th grade year. UC/CSU (d)

### **CAS - COMPUTER ART (P)    YEAR · 10 CREDITS**

This course is designed to introduce students to the graphic capabilities of the computer as a tool for artistic expression. Students will learn how to use graphics software (Photoshop and Illustrator) to manipulate images from digital cameras, scanners and the Internet. There

will be a focus on learning art fundamentals, composition, line, shape, space, color theory, texture and patterning as they apply to graphic design. Students will explore how technology can be used as a tool in the making of a wide variety of art forms, such as collage, political commentary, bookmaking, portraiture, photojournalism and mixed media sculpture. Students will be expected to create a digital portfolio, participate in critiques and exhibit their work. UC/CSU (f)

## **Junior Year Courses**

### **Essential Question**

- **11TH GRADE:** What does it mean to be an American? What principles, hopes and ideals are embodied in “the American dream”? What does this dream promise, and to what extent have these promises been fulfilled?

### **AMERICAN LITERATURE (P)    YEAR · 10 CREDITS**

This year-long survey of American literature covers major works from the mid-nineteenth century to the present and is integrated with thematic units in U.S. History so that students can more thoroughly examine the political and social landscapes surrounding the literature. Students explore essential questions such as: “What is the nature of freedom?” and “What is the American Dream and does it really exist?” Students read and analyze the various genres of American literature, write creative and essay-length responses, and give oral presentations on content topics, incorporating video and other advanced technological resources. UC/CSU (b)

### **AP LITERATURE & COMPOSITION**

### **AUGMENTATION (P) (H)    YEAR · 10 CREDITS**

This college-level writing course is designed to augment and integrate with American Literature. There is an additional two hours per week on-line component and 0 or 7 period class time. Juniors who wish to take the AP Literature and Composition test in May will enroll in this augmentation course taught by their English teacher. UC/CSU (b)

### **U.S. HISTORY (P)    YEAR · 10 CREDITS**

What does it mean to be an American? What principles, hopes and ideals are included in “the American dream?” What does this dream promise, and to what extent have these promises been fulfilled? Has American history been a history of progress? How successful have marginalized groups been in their struggles to gain full membership in our society? In this course, students explore these and other essential questions in a study of the major turning points in 20th century American history, with an emphasis on the social, cultural, politi-

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cal and economic developments that have challenged America to broaden its founding definitions of freedom and equality.

Students will develop a complex understanding of the major ideas and events that have shaped the United States in the last one hundred years and will learn how knowledge of the past can illuminate possible answers to the issues and problems which confront our country today. With the use of broad, open-ended and often provocative central questions to tie together the many diverse activities of each unit, students will see how knowledge builds and grows towards tentative conclusions. They will consider multiple perspectives on events and issues as they develop skills of historical research and interpretation; they should also be able to identify with the experiences of people from different backgrounds and time periods. UC/CSU (a)

## MATH

See math course descriptions on page 62.

## CAS CHEMISTRY (P)

YEAR • 10 CREDITS

Why does soda fizz when you open a bottle? How does a cold pack get cold? Why does popcorn pop? How does the battery in your calculator work? How can we make fireworks with so many different colors? What is nuclear energy and why is it so controversial? The answers to these questions lie in the study of chemistry. Chemistry focuses on understanding the world around us on a particulate level. Since much of what we will study cannot be seen with the naked eye, we will spend a great deal of time gathering evidence and data through experimentation and then creating models to understand our results. The field of chemistry is the product of generations of intensely creative thought and experimentation, and it contains the seeds of the continuing efforts of humankind to understand, predict, and appreciate the universe in which we live. UC/CSU (d)

## ROP ART OF VIDEO

### PRODUCTION (P) (CTE)

YEAR • 10 CREDITS

In this class, students become media literate by producing five-to-six video projects over the course of the year. Each project builds upon the previous ones in terms of skills and storytelling techniques. Camera operation, shot composition, audio recording and computer-based editing are emphasized. All completed projects are screened for—and critiqued by—the class and students are required to submit their finished pieces to Berkeley High's film festival and to external festivals.

As part of Berkeley High's school-wide focus on literacy, students complete regular writing assignments like project proposals, Producers Statements and movie reviews. In

addition to the video projects, students begin developing the skills needed for careers in video; each semester, they complete two Community Service Projects (CSP) in which they provide video recording services for Berkeley High and the community. Close study of feature and documentary films contribute to students' media literacy and inspire their work as producers. **PREREQUISITES:** None. UC/CSU (f)

## Senior Year Courses

### CAS Senior Year Essential Question

- **12TH GRADE:** "How is social change accomplished and what can I do to bring about social change for a more just society?"

Students participate in a year-long core English/History/Media class that includes independent reading and writing and small discussion groups. Their semester-long community service internship provides valuable experience in the larger world. Students prepare a Senior Thesis that includes a research paper, an internship evaluation, and a teach-in before peers and community experts.

### SOCIAL JUSTICE SEMINAR

Senior year in CAS is the culmination of the CAS experience. The Senior Seminar revisits and deepen themes introduced in prior years, particularly examining the question "How is social change accomplished, and what can I do to bring about social change for a more just society?" We integrate ideas and skills from the disciplines of social science, English, communication arts and media technology. The Social Justice Seminar includes BEST History and Composition/Genre in Literature. We bring all of these approaches to bear on the project of making a difference in society, of becoming young people who do not just witness history but make it.

The course is subtitled "Social Justice, Social Responsibility and Social Change." We examine the meaning of these terms and ultimately determine each of our roles in bringing them to bear. What are the characteristics of a just society? What are the major problems we confront today, locally and globally? What is each of our personal responsibility to our local community, to the larger society, to the world? How do we define our "universe of obligation," the people and principles we care about enough to stand up for? What difference can each of us make? We do not have any simple answers to these questions. It is our goal for everyone to arrive at their own answers through serious study and involvement with each other and the larger community.

**CAS BEST HISTORY (P)**

YEAR · 10 CREDITS

BEST stands for Berkeley Experiential Senior Transition and its goal is to get students out into the world. CAS BEST History combines experiential learning with a rigorous history curriculum, weaving in critical aspects of the college application process. Subtitled “Social Justice, Social Responsibility and Social Change,” the course examines the meaning of these terms and students determine each of our roles in bringing them to bear. Essential Questions: What are the characteristics of a just society? What are the major problems we confront today, locally and globally? What is my responsibility to our local community, to the larger society, to the world? We examine these questions from a historical, political, economic and sociological lens.

The Service Learning Project, Senior Thesis and Senior Exhibition are the culminating assignments of the Senior Seminar. Each student begins a service placement in October that continues through May. The Senior Thesis is based on a topic related to the service project. In May and June students create and present a Senior Exhibition which includes oral and media components and details their learning through their Service Learning Project and their Senior Thesis. UC/CSU (a)

**COMPOSITION/GENRE IN LITERATURE (P)** YEAR · 10 CREDITS

Thematically linked to BEST History, this course focuses on improving students' ability to write clear, cohesive and effective essays in a short amount of time. CAS seniors write in a variety of genres, including but not limited to essays (personal, persuasive, literary response, definition, analytical and synthesis), short stories, poetry, speeches and debate statements. Students read and analyze many different types of writing, including novels, science fiction, essays, editorials, poetry, short stories and documentary theater pieces. Through discussion, debate and writing, CAS seniors explore important, real-world issues. UC/CSU (b)

In their senior year, CAS students will have the option to take either:

**ADVANCED STUDIO/EDITING (P)** YEAR · 10 CREDITS

In this class, students build upon the video production skills they acquired in Art of Video Production, sharpen their media literacy and refine their storytelling skills. Using professional-grade equipment, students complete two self-selected projects over the course of the year in a variety of genres. In addition, students provide video services to the school and the community through two Community Service Projects (CSP) and, working with Berkeley Community Media, they co-produced two epi-

sodes of KBHS TV News about issues and events in our community.

As part of Berkeley High's school-wide focus on literacy, students complete regular writing assignments like project proposals, Producers Statements and movie reviews. Guest speakers and field trips facilitate students' career exploration, as do projects proposed to the class by community members. Close study of feature and documentary films contribute to students' media literacy and inspire their work as producers. **PREREQUISITES:** Successful completion of Art of Video Production or an equivalent course or by permission of the teacher. This course is open to students from all learning communities. UC/CSU (f)

**ROP-ADVANCED DIGITAL PHOTOGRAPHY**

See course description on page 77.

**AP LANGUAGE & COMPOSITION****AUGMENTATION (AP) (H)**

YEAR · 10 CREDITS

This college-level writing course is designed to augment and is completely integrated with their senior English Composition and Genre as Literature courses. There is an additional two hours per week online component and 0 or 7 period class time. Seniors who wish to take the AP Language and Composition test in May will enroll in this augmentation course taught by their English teacher. UC/CSU (b)

**GOVERNMENT/ECONOMICS (P)**

YEAR · 10 CREDITS

American Government and Economics provides the foundations for “civic literacy” as described by the California State History-Social Studies Content Standards. The topics covered in American Government and Economics are introductory in nature, but provide the foundations for students to understand the workings of our political and economic systems and therefore to see the possibilities for points of entry for themselves and others. The idea is to give the students the tools for critical decision-making about and participation in American society. As always in CAS, the themes of social justice and social change are central to everything we study. In order to change the system, we must understand how it works – that is the goal of this course. UC/CSU (g)

**Math**

See course descriptions on page 62.

**Senior Science Options**

See course descriptions on page 70.

**Electives**

See Elective offerings starting on page 55.

# BERKELEY INDEPENDENT STUDY



The Berkeley Independent Study (BIS) Program for 9th-12th graders is a program of Berkeley High School (BHS) that offers an academically rigorous alternative to the typical classroom environment. Many different kinds of students choose BIS: students who excel academically, who take Berkeley City College courses concurrently, who seek the flexibility of scheduling available at BIS because they have daytime jobs, must care for children, or have to schedule around major athletic or artistic pursuits. Some students have emotional or health-related issues and need extra support. Some simply prefer an alternative educational environment. In any case, BIS students must be self-motivated and organized to succeed.

Students graduate with a BHS diploma. BIS fulfills the basic requirements for students applying to all major universities and offers all A-G classes required by UC/CSU. We offer honors and AP classes in most subjects. Graduates have attended a wide range of universities including state, private and Ivy League schools. Students fulfill the same graduation requirements as at Berkeley High School. Courses not offered on the Berkeley Independent Study campus may be taken concurrently at BHS. Students have access to all Berkeley High sports, clubs, the College and Career Center, and the BHS Library.

BIS uses a quarter system. Students may take a maximum of three classes per quarter so that they have ample time to complete their work. Students are expected to put in an average of 10 hours of work per class each week. Attending all class appointments on time is essential due to the accelerated pace of the quarter system. All classes are conducted one-on-one, or via small seminars. Students must attend weekly classes with each of their teachers. Students must submit completed weekly assignments to their teachers. There is a strict Academic Probation policy. Students who do not meet Independent Study expectations will be exited back to Berkeley High School or Berkeley Technology Academy. Tutoring is available for students who need additional support. BIS is not designed to let students accelerate and graduate early.

## BIS Gardening Program

Our innovative garden based nutrition program allows students and their families to learn about and experience soil conservation, principles of food scrap composting, or vermiculture (raising and producing earthworms for worm castings) and no till planting. We explore and practice quiet meditation and the importance of connecting with and caring for the land. We learn principles of land stewardship and how to share the earth's bounty with each other. Growing and eating healthy food is the best insurance for healthy living. Our garden and cooking Instructor emphasizes nutrition and the science of growing, cooking and eating healthy nutrition-rich foods. We provide classes specifically for high school students as well as a curriculum for K-8. We focus on five basic principles in our garden:

- ▶ All life is valuable and nothing is considered a weed
- ▶ Efficient conservative water use is key to sustainable growing
- ▶ Composting and building soil is fundamental to successful growing
- ▶ Positivity and respect in and for the garden insures a healthy, happy gardening experience
- ▶ Compassionate team work and loving respect for all living things bears the fruits, vegetables and grains we need to live long, healthy productive lives!

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The Independent Study Office is in room 200, located on Derby near Milvia, between Berkeley Technical Academy and King Child Development Center. Our address is 2701 Martin Luther King. For questions please contact us: (510) 644-8592 independentstudies@berkeley.net

## The Application Process:

1. \*Submit Independent Study application, including a copy of your transcript.
2. Schedule an orientation and scheduling meeting at ISP with independentstudies@berkeley.net or by calling Sony Bhopal, the admin assistant, at 644-8592.
3. Attend an ISP orientation
4. Make an appointment to meet with Site Administrator to complete a Master Agreement schedule.
5. Take your yellow copy of the Master Agreement to BHS main office, request a transfer slip.
6. Take the transfer slip and Master Agreement copy to Admissions office located on **2020 Bonar Street** for a pink slip.
7. Student will take **Pink Slip** to Independent Study Office for enrollment.
8. Get and new schedule and contact teachers to plan weekly meeting dates/times.

*Note: If a student has an IEP, the IEP team at the student's current school must convene to determine if Independent Study is an appropriate placement. See steps below. Also, if a student is an English Learner, then the BHS EL Newcomer program would be consulted about placement. Also, only the SARB team can recommend that a truant student come to ISP. \*If coming from out of district, you must start the process at BUSD Admissions Office at 2020 Bonar Street.*

## Steps for signing up for ISP for students with IEPs:

1. Fill out an application (at BHS counseling desk, online, or from the ISP front office).
2. Schedule an orientation and scheduling meeting at ISP with independentstudies@berkeley.net or by calling 644-8592.
3. Attend an orientation.
4. **Hold a change of placement IEP meeting at current school.**
5. Attend a scheduling and contract meeting

## BUSD Home & Hospital Instruction (HHI) 2017-2018

*Availability of Individualized Instruction for a pupil with temporary disability in the hospital or at home (EC §§48206.3, 48207-48208):*

**Home & Hospital Instruction (HHI)** is available to all Berkeley Unified students who are unable to attend school for extended periods of time due to physical or mental incapacity. Students must have authorization from a medical doctor and the school district to enroll. The student that is approved must have a need to be out of the school on record for 30 days or more. HHI is individualized instruction that is available to students with temporary disabilities whose disability makes attendance in the regular day classes or alternative education program in which the student is enrolled impossible or inadvisable.

HHI students are entitled to five hours of instruction per week. Assigned teachers usually meet the students at their homes or in the hospital. By keeping in touch with primary teachers, HHI teachers help students keep up with their regular course load. If a student is with the HHI teacher for a quarter or more, then the HHI teacher will give a student grades for their classes. This program helps ensure that students, regardless of circumstance, can keep up with their education. The HHI program is administered on the Independent Studies campus.

## HHI Application Process:

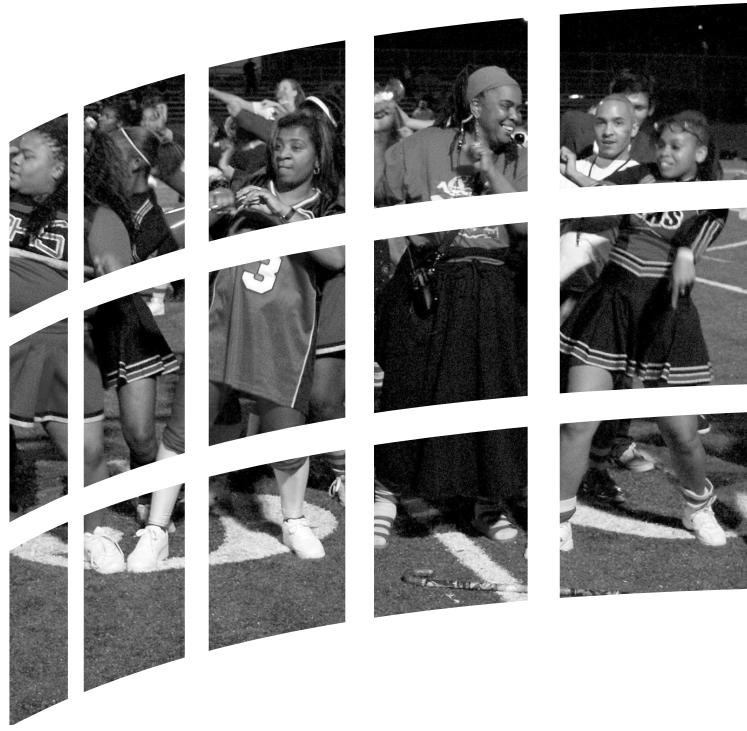
1. The family picks up an HHI application from BIS Office or the BIS website.
2. A doctor must sign the application, give a medical reason, and add a return date.
3. The Principal/VP would have to approve and sign the HHI application as well as a counselor.
  - *If the student has an IEP, then an IEP meeting must be held and the IEP team must agree to a change of placement.*
4. The family turns in the completed application to the BIS Office.
5. The HHI Lead Teacher meets with the family and they sign a master agreement contract with a student's schedule.
6. Then BIS notifies the current school that the student has started HHI and dis-enrolls the student from their classes at his current school .

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# BIS Course Offerings

Quarter 1/3		Quarter 2/4
Required Grade	English (5 credits)	English (5 credits)
9	English 1 A (P) World Literature A (P)	English 1 B (P) World Literature B (P)
10	American Lit A (P)	American Lit B (P)
11	African American Literature A (P)	African American Literature B (P)
12	Reading/Writing the Short Story A (P)	Reading/Writing the Short Story B (P)
12	Composition (P)	Composition (P)
12	Genre in Literature (P)	Genre in Literature (P)
12	World of Media (P)	Genre in Literature (Film)
12	Bible as Literature (P)	Comparative Religion (P) History
11-12	AP Literature and Comp A (AP)	AP Literature and Comp B (AP)
11-12	AP Language and Comp A (AP)	AP Language and Comp B (AP)
History/Social Science (5 credits)		History/Social Science (5 credits)
9	Ethnic Studies	Social Living
10	World History and Cultures 1 (P)	World History and Cultures 2 (P)
11	US History 1 (P)	US History 2 (P)
	AP US History (P)	AP US History (P)
12	American Government (P)	Economics (P)
	AP American Government (P)	
12	Theoretical Psychology (P)	Sociology (P)/ Anthropology (P)
Math (5 credits) - 4 Quarters		Math (5 credits) - 4 Quarters
	Math 1 A Qtr or Math 1 B Qtr	Math 1 A (P) or Math 1 B (P)
	Math 2 A Qtr or Math 2 B Qtr	Math 2 A (P) or Math 2 B (P)
	Math 3 A Qtr or Math 3 B Qtr	Math 3 A (P) or Math 3 B (P)
	Adv Math 1 A Qtr or Adv Math 1 B Qtr	Adv Math 1 A (P) or Adv Math 1 B (P)
	Adv Math 2 A Qtr or Adv Math 2 B Qtr	Adv Math 2 B (P) or Adv Math 2 B (P)
	Adv Math 3 A Qtr or Adv Math 3 B Qtr	Adv Math 3 A (P) or Adv Math 3 B (P)
	AP Calculus AB Qtr	AP Calculus AB (AP)
	AP Calculus BC Qtr	AP Calculus BC (AP)
	AP Statistics	AP Statistics
Science (5 credits)		Science (5 credits)
9-10	Integrated Science (P) (Spring Only)	Integrated Science (P) (Spring Only)
9-12	Advanced Biology 1 D (P)	Advanced Biology 2 D (P)
10-12	Chemistry (P)	Chemistry (P)
11-12	AP Environmental Science 1 (P) (Fall Only)	AP Environmental Science 2 (P) (Fall Only)
World Language (5 credits)		World Language (5 credits)
9-12	French 1 (P)	French 1B (P)
9-12	French 3 (P)	French 2B (P)
9-12	Spanish 1 (P)	Spanish 1A (P)
9-12	Spanish 2 (P)	Spanish 2B (P)
9-12	Spanish 3 (P)	Spanish 3B (P)
9-12	Spanish 4 (P)	Spanish 4B (P)
9-12	AP Spanish Seminar (P)	AP Spanish Seminar (P)
9-12	AP Spanish Literature (P)	AP Spanish Literature (P)
9-12	Spanish for Native Speakers 1 (P)	Spanish for Native Speakers 2 (P)
9-12	Spanish for Native Speakers 3 (P)	Spanish for Native Speakers 4 (P)
Visual Arts (5 credits)		Visual Arts (5 credits)
9-12	Drawing (P)	Drawing (P)
9-12	Advanced Drawing and Painting (P)	Advanced Drawing and Painting (P)
9-12	Creative Arts (P)	Creative Arts (P)
9-12	Digital Photography (P)	Digital Photography (P)
Physical Education (5 credits)		Physical Education (5 credits)
9-12	PE/Conditioning	PE/Conditioning
9-12	Heart Fitness and Nutrition	Heart Fitness and Nutrition
General Electives (5 credits)		General Electives (5 credits)
11-12	Field Studies	Field Studies
11-12	Work Experience	Work Experience
9-12	Proctor	Proctor
12	BEST English (P)	BEST History (P)
11-12	Journalism	Journalism

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# Electives/Departments

African American Studies

TRECS: Technology-Robotics, Engineering & Computer Science

Inclusive Education

Mathematics

Newcomers Program for English Learners

Physical Education

Science

Visual and Performing Arts

World Language

Other Electives

# African American Studies

## African American Studies Courses

	9th	10th	11th	12th
<b>A</b>			African American History 1/2*	
<b>B</b>			African American Literature*	African American Literature
<b>E</b>	Kiswahili I	Kiswahili II	Kiswahili III	Kiswahili IV (SL) IB SL (H)
<b>F</b>	African Haitian Beginning/intermediate Dance**		African Haitian Advanced Dance	
<b>G</b>				African American Economics *
				African American History 3
			African American Journalism	African American Journalism Advanced
			Black Psychology Sociology & Anthropology Pop Culture: Focus on Hip Hop Studies Black Soul, Black Gold: Oral Expression in the African American Experience	Black Psychology Sociology & Anthropology Pop Culture: Focus on Hip Hop Studies Black Soul, Black Gold: Oral Expression in the African American Experience

\* Courses with asterisks meets additional BHS graduation requirements (see course descriptions).

\*\* Once a student completes African Haitian Beginning & Intermediate Dance with a "C" or better, s/he can move into the Advanced class in any year.

The African American Studies Department, the only one of its kind in the United States, is a unique learning environment within Berkeley High School. It focuses on the African American experience relative to the national and global perspective. The humanities based courses take students on a journey through Africa's glorious past, the Trans-Atlantic slave trade, and the African American dynamics as an integral part of the development of our nation through history, literature, language, dance, drama, and spoken word.

### THE MISSION OF THE AFRICAN-AMERICAN STUDIES DEPARTMENT IS:

- ▶ To empower students with a positive sense of identity, purpose, and direction.
- ▶ To educate students and the greater community with an awareness and appreciation for the accomplishments, contributions, history, and culture of people of African descent.
- ▶ To encourage students to strive for excellence and embrace the attributes of the African-American SPIRIT: Strength, Perseverance, Imagination, Responsibility, Integrity, and Talent.

African American Studies courses, offered through the African American Studies Department, fulfill elective requirements in the various other BHS departments. For example, African American Literature fulfills elective credit for English and African American History 1/2

fulfills the US History requirement. In addition, all African American Studies courses fulfill the ethnic studies requirement.

### History

#### AFRICAN AMERICAN HISTORY 1/2 (P) YEAR · 10 CREDITS

This course is designed to study the influence of African upon America and the world. The saga of the African American is traced from his African origins in Ethiopia and Egypt through slavery in America to the Civil War, and up to the "Harlem Renaissance." The second semester of this course will examine the accomplishments of African Americans from the end of the "Harlem Renaissance" period through the tumultuous Civil Rights era, and the Black consciousness movement to the present. This course may be taken by students in grades 10-12 and meets the UC/CSU US History requirement. UC/CSU (a)

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## English

**AFRICAN AMERICAN LITERATURE (P)** YEAR · 10 CREDITS  
 This African American Studies course is an intensified study of African American writing from Lucy Terry to Leroi Jones. A multi-pronged teaching approach is used: aesthetic, cultural, social, and historical. The course may be taken by students in grades 10-12 concurrently with the required English course in a student's learning community. Students in Academic Choice may take this course as the required English course in grades 11 and 12. UC/CSU (b)

## Electives

### AFRICAN AMERICAN ECONOMICS (P) SEMESTER · 5 CREDITS

This dynamic course is designed, first of all, to familiarize students with the concepts and terminology of basic economics that they may encounter in life or on any objective test. Secondly, the course acquaints students with the relation of the African American community to the American economy as a whole. Finally, the instructor examines the role that African Americans have played in the establishment of the American economy. Assignments are geared toward providing students with hands-on experiences of basic economic survival in the cities of modern America. Assignments focus upon basic financial planning, credit trap avoidance, real estate and car purchases, entrepreneurship and meeting the needs of providing food, shelter and clothing for one's family in the 21st century. This course satisfies economics requirement for graduation. UC/CSU (g)

### BLACK PSYCHOLOGY (P)

FALL · 5 CREDITS

### SOCIOLOGY & ANTHROPOLOGY (P)

SPRING · 5 CREDITS

### THE PSYCHOLOGY AND SOCIOLOGY OF BLACK MALE/FEMALE RELATIONSHIPS

This two part elective course will examine current research on the diverse experiences, behavior, and identities of African Americans. The course will be taught in a seminar format and students will be engaged in the discussions and analysis of various topics, including those from theoretical African American Literature. This course helps students to consider the social construction of ethnicity and race, as well as the values, assumptions, and biases we hold regarding race, ethnicity, and related issues. Students will also be exposed to the social inequities related to race and ethnicity and the interaction of such inequities with other reference group identities such as SES, gender, religion and spirituality, sexuality, and age. Grade 11-12 students only. UC/CSU (g)

### AFRICAN AMERICAN JOURNALISM (P) YEAR · 10 CREDITS

This course is designed to help students understand and produce mass media, which relate to the African American community in general and to the African American student in particular. The main emphasis in this course is in news analysis and the basic principles of writing news articles. Students in this course are contributing reporters to the UJAMAA, the African American Studies newspaper. UC/CSU (g)

### POP CULTURE: FOCUS ON HIP HOP

### STUDIES (P)

YEAR · 10 CREDITS

The purpose of this course is to develop a Berkeley High student community appreciative of the hip hop art form and develop more conscious consumers of media. This course offers students the opportunity to actively engage in the performance of this art form, while learning its development in relation to other historical events and issues. In more succinct words, hip-hop Studies is the means to examine interpersonal relationships, race relations, and gender inequality as well as a wide array of other life experiences. This course is paired with Black Soul, Black Gold. UC/CSU (g)

### BLACK SOUL, BLACK GOLD: ORAL EXPRESSION IN THE AFRICAN AMERICAN EXPERIENCE (P)

YEAR · 10 CREDITS

In this one-semester class, students engage in studying, writing, and performing different forms of oral expression from the African diaspora and African American speakers including spoken word, narratives and speeches, as well as learning how to interpret the written word. Students examine significant oral messages in African American history from Frederick Douglass to Barack Obama. They look at how individuals can convey beliefs and transmit values, including cultural values and traditions specifically from the African American experience and the Black church, to different audiences in different ways. Students will gain practical experience speaking aloud, performing spoken word and speeches to real audiences as well as an appreciation of the role that oral expression has played in the African American experience. UC/CSU (g)

## World Language Courses

### KISWAHILI I (P)

YEAR · 10 CREDITS

This is the introductory course in Kiswahili language. Listening and pronunciation are the most important aspects at this level. Students are taught basic vocabulary, with emphasis on present and past tense. Students

are required to master the map of Africa in order to understand where in Africa this language is spoken. In the second semester, students work on future tense and negative aspects of all tenses. Students write more complex sentences and use Kiswahili in communicative activities. UC/CSU (e)

## Performing Arts Elective Courses

▼ **NOTE:** The following courses can earn credit in either **PERFORMING ARTS** or **PHYSICAL EDUCATION**

### AFRICAN HAITIAN BEGINNING DANCE (P)

YEAR • 10 CREDITS

As one of the courses of the African American Studies Program, the objective of this course is to present means which can understand African and African-derived cultures through direct experience in the education of music and dance and its relationship to and influence on contemporary dance. While providing historical structure, technique and discipline, students are exposed to a wide variety of dance styles and are provided with an alternative learning atmosphere, which is beneficial physically, mentally and spiritually. Open to both males and females. UC/CSU (f) (PE credit)



### AFRICAN HAITIAN ADVANCED DANCE (P) YEAR • 10 CREDITS

This is the most intense level of African Dance. Students deal with folklore and mythology as manifested in ceremonies and rhythmic movements. The interrelations of music, dance and dance/drama are explored. Students, by choreographing a piece to be performed on stage, are able to make comparative analysis of the varied dance forms and how one has influenced the other. For the advanced student, this course provides an opportunity to accurately depict and perpetuate African, African-derived folklore and other dance forms in performances on stage; to better acquaint teachers, parents, fellow students and the public with Africa's past, present and future. **PREREQUISITES:** 11th and 12th grade students. "C" or better in Beginning and Intermediate African Haitian Dance, and teacher approval. UC/CSU (f) (PE credit)



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# TRECS: Technology-Robotics, Engineering & Computer Science

## Information & Communications Technology

### ICT course offerings at Berkeley High School Include:

- ▶ Intro to Computer Programming (P) (CTE)
- ▶ AP Computer Science Principles (P) (CTE)
- ▶ AP Java Computer Programming (P) (CTE)
- ▶ Computer Science IB SL (P) (CTE)
- ▶ Computer Science IB HL2 (P) (CTE)

#### INTRODUCTION TO COMPUTER PROGRAMMING

**(P) (CTE)**

YEAR · 10 CREDITS

This course includes an introduction to the Python computer programming language and an introduction to web programming using HTML, CSS, Javascript, and JQuery. Students will be able to create sophisticated web sites, gain experience creating functions, conditionals and loops. They will learn to use structured data types such as arrays and strings. Optional topics may include Computer Aided 3D design, 3D printing, robotics or exploring other programming languages such as Ruby, PHP or Java. UC/CSU (g)

#### AP COMPUTER SCIENCE PRINCIPLES

**(P) (CTE)**

YEAR · 10 CREDITS

Computing is dramatically changing our world, giving us new ways to interact with each other and technology itself. However, using a computer is only a small part of the picture. The real transformative and empowering experience comes when one learns to program, to translate ideas to code. This Advanced Placement course teaches students how to program using Snap! but it teaches more than just how to program. This course provides an excellent opportunity to develop understanding of skills relevant to a broad range of industries. The focus will be on some of the “Big Ideas” of computing, such as abstraction, design, recursion, concurrency, privacy concerns, simulations,

and the limits of computation. In addition the course will look at some of the beautiful applications of computing that have changed the world, talk about the history of computing, and discuss where it will go in the future. Part of the student’s AP score will come from tasks completely of the students’ choosing, on topics most interesting to them. The overarching theme is to expose students to the beauty and joy of computing. **PREREQUISITES:** 10-12 grade or permission of instructor. UC/CSU (g)

#### AP JAVA COMPUTER PROGRAMMING

**(P) (CTE)**

YEAR · 10 CREDITS

This computer programming course introduces students to core topics in computer science, such as problem solving strategies; designing programs; storing and organizing data in a computer; and informal reasoning about how programs work. The course will introduce students to the basics of the Java programming language, and how it can be used to write programs relevant to data analysis, natural language processing, art, and media (No prior, specific experience in Java is necessary.) This AP course uses Java in preparation for the Advanced Placement Computer Science A Exam. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and touches on the ethical and social implications of computing. The course emphasizes object-oriented problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. Complex programming assignments give students experience in more advanced programming methodology. This course may be taken in preparation for the Advanced Placement Exam in Computer Science. **PREREQUISITES:** previous programming experience or permission of instructor. UC/CSU (g)

## **IB COMPUTER SCIENCE SL/HL**

**(P) (CTE)**

YEAR · 10 CREDITS

This course is normally taken over two years (unless otherwise approved by the teacher). Basic topics include system fundamentals, planning, computer organization, hardware, networks, computational thinking, problem-solving and programming. Advanced topics include abstract data structures, resource management, and control systems. Students learn about object-oriented programming using the Java programming language. Students complete a programming project and a case study. This course may be taken in preparation for the International Baccalaureate Computer Science examination. Students will have the option to take the SL test after one year or the HL test in their senior year if they choose to take two years of the class. UC/CSU (g)

## **Engineering Technology**

The Engineering Technology pathway provides learning opportunities for students interested in preparing for careers in the design, production, or maintenance of mechanical, electrical, electronics, or electromechanical products and systems.

### **ELECTRONIC TECH**

YEAR · 10 CREDITS

BUSD is moving on Facilities upgrades to support an Electronic Tech Course. Electronic Tech curriculum is being constructed in coordination with Los Medanos College and in partnership with EBMUD and other regional Utilities. The highly contextualized Applied Math for Electronic Tech course will launch in the new classroom at Berkeley Adult School in Fall 2018. The Electronic Tech & Robotics Courses and ICT pathway students will have access to a Fabrication Lab at that same time.

### **INTRODUCTION TO ROBOTICS**

YEAR · 10 CREDITS

### **ENGINEERING**

This robotics course introduces students to robotics and the engineering process. Students will learn how to design, prototype, build, and program VEX EDR robots to complete multiple challenges in the fall. Students can work at their own pace using the VEX Cortex Video Trainer. In the second semester students will use the skills they developed in the fall to build a robot to compete in the VEX Robotics Competition. Throughout the course students will keep an engineering notebook and produce online newsletters highlighting their work. No Prerequisites or Corequisites. Scheduled Afternoon Meeting Times: Tuesday, Wednesday, Thursday after school. UC/CSU (g)

Sample Units from the VEX Cortex robotics curriculum developed by Carnegie Mellon:

- ▶ Overview/Team Building/Engineering Notebooks
- ▶ Safety, Organization and “The Engineering Process”
- ▶ Vex Cortex Robot Set Up
- ▶ The Labyrinth Challenge/Autonomous Robots and Movement
- ▶ The Minefield Challenge/Remote Control
- ▶ The Grand Challenge/Sensing: rangefinding; controlling arm movements; turning using integrated encoders and gyros; and how to followfollowing a path
- ▶ The VEX Robotics Competition

## **Building Trades and Construction**

### **Carpentry**

With the Fall 2018 completion of a Carpentry shop and Fabrication Laboratory on the BHS campus we will launch the first course in our carpentry pathway.

### **INTRODUCTION TO CARPENTRY (CTE)**

The Carpentry Pathway will introduce students to career opportunities within the sector and provide an overview of the planning, design, layout, and technical drawing interpretation for practical use in woodworking, cabinet-making, and millworking. Students will be introduced to the different construction processes in the cabinetmaking, furniture making, and millworking industries. Students will learn to safely use woodworking tools and machines to produce a quality furniture project. Students will also be introduced to carpentry through model design and construction. Safety is stressed throughout the program.

### **STAGECRAFT (P) (CTE)**

YEAR · 10 CREDITS

The Entertainment Technician course introduces and develops students in four departments of entertainment technician expertise; Rigging, Carpentry, Lighting and Audio-Video. The course concentrates on fundamental and advanced elements of expertise an entertainment technician must have to succeed and thrive in the broad industry of presenting Performing Arts in its many forms. Strong emphasis is placed on safe working practices for all aspects of producing entertainment presentations. The course departments each require a semester of training totaling 2 years, or 4 semesters to complete the full requirement. Individual departments may be completed for proportional credit, but only the full course will claim a credential and career placement advantage. Coursework includes classroom training on concepts and skills and practical application in an entertainment production environment of those skills to achieve confidence and mastery.

# Inclusive Education

Berkeley High School serves approximately 320 students with Individual Educational Plans (IEPs). Special Education services at the high school meet the diverse requirements of students with a wide range of learning needs, from mild to severe learning, emotional, and physical differences. In accordance with the mandate to provide the least restrictive environment for all students, special education staff members provide students with the most inclusive program possible. Special education teachers collaborate with and support general education teachers.

All learning communities are able to meet the needs of all students with IEPs, and educational specialists work with the staff of each learning community to make the curriculum accessible. Special educators teach literacy, math and transition with the twin goals of increasing student success in general education and of promoting positive post-secondary outcomes. Students' school programs are designed through the IEP process and may include single or multiple periods of specialized academic instruction. The IEP process also focuses on building skills needed for post secondary transition, sometimes including job placements, individualized programs that enable students to make up needed credits, and classes explicitly preparing students for life after high school.

## Courses for students with Moderate to Severe Disabilities (Homebase Program)

### INE COMMUNITY TRANSITION

### INE WORK SKILLS

### INE LIFESKILLS MATH

### INE LIFESKILLS SOCIAL LIVING

### INE READING

### INE HEALTH

## Courses for students with Mild/Moderate Disabilities

### INE PRE ALGEBRA

Incorporates basic math skills with practical instruction in real-life math.

### INE ALGEBRA

For students who need reinforcement of Algebraic principles.

### INE LITERACY

Emphasis on all aspects of literacy, including decoding, fluency, and comprehension in reading, as well as scaffolded support in writing, academic language development, and oral language practice.

### INE CLC (COLLABORATIVE LEARNING CENTER)

Weekly direct instruction provided in skills that will prepare students to transition to college and career, with structured time to review and apply skills learned in general education classes.

### Counseling Enriched Classroom (CEC)

This structured, self-contained, and goal-oriented program combines academic coursework with an intensive therapeutic component. The CEC includes a counseling-integrated component within the classroom along with individual and family therapy outside the classroom. Students are referred through the IEP process, and can participate in a flexible schedule that affords them the opportunity to take courses in the large school program depending upon individual goals and needs. Within the CEC, courses include those required for graduation, such as English, math, history, and science, which will fulfill requirements for a high school diploma.

### Additional Courses

#### INE WORK EXPERIENCE

Possible for special education internship programs.

#### INE COMMUNITY TRANSITION

Focuses on the transition skills necessary to maximize independent living, including nutrition, healthy lifestyles, social skills and communication, civic participation, budgeting, technology, and food preparation.

#### INE LIFESKILLS

Umbrella course designed to meet the unique academic and transition needs for students with disabilities, including access to Cyber High credit recovery and other coursework as determined by the IEP process.

# Mathematics

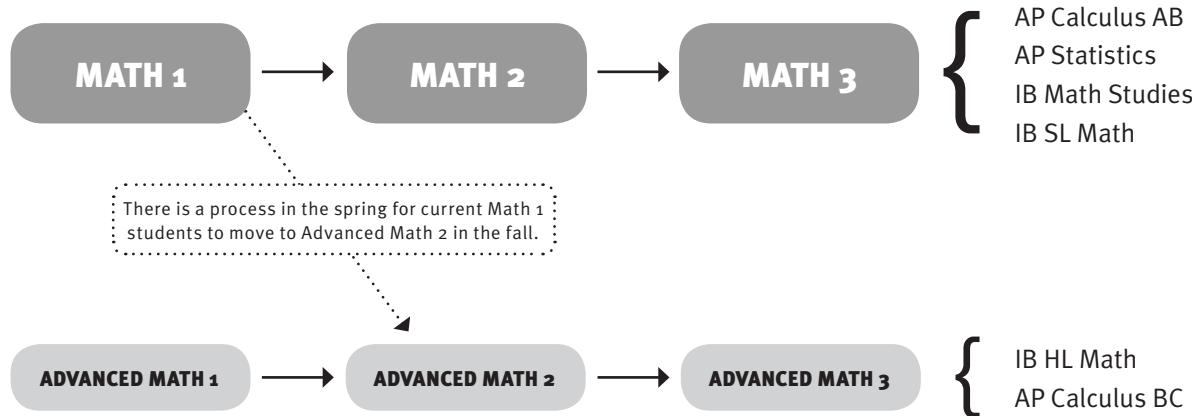
Most students at BHS will take the course progression of Math 1, Math 2, Math 3 for their 9th–11th grade years and then will have a choice of AP Calculus AB, AP Statistics, IB SL Math, or Math Studies.

Students in all math classes will engage with the *Standards for Mathematical Practice* (see below)

## Standards of Mathematical Practice

- 1 Make sense of problems and persevere in solving them
- 2 Reason abstractly and quantitatively
- 3 Construct viable arguments and critique the reasoning of others
- 4 Model with mathematics
- 5 Use appropriate tools strategically
- 6 Attend to precision
- 7 Look for and make use of structure
- 8 Look for and express regularity in repeated reasoning

The Math 1–3 sequence is a slightly modified version of the Honors Mathematics Vision Project (MVP) curriculum. This sequence covers topics in algebra, geometry, statistics, and analysis (pre-calculus). Students who successfully complete the three-year sequence will have the logical reasoning and mathematical skills for everyday life and many careers. In addition, they will be ready to take college level mathematics.



The Advanced Sequence is an accelerated version of Math 1–3 that includes additional topics. The sequence assumes mastery of algebra and geometry topics through Common Core Math 8. Each course in this sequence requires a considerable amount of time and dedication (the same amount required for an AP or IB course). This sequence prepares students for a course that combines the curriculum of IB HL Math and AP Calculus BC. Students must take a placement test in the spring of 8th grade to begin Advanced Math 1. See page 6 for details on math placement.

MANY OF OUR COURSES REQUIRE STUDENTS TO HAVE A GRAPHING CALCULATOR. The recommended models are: Texas Instruments' TI 83+, TI 84, TI 86, and TI 89. Berkeley High School textbook room has graphing calculators to check out.

## MATHEMATICS PROGRESSION      YEAR · 10 CREDITS

### MATH 1 (P)

This course covers strands from algebra, geometry, and statistics to emphasize the interconnected nature of mathematics. Specific topics include a deeper understanding of algebraic manipulation, functions (linear, quadratic, and exponential), applying linear models to data, using transformational geometry to establish criteria for congruence, coordinate geometry, and an introduction to matrices and vectors. In addition, students will be expected to show proficiency in the Common Core Standards for Mathematical Practice, such as modeling with mathematics, attending to precision, and persevering in problem solving. This is the first year in the Math 1, Math 2, Math 3 sequence. This sequence prepares students for higher level math courses such as AP Calculus AB, AP Statistics, and IB-SL Math. UC/CSU (c)

### ADVANCED MATH 1 (P)      YEAR · 10 CREDITS

This is an accelerated, fast-paced course that rigorously covers all of the material covered in Math 1 and part of Math 2, with additional topics, challenging proofs, and open-ended problems. Students will also cover indirect and direct proofs of both algebraic and geometric topics. Students will be expected to explain the reasoning behind their solutions for open-ended questions using formal, academic language. In addition, students will demonstrate deep application of the Common Core Standards for Mathematical Practice, such as reasoning abstractly and quantitatively, constructing viable arguments, and critiquing the reasoning of others. The time commitment for this course is most similar to that of an AP course. A graphing calculator is required. This sequence prepares students for higher level math courses such as AP Calculus BC, AP Statistics, and IB-HL Math. UC/CSU Honors credit is NOT available for this course.

**PREREQUISITE:** Placement in Advanced courses is based on Advanced Math 1 Placement Test score. See page 6 for details on math placement. UC/CSU (c)

### MATH 2 (P)      YEAR · 10 CREDITS

This course covers strands from algebra, geometry, and statistics. Specific topics include quadratic functions and conic sections; applying transformational geometry to quadratics; exploring similarity and right triangle

trigonometry; and an introduction to probability. In addition, students will be expected to show proficiency in the Common Core Standards for Mathematical Practice such as constructing viable arguments and critiquing the reasoning of others, attending to precision, and reasoning abstractly. This is the second year in the Math 1, Math 2, and Math 3 sequence. This sequence prepares students for higher-level math courses such as AP Calculus AB, AP Statistics, and IB-SL Math. **PREREQUISITE:** Grade 10–12 and “C” or better in Math 1. UC/CSU (c)

### ADVANCED MATH 2 (P)      YEAR · 10 CREDITS

This is an accelerated, fast paced course that rigorously covers the remaining topics of Math 2 and much of Math 3, with additional topics, challenging proofs, and open ended problems. Students will also cover indirect and direct proofs of both algebraic and geometric topics. Students will be expected to explain the reasoning behind their solutions for open-ended questions using formal, academic language. In addition, students will demonstrate deep application of the Common Core Standards for Mathematical Practice such as constructing viable arguments and critiquing the reasoning of others, looking for and making use of structure, and reasoning abstractly and quantitatively. The time commitment for this course is most similar to that of an AP course. A graphing calculator is required. This sequence prepares students for higher-level math courses such as AP Calculus BC, AP Statistics, and IB-HL Math. UC/CSU Honors credit is NOT available for this course. **PREREQUISITE:** Grade 10–12 and a grade of “B” or better in Advanced Math 1 or see page 6 for details on math placement. UC/CSU (c)

### MATH 3 (P)      YEAR · 10 CREDITS

This course covers strands from algebra, geometry, and statistics. Specific topics include deeper work with functions and inverses (including logarithmic, polynomial, trigonometric, and rational functions), modeling with geometry and functions, normal distributions and sampling. In addition, students will be expected to show proficiency in the Common Core Standards for Mathematical Practice such as constructing viable arguments and critiquing the reasoning of others, attending to precision, and reasoning abstractly. This is the third year in the Math 1, Math 2, Math 3 sequence. A graphing calculator is required. This sequence prepares students for higher level math courses such as AP Calculus AB, AP Statistics, and IB-SL Math. **PREREQUISITE:** “C” or better in Math 2. UC/CSU (c)

**ADVANCED MATH 3 (H)**

YEAR · 10 CREDITS

This is an accelerated, fast paced course that completes the remaining material of Math 3 with additional topics, challenging proofs, and open ended problems. Specific topics include function analysis, trigonometric functions and graphs, right triangle and wrapping functions trigonometry, laws of sines and cosines, trigonometric identities, complex numbers, polar graphing, DeMoivre's theorem, vectors, conic sections, parametric equations, normal distributions, the Binomial Theorem, limits, and continuity. Students will be expected to explain the reasoning behind their solutions for open-ended questions using formal, academic language. In addition, students will demonstrate deep application of the Common Core Standards for Mathematical Practice such as constructing viable arguments and critiquing the reasoning of others, looking for and making use of structure, and reasoning abstractly and quantitatively. The time commitment for this course is most similar to that of an AP course. A graphing calculator is required. This sequence prepares students for higher level math courses such as AP Calculus BC, AP Statistics, and IB-HL Math. UC/CSU Honors credit is available for this course. **PREREQUISITE:** Grade 11–12 and a grade of “B” or better in Advanced Math 2. UC/CSU (c)

**SENIOR YEAR MATH OPTIONS****MATHEMATICAL STUDIES IB (SL)**

YEAR · 10 CREDITS

This course includes the study of circular, polynomial, exponential, logarithmic, rational, and radical functions, polar equations and complex numbers, vectors, simple probability and data analysis, limits, continuity, and simple derivatives. The course develops the skills needed to cope with the mathematical demands of a technological society with an emphasis on the application of math to real-life situations. Students are presumed to have knowledge of linear, quadratic, exponential, and logarithmic equations, matrix arithmetic, elementary functions, graphing complex numbers, counting and probability. They will be required to learn the prerequisite topics to a greater depth and degree of formality. Students will be able to take the Math Studies SL level IB exam after completion of this course. A graphing calculator is required. **PREREQUISITE:** Grade 12 and completion of Math 2 with “C” or better required. (Completion of Math 3 recommended) UC/CSU (c)

**IB-SL MATH (H)**

YEAR · 10 CREDITS

This course is offered exclusively in BIHS.

See course description on page 44. UC/CSU (c)

**IB HL MATH (H)**

YEAR · 10 CREDITS

This course is offered exclusively in BIHS.

See course description on page 44. UC/CSU (c)

**AP STATISTICS (H)**

YEAR · 10 CREDITS

This course will give an overview of inferential statistics and probability: correlation, regression analysis, applied normal curve approximation, intersection, union, and dependence of two events, binomial distribution, conditional probability and sampling. A graphing calculator is required. **PREREQUISITES:** Grade 12 and completion of Math 3 with a grade of “C” or better. UC/CSU (c)

**AP CALCULUS AB (H)**

YEAR · 10 CREDITS

This course provides students with the equivalent of one semester of regular college level calculus following the current AP syllabus and the opportunity to take the AP exam for formal college credit (granted by most, but not all, colleges and universities for a score of 3, 4, or 5). It is considered an Honors course by the UC/CSU system. A graphing calculator is required. **PREREQUISITE:** Grade 12 and completion of Math 3 with a grade of “C” or better. UC/CSU (c)

**AP CALCULUS BC (H)**

YEAR · 10 CREDITS

This course provides students with the equivalent of two plus semesters of regular college level calculus following the current AP syllabus with additional topics. This course moves at a very rapid pace and students will have the opportunity to take the AP exam for formal college credit (granted by most, but not all, colleges and universities for a score of 3, 4, or 5). It is considered an Honors course by the UC/CSU system. A graphing calculator is required.

**PREREQUISITE:** Grade 12 and completion of Advanced Math 3 with a grade of “B” or better. UC/CSU (c)



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# EL Newcomer Program and Long Term English Learners

The English Learner (EL) Newcomer Program offers courses to students whose first language is not English and who are recent immigrants. Students are placed in the according to their ELPAC (The English Language Proficiency Assessment for California) scores. New students are tested and evaluated according to state law and then are scheduled into appropriate courses by recommendation of the Newcomer Program and counselor.

According to the BUSD Board of Education-approved EL Master Plan, ELs who are “less than reasonably fluent” (beginning to intermediate on the ELPAC) must be in a Structured English Immersion program (SEI). This includes an individualized combination of ELD and Specially Designed Academic Instruction in English (SDAIE) classes.

Moreover, it is the practice of the Newcomer Program to illustrate to every student and family that the primary language and culture of each student is highly respected and valued. Primary language development for Spanish speakers or heritage speakers of Spanish in the Native Speakers Spanish class or AP Spanish Language or Litera-

## English Learner Newcomer Program General Guide for Placement:

Specific classes may vary year to year.

Structured English Immersion (Less than Reasonably Fluent students) by ELPAC level						EL Mainstream Intermediate to Adv. on ELPAC	
Subject	Level 1 (Beg)	Level 2 (Beg-Ear Int)	Level 3 (Ear Int-Int)	Level 4 (Int)	Transition (Int/early advanced)		
English (9-12)	ELD 1	ELD 2	ELD 3	Literature of Diversity (P)	World Lit (P) 10th-12th	Any appropriate class needed	
English (9-12)	ELD Writing 1	ELD Writing 2	ELD Writing 3	Expository Writing (P)	Composition/Writing (P) 10th-12th	Any appropriate class needed/ 9th Grade SDAIE	
History	US History (9-12) (P)	9th-12th Seminar History 9th grade; 10-12 if needed US Hist if never took in Level 1				Any appropriate class needed (SDAIE optional)	
		10th-12th World History (P)					
		11th or 12th Government/Economics (P)					
Math (9-12)	Math 1 (P), Math 2 (P)				Any appropriate class needed (SDAIE optional)	Any appropriate class needed	
Science	PE (no science)	Integrated Science	9th grade Int. Sci. 10th-12th Int. Sci. if not taken in grade 9 10th-12th Adv Bio (P) or Chemistry (P) if took Int. Sci. already (Adv. Bio and Chem classes will alternate each year)		Any appropriate class needed (SDAIE optional)	Any appropriate class needed	
PE/Art/ World Lan- guage	Art/Native Speak- ers of Spanish	Art/Native Speak- ers of Spanish	Art/Native Speak- ers of Spanish or other	Art/Native Speak- ers of Spanish or other	Any appropriate class needed (SDAIE optional)	Any appropriate class needed	
	EL Tutorial	EL Tutorial	EL Tutorial 11th and 12th (If district funded)		Any appropriate class needed	Any appropriate class needed including Academic Language Development	

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ture is offered. The Newcomer Program also monitors and supports ELs who have mainstreamed into one of the five Learning Communities at BHS.

## Mission Statement

The Berkeley High School Newcomer Small Learning Community prepares students from around the world for academic success and to meaningfully engage in and contribute to the BHS community.

Our staff includes ELD teachers, SDAIE content instructors, academic counselors, bilingual tutors, bilingual mentors and a Bilingual Home Family Liaison. We all work to advocate for, and empower our students to reach their full potential as scholars and community members.

Our teachers seek to create classroom environments where students can build their academic English skills through interactive structured language practices, differentiated and sheltered instruction (SDAIE), and predictable classroom routines.

Our Bilingual Home Family Liaison, tutors, mentors, and academic counselor, facilitate communication and engagement with our students' families so that they can successfully navigate the educational system and access available resources at BHS.

Our students, in turn, utilize the tools given to them by their support providers to progressively develop their English Language proficiency, while strengthening their content knowledge. They will simultaneously build their leadership skills in order to become active members of the BHS community and beyond. Additionally, they will facilitate further participation and involvement of their families and Newcomer peers at BHS.

**LONG TERM ENGLISH LEARNERS**, not in the Newcomer Program who have been in the USA for 5+ years, have access to academic language learning in an Academic Language Development class in the ninth grade.

## English Language Development Courses

Each English course offered is one-year long. English Language Development (ELD) courses are coordinated with ELD writing courses. The ELD writing course for each level corresponds to the ELD level and the courses are paired together during the day. Every ELD/ELD writing combination emphasizes oral language, grammar/sentence formation and writing/reading skills. Vocabulary is strengthened and oral language development is expanded through the study of short stories, utilizing literature

analysis and writing as a follow-up to the stories. ELD/ELD writing courses fulfill the BHS English graduation requirement. In addition, Expository Writing /Literature of Diversity will satisfy one of the four years of college preparatory (P) English required by the UC/CSU systems for college admission eligibility.

For more information call 510-644-6135.

### ELD 1 (BEGINNING)

YEAR · 10 CREDITS

This is a beginning course for newcomer students who have not previously studied English or who have very Basic English skills. Students in this course are primarily ELPAC LEVEL I students. The course includes vocabulary and language structures with an emphasis on communicative competence. This course receives BHS English credit. Enrollment is concurrent in ELD Writing 1.

### ELD WRITING 1 (BEGINNING)

YEAR · 10 CREDITS

This course focuses on integrating reading skills, vocabulary building from study of short stories, and oral language development related to the story content and writing as a follow-up to the story. Students in this course are primarily ELPAC LEVEL I students. Students are introduced to the writing process through writers' workshop. This course receives BHS English credit. Enrollment is concurrent in ELD 1.

### ELD 2 (EARLY INTERMEDIATE)

YEAR · 10 CREDITS

This course extends the basic skills of ELD 1 in listening comprehension, speaking/oral communication, reading and writing. Students in this course are primarily ELPAC LEVEL II students. This is a low intermediate course for Limited English Proficient (LEP) students who have completed ELD 1 coursework, have studied English approximately one year before entering U.S. schools, and/or who test at this level of proficiency. This course receives BHS English credit. Enrollment is concurrent in ELD Writing 2.

### ELD WRITING 2 (EARLY INTERMEDIATE)

YEAR · 10 CREDITS

Taken with ELD 2, this course focuses on consolidating many of the beginning skills through extended practice and instruction as students gain the new skills that are presented at this level. Students in this course are primarily ELPAC LEVEL II students. Instruction emphasizes interpersonal communication and academic skills. This course receives BHS English credit. There is concurrent enrollment in ELD 2.

**ELD 3 (INTERMEDIATE)**

YEAR • 10 CREDITS

This course continues to extend the basic skills of ESL 2 in listening comprehension, speaking/oral communication, reading and writing. Students in this course are primarily ELPAC LEVEL III students. This is a intermediate course for LEP students who have successfully completed ELD 2 coursework, have studied English approximately two years before entering U.S. schools, and/or who test at this level. This course receives BHS English credit. There is concurrent enrollment in ELD Writing 3.

**ELD WRITING 3 (INTERMEDIATE)**

YEAR • 10 CREDITS

Taken with ELD 3, this course consolidates intermediate skills through extended practice and instruction. Students in this course are primarily ELPAC LEVEL III students. Emphasis is on the English needed for interpersonal communication and serves as a bridge from practical, concrete English to the more abstract English needed for academic success in higher level classes, both SDAIE and mainstream. This course receives BHS English credit. There is concurrent enrollment in ELD 3.

**LITERATURE OF DIVERSITY (P)****(HIGH INTERMEDIATE)**

YEAR • 10 CREDITS

Focus in this course is on the enhancement of students' listening, speaking, reading, and writing skills in English through the study of ethnically diverse literature. Class work includes reading and discussion of the literature, many kinds of writingStudents in this course are primarily ELPAC LEVEL III students who are testing at the high intermediate level. At this Level students use the literature as a model for learning a wide variety of good writing techniques, which they incorporate in their own writing. There is concurrent enrollment in Expository Writing. UC/CSU (b)

**EXPOSITORY WRITING (P)****(HIGH INTERMEDIATE)**

YEAR • 10 CREDITS

This course focuses on writing of both expository essays and analytical literature essays. Both types of writing expand and refine the students' competence in these essay forms, helping them to become effective writers of English. Through the literature analysis essays, students learn to effectively quote passages of literature in order to make logical arguments for their views about characters and themes. Students in this course are primarily ELPAC LEVEL III students who are testing at the high intermediate level. There is concurrent enrollment in Literature of Diversity (P). UC/CSU (b)

**NOTE:** Students can earn a maximum of 10 high school English credits for taking both Literature and Diversity and Expository Writing. The other 10 credits count as elective credits.

**SDAIE English (P), History(P), Math (P) & Science (P)**

The Newcomer Program also places some students in history, math and science courses that use Specially Designed Academic Instruction in English (SDAIE) instructional techniques whenever these courses are available and appropriate. EL tutors offer support in academic classes and primary language support is offered whenever possible. Many ELs are also enrolled in Period 7 extended day classes and ELD summer school to continue to improve their English, to get support for college prep classes and access to UC/CSU requirements.

**Academic Language Development (ALD) for Mainstream English Learners**

This course, for ninth-grade long-term English Learners, is an advanced academic English class. It is designed to empower students through developing strong language skills. Academic language is the formal language written and spoken in the classroom (in all subject areas) as well as college and professional work settings. The class will focus on developing advanced writing skills, practicing effective identity, and building self-confidence and perseverance as a student. Students will increase their preparedness to read and understand increasingly difficult texts, and to clearly and confidently express ideas in class discussions and on writing assignments.



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# Physical Education

The Physical Education Department offers a wide variety of co-educational courses. Physical conditioning is an integral part of all courses.

Twenty (20) credits of Physical Education, taken in four semesters, are required for BHS graduation. Since physical fitness is a lifetime need, students are encouraged to elect Physical Education courses beyond the requirement for graduation. All Physical Education classes may be repeated for credit. Zero period options are available.

Offerings may vary year-to-year, dependent on student sign-up. Students must provide first and second choices and may not receive their first choice.

## BADMINTON

YEAR · 10 CREDITS

This course covers the skills and strategy of badminton. Students will participate in singles and doubles tournaments.

## BASKETBALL

YEAR · 10 CREDITS

80% of this class will be learning, playing, and improving in all aspects of playing basketball. 20% of this class will be conditioning.

## INTRODUCTION TO FITNESS

YEAR · 10 CREDITS

Introduction to fitness is designed to reach the high school student who may not be interested in traditional PE activities like sports etc., but would still like to learn how to live a healthy lifestyle. With that goal in mind we will learn a variety of exercises so any student completing this course will feel comfortable entering a gym and getting started on a workout without feeling intimidated or embarrassed. All workouts will be low to moderate in intensity. Students will set and work towards personal fitness goals and complete four projects. Upon completion of this course you will have a solid foundation in resistance and aerobic training and be able to create a personalized long-term fitness plan. Dressing in PE clothing is encouraged, but optional.

## SOCER

YEAR · 10 CREDITS

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of soccer activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will be empowered to develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity.

## TEAM SPORTS

YEAR · 10 CREDITS

An individualized, concept-based, course designed to give students the knowledge and skills necessary to self-assess, create, conduct, evaluate and redesign personal fitness programs. The Sports Education model will give students avenues to incorporate fitness principles with a focus on proper nutrition and the mastery of skills and concepts necessary for students to monitor their personal fitness now and for a lifetime.

## WEIGHT TRAINING/CONDITIONING

YEAR · 10 CREDITS

This is an extensive weightlifting and conditioning program. It combines cardiovascular as well as anaerobic weightlifting. Students will build and execute a year-round exercise and fitness program. This class will use both the weight room and the track.

## Dance Courses

Dance courses may be taken for BHS Physical Education or Performing Arts credit and UC/CSU Performing Arts credit.

## BEGINNING MODERN/JAZZ DANCE (P)

YEAR · 10 CREDITS

Everyone is welcome. This is a mixed level class, appropriate for students with little to no dance training, along with experienced dancers who are new to Modern & Jazz. This course introduces the building blocks of Modern/Jazz technique, including flexibility and strength training, turns, weight shifts, floor work, and partnered movement. Daily practice includes technique, improvisation and creative composition, in a collaborative, supportive environment. Students perform in one formal dance concert each semester, along with multiple informal studio performances throughout the year. This course may be taken as PE or Performing Arts credit. 9th–12th grade. UC/CSU (f)

**ADVANCED DANCE/DANCE PROJECTS (P)**

YEAR · 10 CREDITS

Also known as Advanced Dance Lab, this course builds upon the skills developed in Beginning Modern/Jazz. We focus on more challenging Modern/Jazz technique, including faster tempos, longer compositions, inversions, weight exchange and Contact Improvisation. Students are expected to have a comfortable knowledge of choreographic elements. Dancers have multiple performances throughout the year, including a formal concert of student-directed choreography in the spring semester, all of which is required. Guest Choreographers and Master Classes enrich the curriculum throughout the year. Course syllabus may include: improvisation as performance, performance critique, field trips to live performance, dance on film and research projects. Students are required to attend rehearsals outside of class time. This course may be taken as PE or Performing Arts credit. 10th–12th grade. **PREREQUISITE:** “A” or “B” in Beginning Dance or teacher recommendation. UC/CSU (f)

**DANCE PRODUCTION (P)**

YEAR · 10 CREDITS

HONORS CLASS (PENDING APPROVAL)

The Berkeley High School Dance Production Class functions as a pre-professional dance company. This is an honor’s course (pending UC approval). Advanced dancers, with proficiency in Modern, Ballet, Jazz, HipHop and other dance styles are encouraged to audition. This class focuses on developing stage presence, fostering creative expression and discovering choreographic voice. Students create and direct original choreography, working with peers to see their artistic ideas from inception to fruition. Assignments are geared towards expanding choreographic techniques and may include improvisational performance scores, outdoor performance and interdisciplinary projects combining text, dance and music. In the spring semester, the class has the opportunity to be directed by a professional guest choreographer. Dancers create an electronic portfolio demonstrating artistic growth throughout the year. Rehearsals outside of class time are required. Dance Production performs twice yearly, over several weekends, all of which are required. This course may be taken as PE or Performing Arts credit. **PREREQUISITE:** This course is available to Juniors and Seniors by audition only. Auditions are held the previous February. UC/CSU Honor’s Class (pending approval) (f)

**African Haitian Dance**

**AFRICAN AMERICAN STUDIES** courses which may be taken for BHS Physical Education or Performing Arts credit and UC/CSU Performing Arts credit:

**AFRICAN HAITIAN BEGINNING DANCE (P)**

YEAR · 10 CREDITS

As one of the courses of the African American Studies Program, the objective of this course is to present means which can understand African and African-derived cultures through direct experience in the education of music and dance and its relationship to and influence on contemporary dance. While providing historical structure, technique and discipline, students are exposed to a wide variety of dance styles and are provided with an alternative learning atmosphere, which is beneficial physically, mentally and spiritually. Open to both males and females. UC/CSU (f) (PE credit)

**AFRICAN HAITIAN ADVANCED DANCE (P)** YEAR · 10 CREDITS

This is the most intense level of African Dance. Students deal with folklore and mythology as manifested in ceremonies and rhythmic movements. The interrelations of music, dance and dance/drama are explored. Students, by choreographing a piece to be performed on stage, are able to make comparative analysis of the varied dance forms and how one has influenced the other. For the advanced student, this course provides an opportunity to accurately depict and perpetuate African, African-derived folklore and other dance forms in performances on stage; to better acquaint teachers, parents, fellow students and the public with Africa’s past, present and future. **PREREQUISITES:** 11th and 12th grade students. “C” or better in Beginning and Intermediate African Haitian Dance, and teacher approval. UC/CSU (f) (PE credit)



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# Science

## Science Course Progressions *(See the end of these tables for the list of science electives.)*

9th	10th	11th	12th
<b>Academic Choice (AC)</b>			
<b>For Class of 2022</b>			
Physics 1 (P)	Chemistry (P) AP Chemistry (H)	Biology (P) AP Biology (H)  *Electives (taken concurrently with Biology)	*Electives
<b>For Class of 2019–2021</b>			
	Chemistry (P) AP Chemistry (H)	*Electives	*Electives
<b>AMPS (Academy of Medicine &amp; Public Service)</b>			
Physics 1 (P)	AMPS - Chemistry (P)	AMPS - Bio Health Sciences (P)  *Electives (taken concurrently with BioHealth Science)	*Electives
<b>AHA (Arts &amp; Humanities Academy)</b>			
Physics 1 (P)	AHA - Anat & Physiology (P)(H)	AHA -Chemistry (P)  *Electives (taken concurrently with AHA-Chemistry)	*Electives
<b>BIHS (Berkeley International High School)</b>			
<b>For Classes of 2021 and 2022</b>			
Physics 1 (P)	Chemistry (P) AP Chemistry (H)	Biology (P) IB-Biology (SL) (P)  *Electives (taken concurrently with Biology)	IB-Chemistry (SL) (P) IB-Biology (SL) (P) IB-SL Environmental Systems & Societies (SL) (P)  *Electives
<b>For Classes of 2019 and 2020</b>			
		IB-SL Chemistry (SL) (P) IB-SL Biology (SL) (P) IB-SL Environmental Systems & Societies (SL) (P)  *Electives	IB-SL Chemistry (SL) (P) IB-SL Biology (SL) (P) IB-SL Environmental Systems & Societies (SL) (P)  *Electives
<b>CAS (Communications Arts &amp; Sciences)</b>			
Physics 1 (P)	CAS Anatomy & Physiology (P)(H)	CAS-Chemistry (P)  *Electives (taken concurrently with CAS-Chemistry)	*Electives

### \*Science Electives:

- AP Biology (H)
- AP Chemistry (H)
- AP Environmental Science (H)
- AP Physics 1 (H)
- AP Physics C (H)
- Honors Anatomy & Physiology (H)
- Robotics (P)
- Sports Medicine (P)

### ELECTIVES THAT REQUIRE A TWO YEAR SEQUENCE:

- Biotechnology 1/2 (P) (11th grade)
- Biotechnology 3/4 (P) (12th grade)
- Fire Science (P) (11th grade)
- EMT (12th grade)

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# Science

Students in different learning communities may follow unique science progressions. Check the course progressions listed on the previous page and on the first page of each community's section to see the progression. Course descriptions follow.

In planning which science courses to take, students and parents need to understand the following criteria and basic terminology. Please read the **COURSE DESCRIPTIONS** and study each community's **PROGRESSION CHART** carefully for specific information about each course, prerequisites and credits.

The UC Office of the President requires the following: Two years (three years recommended) of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics.

In order to graduate from BHS, a student must earn a "D" or better for two years of science: one year of a physical science and one year of a life science. However, most four-year colleges and universities require a minimum of two years of college-preparatory (P) laboratory science from two different areas, and many recommend three years, with a minimum grade of "C".

The following list indicates which courses are accepted for the BHS graduation requirement of one year of Physical Science and one year of Life Science. **WHILE ALL SCIENCE COURSES WILL HELP TO MEET BHS GRADUATION REQUIREMENTS, ONLY THOSE COURSES DESIGNATED AS "d" MEET THE UC/CSU COLLEGE SCIENCE ADMISSION ELIGIBILITY REQUIREMENT.** See individual course descriptions for UC/CSU designations.

## PHYSICAL SCIENCE

- Chemistry
- IB Chemistry (SL)
- AP Chemistry (H)
- Physics 1 (P)
- AP Physics 1 (H)
- AP Physics C (H)

## LIFE SCIENCE

- Advanced Biology (P)
- AP Biology (H)
- IB Biology (SL)
- Anatomy and Physiology (H)

Biological Health Science (P) (CTE)

ROP Sports Medicine (P) (CTE)

ROP Advanced Sports Medicine (P) (CTE)

*Science courses that can count as either a  
PHYSICAL SCIENCE OR LIFE SCIENCE*

- Integrated Science (P)
- ROP Biotech 1/2 (P) (CTE)
- IB Environmental Systems and Societies (SL)
- AP Environmental Science (H) (CTE)
- ROP Biotech 3/4 (P) (CTE)

## HONORS, ADVANCED PLACEMENT AND IB COURSES

*The following courses are approved to receive UC/CSU extra honors credit.*

- AP Biology (H)
- AP Environmental Science (H) (CTE)
- AP Physics 1 (H)
- AP Physics C (H)
- Anatomy and Physiology (H)
- AP Chemistry (H)
- IB Chemistry (SL)

## AP/IB SCIENCE

Advanced Placement (AP) and International Baccalaureate (IB) science courses prepare students to take a rigorous examination that may allow for college credit for the course taken.

**Restrictions on AP and IB Placement:** Students should consider whether they want to sign up for an AP course as they will not be allowed to drop an AP or IB class. Students are strongly recommended to attend an informational meeting in the spring before the course, at

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which time they will be given a sample assignment to complete and told about the expectations of the course. Please read the course descriptions carefully and pay special attention to the sections within the descriptions designated Prerequisites, Restrictions, and Advice.

**INTEGRATED SCIENCE (P)**

YEAR · 10 CREDITS

This is an introductory science course which combines earth science, cosmology, ecology, biology, physics, and chemistry. It is recommended for junior and senior students who wish to take a college preparatory science class but who have not yet earned a "C" or better in Physics 1, Chemistry, and/or Advanced Biology. This course satisfies one of the two years of science required for graduation. UC/CSU (g)

**ROP BIOTECHNOLOGY 1/2 (P) (CTE)**

YEAR · 10 CREDITS

See course descriptions on page 12.

**ROP BIOTECHNOLOGY 3/4 (P) (CTE)**

YEAR · 10 CREDITS

See course descriptions on page 12.

**ADVANCED BIOLOGY (P)**

YEAR · 10 CREDITS

This course is a junior and senior level laboratory course that covers concepts of biology based on the Next Generation Science Standards. Topics include the origin of life, unity and diversity of life, bio-energetics (cell respiration, photosynthesis, enzyme functions) genetics, evolution, anatomy and physiology, ecology and global climate change. Emphasis is placed on understanding science and its role in society. **PREREQUISITES:** Grades 11-12. Completion of Physics 1 and Chemistry. UC/CSU (d)

**AP BIOLOGY (H)**

YEAR · 10 CREDITS

This Advanced Placement course is designed to be the equivalent of a college introductory biology course taken by biology majors. This course differs from Advanced Biology with respect to the textbook used, the range and depth of topics covered and the time and effort required by students. Molecular, cellular and evolutionary biology represent approximately 50% of the course material. Organismic and population biology is studied from a molecular, cellular and developmental viewpoint. **Advice:** Students taking this course should have a firm grasp of basic concepts of biology and chemistry that are typically presented in middle school. Additionally, skill in algebraic reasoning is required for success. Students must be able to recall basic facts and synthesize these into major concepts and themes. Time spent in reading the text is about twice that expected for Advanced Biology. **PREREQUISITES:** Grades 11-12. For all students in classes of 2019 and 2020, "C or better in Chemistry. For AC, AMPS, and CAS students in the class of 2021,

"C" or better in Chemistry. For BIHS and AHA students in the class of 2021, completion of Physics 1 and "C" or better in Chemistry. For all students in the class of 2022, completion of Physics 1 and "C" or better in Chemistry. Students must attend an informational meeting in the spring before the course. UC/CSU (d)

**IB BIOLOGY (SL)**

YEAR · 10 CREDITS

This class is offered exclusively in BIHS. See course description on page 44. UC/CSU (d)

**AHA HONORS ANATOMY AND****PHYSIOLOGY (H)**

YEAR · 10 CREDITS

This class is offered exclusively in AHA. See course description on page 30. UC/CSU (d)

**CAS HONORS ANATOMY AND****PHYSIOLOGY (H)**

YEAR · 10 CREDITS

This class is offered exclusively in CAS. See course description on page 49. UC/CSU (d)

**HONORS ANATOMY AND****PHYSIOLOGY (H)**

YEAR · 10 CREDITS

This is an honors elective course devoted to the in-depth study of the human body with applications from histology, bacteriology, and chemistry. Major systems of the human body are stressed, using requisite materials from many of the animal phyla. Extensive laboratory exercises are provided as well as collateral examinations of current studies in the human sciences. Individual student research investigations are encouraged. **Advice:** Students enrolling in this course should realize that this is a college level course and may require more study and preparation time than required in a normal high school course. **PREREQUISITES:** Grades 11-12. For all students in classes of 2019 and 2020, completion of Advanced Biology/AP Biology and Chemistry/AP Chemistry. For AC, AMPS, and CAS students in the class of 2021, completion of Advanced Biology/AP Biology and Chemistry/AP Chemistry. For BIHS and AHA students in the class of 2021, completion of Physics 1, Chemistry/AP Chemistry, and Advanced Biology/AP Biology. Juniors may only enroll if they are concurrently enrolled in Biology. For all students in the class of 2022, completion of Physics 1, Chemistry/AP Chemistry, and Advanced Biology/AP Biology. Juniors may only enroll if they are concurrently enrolled in Biology. UC/CSU (d)

**AP ENVIRONMENTAL SCIENCE****(H) (CTE)**

YEAR · 10 CREDITS

The equivalent of an introductory college course in environmental science, this is a comprehensive, integrated exploration of biological, chemical and physical aspects

of ecological issues, principles and methods, including field study. The interdisciplinary curriculum draws on interrelationships between the natural and social sciences, and more global considerations, such as environmental justice and ethics. Topics covered include ecosystem and biome study, managing, restoring, and protecting ecosystems, energy efficiency and renewable energy, global climate change and ozone loss, water and land resources, and sustaining human societies. **PREREQUISITES:** Grades 11-12. For all students in classes of 2019 and 2020, completion of Advanced Biology/AP Biology and Chemistry/AP Chemistry. For AC, AMPS, and CAS students in the class of 2021, completion of Advanced Biology/AP Biology and Chemistry/AP Chemistry. For BIHS and AHA students in the class of 2021, completion of Physics 1, Chemistry/AP Chemistry, and Advanced Biology/AP Biology. Juniors may only enroll if they are concurrently enrolled in Biology. For all students in the class of 2022, completion of Physics 1, Chemistry/AP Chemistry, and Advanced Biology/AP Biology. Juniors may only enroll if they are concurrently enrolled in Biology. UC/CSU (d)

**IB CHEMISTRY (SL)**

YEAR · 10 CREDITS

This class is offered exclusively in BIHS. See course description on page 45. UC/CSU (d)

**PHYSICS 1 (P)**

YEAR · 10 CREDITS

Physics 1 is a year-long, college preparatory, algebra-based laboratory course that introduces the fundamental concepts and laws of physics. This course is based on the Next Generation Science Standards and is designed to help students construct an understanding of both physics concepts and the mathematical foundations of the physical world. Students explore these concepts using laboratory experiences to strengthen problem-solving skills and learn basic experimental techniques. This inquiry driven program is tightly aligned with the 9th grade Common Core Math 1 course, reinforcing the math concepts covered. Students will study physics principles through observing, analyzing and interpreting data, and reporting experimental outcomes, including the identification of inconsistent results and sources of error. The course surveys the traditional topics of physics, with emphasis on mechanics, wave phenomena, electricity, magnetism, and energy. UC/CSU(d-lab science credit)

**AP PHYSICS 1 (H)**

YEAR · 10 CREDITS

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as

they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. **PREREQUISITES:** Grades 11-12. Prior or concurrent enrollment in Math 3. For all students in classes of 2019 and 2020, completion of Advanced Biology/AP Biology and Chemistry/AP Chemistry. For AC, AMPS, and CAS students in the class of 2021, completion of Advanced Biology/AP Biology and Chemistry/AP Chemistry. For BIHS and AHA students in the class of 2021, completion of Physics 1, Chemistry/AP Chemistry, and Advanced Biology/AP Biology. Juniors may only enroll if they are concurrently enrolled in Biology. For all students in the class of 2022, completion of Physics 1, Chemistry/AP Chemistry, and Advanced Biology/AP Biology. Juniors may only enroll if they are concurrently enrolled in Biology. UC/CSU (d)

**AP PHYSICS C (H)**

YEAR · 10 CREDITS

AP Physics C is a one year calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course is divided into two sections - Mechanics and Electricity & Magnetism. The Mechanics portion explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. The Electricity and Magnetism portion explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. **PREREQUISITES:** Grade 12. Concurrent enrollment in (or prior completion of) AP/IB Calculus. For all students in classes of 2019 and 2020, completion of Advanced Biology/AP Biology and Chemistry/AP Chemistry. For AC, AMPS, and CAS students in the class of 2021, completion of Advanced Biology/AP Biology and Chemistry/AP Chemistry. For BIHS and AHA students in the class of 2021, completion of Physics 1, Chemistry/AP Chemistry, and Advanced Biology/AP Biology. For all students in the class of 2022, completion of Physics 1, Chemistry/AP Chemistry, and Advanced Biology/AP Biology. Enrollment in AP Physics is a year-long commitment and requires submission of test results for the corresponding AP test. Students should attend an informational meeting in the spring before the course. UC/CSU (d)

**IB-SL ENVIRONMENTAL SYSTEMS****& SOCIETIES (SL)**

YEAR • 10 CREDITS

This class is offered exclusively in BIHS. See course description on page 45. UC/CSU (d)

**CHEMISTRY (P)**

YEAR • 10 CREDITS

This course is a laboratory course that covers concepts of Chemistry based on the Next Generation Science Standards.

This course considers information necessary for a basic understanding of the chemical behavior of matter. Such topics as atomic-molecular theory weight relations, the mole concept, the behavior of gases, solutions, the structure of matter, equilibrium, acid-base theory, oxidation-reduction reactions and chemical bonding are covered. Experimentation is stressed and is used to allow students to discover principles for themselves. **PREREQUISITES:** Grades 10-12. Completion of Math 1. For BIHS and AHA students in the class of 2021, completion of Physics 1. For all students in the class of 2022, completion of Physics 1. UC/CSU (d)

**AP CHEMISTRY (H)**

YEAR • 10 CREDITS

This course provides an opportunity for the more able students to pursue a college level course. Emphasis is on chemistry as an intellectual activity and on the rigorous training in fundamentals needed for future work in chemistry or related fields. Topics covered include the structure of matter, reactions, descriptive chemistry and chemical calculations. The laboratory will involve individual observations of chemical substances and reactions, the recording and interpretation of data, and the calculation of results based on the obtained data. Students enrolling in this course should realize that it is a college-level course and as such may require more study and preparation time than required in a regular high school course. **PREREQUISITES:** Grades 10-12. Strong interest in science, and a "C" or better in Math 1. For BIHS and AHA students in the class of 2021, completion of Physics 1. For all students in the class of 2022, completion of Physics 1. Success in this class does not require any previous knowledge of chemistry but does require good algebra, reading and problem-solving skills. Students must attend an informational meeting in the spring before the course, at which they will be given a sample assignment to complete and told about the expectations. UC/CSU (d)



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# Visual & Performing Arts

Arts programs are a vital component of a well-rounded education for all students. Berkeley High's Arts programs provide excellent preparation for the student who plans to focus on the arts in college or career. The BHS community believes that art courses benefit all students because the process of creating and critiquing art engages students in higher order thinking skills, such as analysis, synthesis, evaluation, and flexible, imaginative thinking.

The four art disciplines of the BHS Arts Department, Performing Arts (Dance, Music, Drama) and Visual Arts, cover the California State Board of Education Arts Standards for artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relations, and applications. All classes fulfill the one-year Visual and Performing Arts requirements for BHS and UC/CSU eligibility. Students are encouraged to pursue the diverse offerings of arts courses well beyond this one year.

Art electives are year-long classes. Offerings may vary year-to-year, depending on student sign-up. Students should provide first and second choices and may not receive their first choice.

## Visual Arts Courses

### DRAWING (P)

YEAR · 10 CREDITS

Students will learn the foundational skills needed to draw real world objects. The course study will focus on line, shape/form, shading, perspective, positive/negative space, principles of composition, and the elements of design. Drawing techniques, the use of art vocabulary, exhibitions, critiques, and portfolio building will be explored. Students will work on developing a personal style. Media used will be pencils, erasers, charcoal, ink & pen, as well as an array of different papers. Students will keep up an active sketchbook. UC/CSU (f)

### ADVANCED DRAWING & PAINTING (P)

YEAR · 10 CREDITS

This course is an in-depth exploration of drawing, painting, and design with student-designed projects as well as class projects. The development of each student's individual style is further accomplished through topics ranging from abstraction to realism, along with varied problem-solving themes. Color will be taught as well as advanced composition, varied subject matter, and an art history component. There will be a range of drawing and painting media, including acrylics. There will be mixed media and projects that include poetry and creative

writing. Students will have exhibitions, critiques, portfolio building, and guest presenters. Students will keep up an active sketchbook. **PREREQUISITE:** Satisfactory completion of Drawing. UC/CSU (f)

### CERAMICS (P)

YEAR · 10 CREDITS

This class is an introduction to the basic techniques of hand-building and the Potter's Wheel. The emphasis is on both pottery and sculpture. Students will learn different glazing techniques including low, medium, and high fire glaze. Students will become familiar with both oxidation and reduction firing processes. History of Ceramics and Design are included in the second semester students will learn different surface treatments and more advanced building techniques. Emphasis is on Design, Craftsmanship, and Conceptual Art. This course requires a high degree of commitment to academic work and to the purposes of a program designed to meet college/university standards in oral and writing skills. UC/CSU (f)

### ADVANCED CERAMICS (P)

YEAR · 10 CREDITS

This class is an opportunity for students to continue exploration in Ceramics. Students are encouraged to develop a personal style through technical and aesthetic choices. Students will continue to learn more advanced processes, explore Conceptual Art, Ceramics History, and engage in formal critiques. Other areas of study include glaze calculation and firing kilns. **PREREQUISITE:** Satisfactory completion of Ceramics (P). UC/CSU (f)

### AP ART HISTORY (H)

YEAR · 10 CREDITS

This course is an introduction to the history of art. The majesty and diversity of the visual arts are examined in detailed discussions. Students analyze significant artworks from Classical Greece to Song Dynasty China to Baroque France to global art in the 21st century in terms of their social and historical context. We will focus our studies on methods of visual and contextual analysis,

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understanding how a particular artwork's form reveals its meaning and why those works were made. There will also be regular art-making projects, such as making paint, to help us understand the role artists' materials play in the development of art. No previous experience in a studio art class is required, although students will need a high degree of commitment to academic work. Open to all sophmores, juniors, and seniors by permission of the instructor. UC/CSU (g)

### **AP STUDIO ART (H)**

The Advanced Placement Studio Art program enables highly motivated students to do college-level work in studio art while still in high school. AP Studio Art is not based on a written examination, instead, candidates submit a portfolio of work for evaluation at the end of the school year. Students must develop discipline, personal insight, critical judgment, and technical skill necessary for the preparation of this portfolio. **PREREQUISITE:** Advanced Drawing and Painting. UC/CSU (f)

### **IB STUDIO ART (SL) (HL) (H)** YEAR · 10 CREDITS

This Studio Art can be taken for one or two years, and is open to all juniors and seniors from any learning community at Berkeley High. In this fast-paced, interdisciplinary art course, students are taught to think like a contemporary artist; using art-making as a way to research science, history, religion, psychology and other subjects. Students will develop an investigation question or theme driven by their own interests. They will explore this question through research, writing, discussion, performance art, drawing, painting, and sculpture. Students will create a research workbook, documenting their thinking in the form of writing, sketches, and images. Each student will also make between 10-20 artworks in any media they choose and will participate in the Spring Exhibition. Although students need a high degree of self-motivation to succeed in this course, you do not have to have highly advanced art skills to excel.

**PREREQUISITE:** One year of art or permission of the instructor. UC/CSU (f)

### **CREATIVE ARTS (P)** YEAR · 10 CREDITS

This class is an introduction to sewing, sculpture, drawing, printmaking, and painting techniques. Media and art making possibilities include fabric, cardboard sculpture, wire sculpture, paper cuts and collage, papier-mâché, drawing, and printmaking techniques. Students will learn how to use a variety of tools, including xacto knives, glue guns, hammer and drills, linoleum carving tools, sewing and embroidery tools, wire-working

tools, drawing mediums, and printmaking equipment. Students will leave this class with a strong foundation for intermediate and advanced art classes in any media. UC/CSU (f)

### **ROP ART OF VIDEO**

#### **PRODUCTION (P) (CTE)**

YEAR · 10 CREDITS

In this class, students become media literate by producing 5–6 video projects over the course of the year. Each project builds upon the previous ones in terms of skills and storytelling techniques. Camera operation, shot composition, audio recording and computer-based editing are emphasized. All completed projects are screened for—and critiqued by—the class and students are required to submit their finished pieces to Berkeley High's film festival and to external festivals.

As part of Berkeley High's school-wide focus on literacy, students complete regular writing assignments like project proposals, Producers Statements, and movie reviews. In addition to the video projects, students begin developing the skills needed for careers in video; each semester, they complete two Community Service Projects (CSP) in which they provide video recording services for Berkeley High and the community. Close study of feature and documentary films contribute to students' media literacy and inspire their work as producers. **PREREQUISITES:** None. UC/CSU (f)

### **ADVANCED STUDIO/EDITING (P)** YEAR · 10 CREDITS

In this class, students build upon the video production skills they acquired in Art of Video Production, sharpen their media literacy, and refine their storytelling skills. Using professional-grade equipment, students complete two self-selected projects over the course of the year in a variety of genres. In addition, students provide video services to the school and the community through two Community Service Projects (CSP) and, working with Berkeley Community Media, they co-produce two episodes of KBHS TV News about issues and events in our community.

As part of Berkeley High's school-wide focus on literacy, students complete regular writing assignments like project proposals, Producers Statements, and movie reviews. Guest speakers and field trips facilitate students' career exploration, as do projects proposed to the class by community members. Close study of feature and documentary films contribute to students' media literacy and inspire their work as producers. **PREREQUISITES:** Successful completion of Art of Video Production or an equivalent course or by permission of the teacher. This course is open to students from all learning communities. UC/CSU (f)

**DIGITAL PHOTO (P)**

YEAR • 10 CREDITS

This course is designed to introduce students to the graphic capabilities of the computer as a tool for artistic expression. Students will learn how to use graphics software (Photoshop and Illustrator) to manipulate images from digital cameras, scanners, and the Internet. There will be a focus on learning art fundamentals, such as composition, line, shape, space, color theory, texture, and patterning, as they apply to graphic design. Students will explore how technology can be used as a tool in the making of a wide variety of art forms, such as collage, political commentary, bookmaking, portraiture, photo-journalism, and mixed media sculpture. Students will be expected to create a digital portfolio, participate in critiques, and exhibit their work. UC/CSU (f)

**ROP ADVANCED DIGITAL****PHOTOGRAPHY (P) (CTE)**

YEAR • 10 CREDITS

Advanced Digital Photography is one of the media choices for CAS seniors and is also available to all BHS students. In this class students will expand upon their photographic and design skills. Each student will create a portfolio of prints and work that highlights their knowledge of Adobe Photoshop, digital printing techniques, and aesthetic choices. In addition to their visual artwork, students will develop editorial essays and responses on topics including photo-journalism as an agent of social change, the role of media in society, and the connection between art and social justice. Students will work primarily with Adobe Photoshop, but will also explore InDesign, and web blogging. Topics covered include self portraiture/autobiography, poster-making, fundamentals of photography, studio photography, printing techniques, documentary, and self-directed topics. ROP Advanced Digital Photography is a Career Technical Education (CTE) class, in which students are being trained by a professional photographer. The curriculum is focused on giving students real world photographic skills, in addition to helping expand their artistic ideas. UC/CSU (f)

**BEGINNING PHOTOGRAPHY (P)**

YEAR • 10 CREDITS

This is an introduction to black and white photography. Students learn the fundamentals of 35mm cameras, taking pictures, processing film, and printing pictures. The school has complete darkroom facilities. Themes covered include portraiture, documentary, landscapes, cityscapes, still life, abstraction, and manipulation. Second semester emphasis is on individual solutions to class projects. This class is a detailed course of study looking into the nature and possibilities of personal expression through advanced black and white photographic technique. Emphasis is on design and creativity. History of photography and field

trips to local museums are included. A 35mm camera is necessary. The school has some basic cameras to loan to students with permission from a parent who agrees to replace the camera if it is lost. UC/CSU (f)

**ADVANCED PHOTOGRAPHY (P)**

YEAR • 10 CREDITS

Students are encouraged to develop a personal style through technical and aesthetic choices. Students continue to practice advanced darkroom procedures, engage in formal critiques, explore the history of photography, and create exhibition quality images. The course emphasizes alternative techniques such as multiple printing, photomontage, and solarization. Also included is an introduction to color printing procedures. This course requires a high degree of commitment to academic work. **PREREQUISITE:** "C" or better in Beginning Photography. UC/CSU (f)

**ROP ADVANCED PHOTOGRAPHY (P) (CTE)**

YEAR • 10 CREDITS

This course is open to students who have successfully completed Beginning and Advanced Photography. This class is a continuation of Advanced Photography. It emphasizes color photography and advanced black and white techniques through the development of an outstanding final portfolio, in-depth exploration of alternative processes, studio lighting, and experimentation in medium and large format photography. Also included are field trips and guest artists as well as preparation for careers in photography. There will be a unit on digital photography. This course requires a high degree of commitment to academic work. **PREREQUISITE:** "C" or better in Beginning Photography and Advanced Photography. UC/CSU (f)

**Performing Arts Courses****DRAMATIC ARTS/ACTING WORKSHOP (P)**

YEAR • 10 CREDITS

**DRAMATIC ARTS** (Beginning Drama), introduces students to the fundamentals of theatrical production. Students learn the basic elements and vocabulary of the theater as well as how to use these tools to create informal and formal pieces of theater, from improvisations to short one-act plays. In addition to performance, students grasp how theater came to be and understand it in its cultural context through field trips to professional productions and class reading and writing projects. Students learn the rudiments of how to gauge the aesthetic value of different theatrical experiences as well as how principles of theater can be used and applied to problem solving in other contexts. Students learn that the orga-

nizational, leadership, analytical, and time-management skills of the theater can also be utilized in other disciplines and professions. Dramatic Arts is designed to acquaint students with various aspects of theatre: acting, costuming, make-up, speech, lighting, directing, and scene design. Primary stress is on the language skills of listening and speaking through reading and interpretation of dramatic literature and evaluating performances. Emphasis is on acting, scene study, and character development. A secondary emphasis is placed on writing. Students prepare in-class performances. UC/CSU (f)

**ACTING WORKSHOP:** Through movement, voice exercises, theatre games, and scene study, students develop the tools they need for building competent stage performance. Class members perform improvisation and/or short formal scenes before invited audiences. Advanced students have the opportunity to direct one act plays for Production/Acting performances. UC/CSU (f)

#### **PRODUCTION/ACTING**

SEMESTER · 5 CREDITS

Students in this class are cast members of the play(s) being performed by Performing Arts during the semester. Enrollment is determined after auditions, which are announced in the student bulletin each semester. Students are not allowed to enroll in this class until the play(s) have been cast. **PREREQUISITE:** By audition only.

#### **STAGECRAFT (P) (CTE)**

YEAR · 10 CREDITS

The Entertainment Technician course introduces and develops students in four departments of entertainment technician expertise: **Rigging, Carpentry, Lighting and Audio-Video.** The course concentrates on fundamental and advanced elements of expertise an entertainment technician must have to succeed and thrive in the broad industry of presenting Performing Arts in its many forms. Strong emphasis is placed on safe working practices for all aspects of producing entertainment presentations. The course departments each require a semester of training totaling 2 years, or 4 semesters, to complete the full requirement. Individual departments may be completed for proportional credit, but only the full course will claim a credential and career placement advantage. Coursework includes classroom training on concepts and skills and practical application in an entertainment production environment of those skills to achieve confidence and mastery.

#### **ADVANCED THEATER PROJECTS (CTE)** YEAR · 10 CREDITS

Students delve deeply into several theatrical disciplines including mask-work, voice-technique, stage combat, Movement Theater, Suzuki and Grotowski techniques, and several styles of theater directing. Through two

major research papers, students explore deeply two different historical periods as represented in the major playwrights, directors, and plays they produced.

**PREREQUISITE:** Acting Workshop and audition. UC/CSU (f)

**NOTE:** The following courses can earn credit in either **PERFORMING ARTS** or **PHYSICAL EDUCATION**

#### **BEGINNING MODERN/JAZZ DANCE (P)**

YEAR · 10 CREDITS

Everyone is welcome. This is a mixed level class, appropriate for students with little to no dance training or experienced dancers who are new to Modern & Jazz. This course introduces the building blocks of Modern/Jazz technique, including flexibility and strength training, turns, weight shifts, floor work, and partnered movement. Daily practice includes technique, improvisation, and creative composition, in a collaborative, supportive environment. Students perform in one formal dance concert each semester, along with multiple informal studio performances throughout the year. This course may be taken as PE or Performing Arts credit. 9th–12th grade. UC/CSU (f)

#### **ADVANCED DANCE/DANCE PROJECTS (P)**

YEAR · 10 CREDITS

Also known as Advanced Dance Lab, this course builds upon the skills developed in Beginning Modern/Jazz. We focus on more challenging Modern/Jazz technique, including faster tempos, longer compositions, inversions, weight exchange, and Contact Improvisation. Students are expected to have a comfortable knowledge of choreographic elements. Dancers have multiple performances throughout the year, including a formal concert of student-directed choreography in the spring semester, all of which is required. Guest Choreographers and Master Classes enrich the curriculum throughout the year. Course syllabus may include: improvisation as performance, performance critique, field trips to live performance, dance on film, and research projects. Students are required to attend rehearsals outside of class time. This course may be taken as PE or Performing Arts credit.

**PREREQUISITE:** 10th–12th grade and “A” or “B” in Beginning Dance or teacher recommendation. UC/CSU (f)

#### **DANCE PRODUCTION (P)**

YEAR · 10 CREDITS

HONORS CLASS (PENDING APPROVAL)

The Berkeley High School Dance Production Class functions as a pre-professional dance company. This is an honor's course (pending UC approval). Advanced dancers, with proficiency in Modern, Ballet, Jazz, HipHop, and other dance styles are encouraged to audition. This class focuses on developing stage presence, fostering creative expression, and discovering choreographic voice. Stu-

dents create and direct original choreography, working with peers to see their artistic ideas from inception to fruition. Assignments are geared towards expanding choreographic techniques and may include improvisational performance scores, outdoor performance, and interdisciplinary projects combining text, dance, and music. In the spring semester, the class has the opportunity to be directed by a professional guest choreographer. Dancers create an electronic portfolio demonstrating artistic growth throughout the year. Rehearsals outside of class time are required. Dance Production performs twice yearly, over several weekends, all of which are required. This course may be taken as PE or Performing Arts credit. **PREREQUISITE:** This course is available to Juniors and Seniors by audition only. Auditions are held the previous February. UC/CSU Honor's Class (pending approval) (f)

**NOTE: AFRICAN AMERICAN STUDIES** courses which can earn performing arts credit: (See course descriptions under African American Studies department.)

#### AFRICAN HAITIAN DANCE

YEAR · 10 CREDITS

#### ADVANCED AFRICAN HAITIAN DANCE

YEAR · 10 CREDITS

SEE DESCRIPTIONS ON PAGE 58.

## Music

#### CONCERT CHORALE (P) CHORUS

YEAR · 10 CREDITS

This class emphasizes the fundamentals of vocal technique and performances of a varied repertoire of choral music. The class typically performs Broadway, rock, gospel, soul, and art music. Students also have the opportunity to perform as soloists and in small groups. The chorus performs in two concerts each year (one fall, one spring). Students do not need to read music in order to enter the class; they will learn to read as the class progresses. UC/CSU (f)

#### CONCERT ORCHESTRA (P)

YEAR · 10 CREDITS

String, wind, and percussion players study and perform orchestra literature as well as ensemble music, developing the craftsmanship and mastery necessary to mold music into a creative expression. **PREREQUISITE:** Audition and teacher consent. UC/CSU (f)

#### CONCERT BAND (P)

YEAR · 10 CREDITS

In this entry level class, wind, brass, and percussion players study and perform concert/pep band literature as well as full orchestra literature, developing the craftsmanship and mastery necessary to mold music into a creative expression. **PREREQUISITE:** Fundamental skill level on wind, brass, or percussion instrument. UC/CSU (f)

#### CHAMBER ORCHESTRA (P)

YEAR · 10 CREDITS

HONORS CLASS (PENDING APPROVAL)

**STRING ENSEMBLE SECTION:** In this auditioned ensemble, upper level string players study and perform orchestral and chamber literature as appropriate, developing the craftsmanship and mastery necessary to mold music into a creative expression. Students are expected to practice a minimum of 3.5 hours/week, and will create electronic portfolios showing their growth throughout the year through recorded performance and written reflection. Students in this ensemble can expect to have many opportunities to perform throughout the course, including competitive festivals and a bi-annual tour. **PREREQUISITE:** Audition and teacher consent. This course fulfills UC/CSU Visual and Performing Arts (f) requirement. UC/CSU Honor's Class (pending approval) (f)

**WIND ENSEMBLE SECTION:** In this auditioned ensemble, upper level wind, brass and percussion players study and perform orchestral and chamber literature as appropriate, developing the craftsmanship and mastery necessary to mold music into a creative expression. Students are expected to practice a minimum of 3.5 hours/week, and will create electronic portfolios showing their growth throughout the year through recorded performance and written reflection. Students in this ensemble can expect to have many opportunities to perform throughout the course, including competitive festivals and a bi-annual tour. **PREREQUISITE:** Audition and teacher consent. This course fulfills UC/CSU Visual and Performing Arts (f) requirement. UC/CSU Honor's Class (pending approval) (f)

#### GUITAR

YEAR · 10 CREDITS

Students will learn to be proficient-to-advanced guitar players using a variety of genres (pop, rock, R&B, blues, folk, etc.). Class structure is student-centered, catering to students' individual interests, learning style, and pace. Any level of experience (including no experience) is welcome. Guitars are provided. UC/CSU (f)

#### AP MUSIC THEORY (H)

YEAR · 10 CREDITS

This is a college level music theory course covering both written theory and ear training. This class will include the following: music theory, composition, dictation, and sight singing. This course is designed to prepare the high school musician for the Advanced Placement exam in Music Theory. **PREREQUISITES:** Consent of teacher, working knowledge of major and minor scales and circle of fifths, ability to read music in at least two clefs. UC/CSU (f)

**IB MUSIC (SL) (HL) (H)**

YEAR · 10 CREDITS

Musical Perception and Analysis is designed to prepare students to analyze widely diverse musical genres and styles from both a historical and a cultural perspective. Students study elemental building blocks of music (melody, harmony, rhythm, texture, and form) as well as the function of music. This stream of study culminates in a study of IB prescribed works. Students study a variety of cultural topics and eras of music, as well as a study of tradition and popular music styles. Students learn how to write about music. This stream of study culminates in the Musical Links Investigation, a required element of the diploma in music. This course is designed to prepare the high school musicians for the IB diploma in music.

**PREREQUISITES:** Consent of teacher, ability to read music, and working knowledge of major and minor scales and circle of fifths. UC/CSU (f)

**JAZZ LAB BAND I (P)**

YEAR · 10 CREDITS

This class focuses on developing skills necessary for woodwind, brass, string, and rhythm section players to play jazz with facility. Topics include jazz theory, history, improvisation, sight reading of typical jazz rhythms, creating compelling grooves, comping effectively, and ensemble playing technique. Students are required to participate in 3 concerts per year, and are expected to practice a minimum of 2.5 hours/week. **PREREQUISITES:** At least 7th grade level ability to read music and play your instrument with good technique. This class is not for beginners, but is a continuation of middle school music classes. Admission is by audition, and if there is additional space in the class, saxophone, trumpet, or trombone players may gain admission by sending in a recommendation from their middle school music teacher. Audition materials are available at bhsjazz.org on April 15 of each year. Because this is a performing ensemble, class size is limited to 2 each of piano/bass/vibes/guitar and drums, 10 woodwinds/strings (saxes, clarinets, flutes, violins, violas), 7 trumpets, and 7 trombones. UC/CSU (f)

**JAZZ LAB BAND II (P)**

YEAR · 10 CREDITS

In this class we continue the work begun in Jazz Lab I, focusing on more advanced jazz theory, improvising over more complex harmonies, sight reading more complex passages, creating more compelling grooves, and working to perfect harder big band arrangements. This band performs frequently—at least 4 concerts and 2 competitive jazz festivals per year, all of which are required (calendar handed out the first day of school). Students are expected to practice a minimum of 3 hours/

week. **PREREQUISITES:** All students must read music and play their instruments at a 10th grade level or higher. Although satisfactory completion of Jazz Lab I is preferred, it is possible for advanced students to audition into Lab II without taking Lab I. Admission is by audition only. Audition materials are available at bhsjazz.org on April 15. Instrumentation is limited to 2 each of rhythm section players (piano, guitar, vibes, bass, drums), 5 trumpets, 4 trombones, and up to 8 saxes. On rare occasions an advanced player on a non-traditional big band instrument may be granted admission by permission of the instructor. UC/CSU (f)

**JAZZ ENSEMBLE (P)**

YEAR · 10 CREDITS

HONORS CLASS (PENDING APPROVAL)

The Berkeley High School Jazz Ensemble is one of the top high school jazz groups in the country, and this is an honors class (pending UC approval). Advanced students on traditional big band instruments are encouraged to audition. The focus of the class is on increasing skill at jazz improvisation, and performing advanced big band charts. Skills addressed include jazz articulation and phrasing, sight reading advanced charts, group blend and balance, developing hard swinging grooves, comping effectively, and creating exciting improvised solos over chord changes from the Great American Songbook. Students are expected to practice a minimum of 3.5 hours/week, and will create electronic portfolios showing their growth throughout the year. This band performs frequently – at least 6 concerts and 3 competitive festivals yearly, all of which are required (calendar handed out the first day of school). The band tours internationally every other year, and fundraises actively. **PREREQUISITES:** Completion of Jazz Lab I or II (on rare occasion this prerequisite may be waived). Admission by audition only. Audition materials are available at bhsjazz.org on April 15 of each year. Class size is limited to one or two each of rhythm sections players (piano, bass, drums, guitar and vibes), 5 trumpets, 5 trombones, and 5 saxes. UC/CSU Honor's Class (pending approval) (f)

# World Language

## World Language Course Progressions

	9th	10th	11th	12th
<b>E</b>	Spanish I	Spanish II	Spanish III	Spanish IV IB SL (H)
	Spanish II	Spanish III	Spanish IV IB SL (H)	Spanish Language (AP) IB HL (H)
	Spanish III	Spanish IV	Spanish Language (AP) IB SL (H)	Spanish Literature (AP) IB HL (H)
	Spanish IV	Spanish Language (AP) (H)	Spanish Literature (AP) IB SL (H)	
	Span. for Native Speakers I	Span. for Native Speakers II	Spanish Language (AP) IB SL (H)	Spanish Literature (AP) IB HL (H)
	Latin I	Latin II	Latin III (P) (AP) (H)	Latin IV (SL) IB HL (H)
	Kiswahili I	Kiswahili II	Kiswahili III	Kiswahili IV (SL) IB SL (H)
	French I	French II	French III	French IV IB SL (H)
	French II	French III	French IV IB SL (H)	French (AP) IB HL (H)
	Mandarin I	Mandarin II	Mandarin III	Mandarin IV IB SL (H)

The World Language Department strongly recommends that every student who intends to continue language studies beyond high school finish a minimum of three years of a foreign language while at BHS. Students reading significantly below grade level are advised to defer beginning a world language until their sophomore year. Students who don't receive a "C" or better in a course at the end of the year repeat the entire year. They may only repeat a language course once. Students may explore options outside of Berkeley High School.

**ALL WORLD LANGUAGE COURSES FULFILL UC/CSU FOREIGN LANGUAGE (E) REQUIREMENT.**

## World Language Placement

Students with little or no previous language experience are placed into a level 1-2 (first year) class. Students with previous experience who are currently enrolled in BUSD are placed into the appropriate level based on teacher recommendation.

All non-BUSD students who wish to enter a level 3-4 (second year) course or higher must take a placement test. BUSD students wishing to "skip" a level must also take the World Language Placement test.

This year the first World Language Placement test for non BUSD students will be offered in the spring on **Saturday April 28th, 2018, from 10am to 12pm**. Placement tests for all languages will be given on the 2nd floor of the M building.

For questions regarding the World Language Placement test please contact the Lead Teacher for the World Language Department by email at [coryhenrickson@berkeley.net](mailto:coryhenrickson@berkeley.net) or [beatriferrera@berkeley.net](mailto:beatriferrera@berkeley.net).

### FRENCH I (P)

YEAR · 10 CREDITS

Students build communicative competence in the foreign language skills (listening, speaking, reading, and writing) through contextualized vocabulary. Themes include students' likes and dislikes, daily schedules, after-school activities, descriptions of family and friends, vacation travel, eating out, and shopping for food, clothing, and gifts. Students learn the present indicative, the passé composé with avoir and être and reflexive verbs in the present and passé composé.

### FRENCH II (P)

YEAR · 10 CREDITS

The structures introduced in first year French are prerequisite to second year French. Vocabulary continues to be contextualized through themes and expressed both orally and in writing. Reading comprehension develops through longer readings. Students learn direct and indirect object pronouns. The imperfect tense is introduced and is contrasted with the passé composé. The future and conditional tenses are also introduced.

**PREREQUISITE:** "C" or better in French 1/2 (P)

**FRENCH III (P)**

YEAR · 10 CREDITS

Students expand oral and written skills through conversation, grammar study, literature, current (or recent) events, and music. Reading selections include works by Alexandre Dumas, Victor Hugo, Jules Verne, Arthur Rimbaud, and Charles Baudelaire. This course (French 5/6) is not intended to be a survey of French literature, but rather a sampling of various writings that expand vocabulary, improve reading, writing, and speaking skills, and provide examples of certain grammatical constructs. Verb tenses include the imperfect, future, conditional, future perfect, conditional perfect, literary past, and subjunctive mood. **PREREQUISITE:** "C" or better in French 3/4(P)

**FRENCH IV (P), IB FRENCH SL (H)** YEAR · 10 CREDITS

During the fourth year, students review the main grammatical points studied in previous years and read a variety of literary pieces. Throughout the year, students work on refining their writing skills, improving their verbal fluency, and gaining broader knowledge of francophone cultures and literature. All students that are not coming from French third year need to be tested to enroll. Students will be able to take the IB standard level SL Test at the end of this year. Not open to IB freshman or sophomore students. **PREREQUISITE:** "C" or better in French III (P)

**FRENCH SEMINAR (AP), IB FRENCH (SL),****IB FRENCH (HL) (H)**

YEAR · 10 CREDITS

This course focuses on advanced conversation, reading, and writing. The course will include extensive readings, frequent in-class discussions, and regular writing assignments. Articles on current events will be read, presented, and analyzed in this class, as well as representative works of French literature, giving students the ability to communicate effectively in both the everyday situational settings and in more academic milieus. Writing assignments will be longer and more complex. Students will be capable of taking the AP French Language exam and the HL level IB exam the spring of their senior year. **PREREQUISITE:** "C" or better in French IV (P)

**KISWAHILI I (P)**

YEAR · 10 CREDITS

This is the introductory course in Kiswahili language. Listening and pronunciation are the most important aspects at this level. Students are taught basic vocabulary, with emphasis on present and past tense. Students are required to master the map of Africa in order to understand where in Africa this language is spoken. In the second semester, students work on future tense

and negative aspects of all tenses. Students write more complex sentences and use Kiswahili in communicative activities.

**LATIN I (P)**

YEAR · 10 CREDITS

First year Latin is an introduction to the basics of the Latin language, including grammar, vocabulary, and literature. Students will also study the history and culture of ancient Rome and the Mediterranean world, as well as Latin-English derivatives. A primary goal is the successful comprehension/translation of simple Latin stories from a variety of sources, including the textbook *Latin For Americans*. By the end of the first year, students will be able to read, write, and speak simple coherent Latin about a variety of topics. Students will be encouraged to participate in the National Latin Exam, and Junior Classical League events.

**LATIN II (P)**

YEAR · 10 CREDITS

Second year Latin is a continuation of the study of the Latin language, including grammar, vocabulary, derivatives, literature, and the culture of Rome and the ancient Mediterranean world. In order to help students reinforce and build upon their current knowledge of Latin, they will read an increased quantity and variety of Latin texts. The result will be an improvement in reading proficiency. Through extensive exposure to appropriately-adapted Latin textbook readings, students will gain the skills and confidence necessary to meet the demands of third and fourth year Latin, including IB and AP.

**PREREQUISITE:** Successful completion of Latin I and/or teacher's permission.

**LATIN III (P) FALL/ AP LATIN (AP) SPRING,****IB LATIN (HL) 1ST YEAR (H)**

YEAR · 10 CREDITS

The focus of the third year is to enable students to understand, translate and evaluate various Latin authors, including those represented in the AP and IB exams. Students will navigate the transition from adapted to unadapted classical Latin texts. Literary genres include: history, myth, politics and personal correspondence through letters. Authors include: Petronius, Caesar, Cicero, Livy, Catullus, and Vergil among others. Students will learn poetic meter and figures of speech, and will continue to acquire Latin vocabulary and grammatical structures necessary for reading Classical Latin literature with comprehension and enjoyment. Students will also write extended essays in Latin on a variety of subjects. **PREREQUISITE:** Successful completion of Latin II and/or teacher's permission.

**AP LATIN IV (AP),****IB LATIN (HL) 2ND YEAR (H)**

YEAR • 10 CREDITS

In the fourth year, students will continue the process of becoming careful and perceptive readers of Latin. They will read extended selections from Vergil, Caesar, Cicero, Ovid, and other authors represented in the AP and IB exams. Also included: select topics in ancient art, archeology and ancient history. Students will have the option of preparing for and taking either the AP or IB exams in the Spring semester of their senior year.

**PREREQUISITE:** Successful completion of Latin III and/or teacher's permission.

**MANDARIN CHINESE I (P)**

YEAR • 10 CREDITS

The beginning level course emphasizes the development of communication skills and awareness of cultural differences through materials and activities. Emphasis is placed on listening and speaking skills as well as the initial development of reading and writing. Students are expected to respond spontaneously and orally to simple, real life conversational cues.

**MANDARIN CHINESE II (P)**

YEAR • 10 CREDITS

Mandarin 3/4 course reviews the grammar and vocabulary of the introductory course. Students will demonstrate their ability to express themselves using more complex structures and increased vocabulary. Students will continue the Chinese grammar and syntax studies. Students will develop the concepts and skills to integrate the Chinese language in many other disciplines such as art, music, historical stories, etc. They will work toward fluency through conversation, oral presentation, and discussion. Students will continue cultural studies as an integral part of the course. **PREREQUISITE:** "C" or better in Mandarin 1/2 (P)

**MANDARIN CHINESE III (P)**

YEAR • 10 CREDITS

In this course, students will engage in conversation, provide and obtain information, and exchange opinions on various topics including current events. The course will review grammar and vocabulary of the first two-year courses. Students will demonstrate their ability to express themselves in written and spoken Mandarin using more complex structures and increased vocabulary appropriate to the third year. They will work toward oral fluency through conversation, oral presentation and discussion. Students will continue cultural studies as an integral part of the course. **PREREQUISITE:** "C" or better in Mandarin 3/4 (P)

**AP CHINESE LANGUAGE AND CULTURE (H)**

YEAR • 10 CREDITS

The AP Chinese Language and Culture course is designed to be comparable to fourth semester (or the equivalent) college/university courses in Mandarin Chinese. These college courses, which deepen students' immersion into the language and culture of the Chinese-speaking world, typically represent the point at which students complete approximately 250 hours of college-level classroom instruction. Course work provides students with opportunities to perform Intermediate- to Advanced-level tasks, and students are expected to achieve proficiencies throughout, and sometimes beyond, the Intermediate range, as described in the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The AP course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational) and the five goal areas (Communication, Cultures, Connections, Comparisons, and Communities) as outlined in the Standards for Foreign Language Learning in the 21st Century. Its aim is to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. **PREREQUISITE:** "C" or better in Mandarin 5/6 (P)

**IB MANDARIN B (SL/HL) (H)**

YEAR • 10 CREDITS

Mandarin B SL will enable students to learn the standard form of Chinese Mandarin (officially named Hanyu in mainland China) for communication in a range of situations and to receive exposure to the extensive history and traditions/customs of the Chinese culture. Students will acquire sufficient vocabulary and knowledge about the structure of the language in order to read professional texts with understanding, to comprehend conversational Mandarin in formal and informal settings, and to converse clearly in Mandarin. Students will be capable of taking the SL or HL level IB exam in the spring of their senior year. Students may also decide to take the SL level IB exam in the spring of their junior year. **PREREQUISITE:** "C" or better in Mandarin 5/6 (P)

**SPANISH I (P)**

YEAR • 10 CREDITS

This course is taught primarily in Spanish. Instruction is designed to provide beginning-level students with immediate, useful language skills in Spanish. Students learn basic thematic vocabulary including their inter-

ests, community, family, friends, leisure activities, classroom items, school schedules, foods, and celebrations. Students work in the present tense and the immediate future. No prior knowledge necessary.

**SPANISH II (P)**

YEAR · 10 CREDITS

This course is taught primarily in Spanish. The structures and vocabulary introduced in Spanish I are prerequisite to Spanish II. The preterite and the imperfect tenses are introduced so that students can discuss past situations. Reflexive verbs are also introduced. Students will be able to produce language useful in a wide range of situations in formal and informal settings. **PREREQUISITE:** "C" or better in Spanish I (P)

**SPANISH III (P)**

YEAR · 10 CREDITS

This course is taught primarily in Spanish. Students continue to improve their reading, writing, listening, and speaking skills. Work continues in the past, present and future adding the conditional, perfect tenses and subjunctive mood. Many different cultural perspectives and practices in the Spanish-speaking world are introduced and students continue to read short stories. Students expand their vocabulary and grammatical skills enabling them to express their thoughts and opinions about a variety of specific themes including art, health, outdoor activities, social relationships, work and community, and the environment. **PREREQUISITE:** "C" or better in Spanish 3/4 (P)

**SPANISH IV (P) (SL/HL)**

YEAR · 10 CREDITS

Cultural readings emphasize art, music and selected literary traditions of the Spanish-speaking world. Students expand their skills in written and spoken expression of Spanish through the study of authentic short stories, cultural events and films. Creative expression will be emphasized and difficult grammatical structures will be reviewed as needed. **FRESHMEN** need permission of department head. **BIHS STUDENTS** can take this class as an IB course. **PREREQUISITE:** "C" or better in Spanish 5/6 (P)

**AP/IB SPANISH LANGUAGE AND CULTURE (SL/HL) (H)**

YEAR · 10 CREDITS

This class focuses on real-life Spanish skills, with a particular emphasis on those needed for the AP and the IB exams. The class is conducted completely in Spanish. Students are supported to develop their listening, speaking, reading, and writing skills to express themselves formally and informally in writing and orally in a range of styles and registers using different techniques for different audiences, as well as literary analysis of various

rhetorical figures. There is a heavy emphasis on reading comprehension especially of non-fiction texts as well as oral production. Sample tests for IB and AP are practiced regularly. *All students who have not completed Spanish 8 or SNS 4 need permission of department head.*

**BIHS STUDENTS** can take this class as an IB course.

**PREREQUISITE:** "C" or better in Spanish 7/8 (P) or Spanish for Native Speakers 3/4

**AP/IB SPANISH LITERATURE AND CULTURE****(SL/HL) (H)**

YEAR · 10 CREDITS

Intended to be the equivalent of a third year college introduction to Latin American or Peninsular Literature historic and artistic context. Prepares students for the AP Spanish Literature Test and for the IB HL test. Students need to be in grades 11-12 or receive permission of department head. **BIHS STUDENTS** can take this class as an IB course. **PREREQUISITE:** "B" or better in Spanish 7/8 or AP/IB Spanish Language and Culture.

**SPANISH FOR NATIVE SPEAKERS I (P)****(EQUIVALENT TO SPANISH 3)**

YEAR · 10 CREDITS

This course is for Spanish-speaking students who possess a basic to low intermediate level of Spanish proficiency in reading and writing. The course is geared toward providing the students literacy tools that support academic Spanish. It is the goal of this course to set a foundation that prepares and leads our students into Advanced Placement Spanish courses. Although the primary emphasis is reading and writing, the students receive instruction and practice in speaking and listening in order to strengthen and refine these skills.

**SPANISH FOR NATIVE SPEAKERS II (P)****(EQUIVALENT TO SPANISH 4)**

YEAR · 10 CREDITS

This course is for Spanish-speaking students of all backgrounds. Levels vary from intermediate to advanced. Incoming 9th graders who wish to take this class must take a placement test. The course is taught as a reading and writing seminar in which the students debate current political, socio-economic, and cultural issues. Students learn to write essays, short-stories, poems; review Spanish grammar and spelling rules; learn new vocabulary; improve their public speaking skills through presentations and dialogues; and familiarize with and explore different aspects of Latin American cultures by engaging in numerous artistic activities. BIHS students can take Spanish for Native speakers 3-4 as an IB course but cannot take the IB exams until their junior or senior year. **PREREQUISITES:** "C" or better in Spanish for Native Speakers 1/2 (P)

# Additional Elective Courses

## 9TH AND 10TH GRADE AVID

YEAR · 10 CREDITS

Advancement Via Individual Determination (AVID) is a four year academic elective course that prepares students for college readiness and success. During the 9th and 10th grade years AVID students will receive instruction through a rigorous college preparatory curriculum provided by AVID Center. Students will participate in tutor-facilitated study groups, motivational activities and academic survival skills. The 9th and 10th grade AVID course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, preparation for college entrance and placement exams, college study skills, test-taking strategies, note-taking and research. The AVID 9th and 10th grade AVID curriculum also focuses on college and career awareness through work in class, guest speakers and field trips to colleges.

## 11TH GRADE AVID ELECTIVE CLASS

YEAR · 10 CREDITS

Eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans. UC/CSU (g)

## 12TH GRADE AVID ELECTIVE CLASS

YEAR · 10 CREDITS

AVID (Achievement Via Individual Determination) Senior Seminar is a two-year interdisciplinary course for AVID juniors and seniors. Students will engage in higher levels of WICOR (writing, inquiry, collaboration, organization and reading) strategies than experienced in prior years of AVID. The course is designed to prepare students for the rigors of college while providing support as the AVID students enter the final stages of their application process to four year colleges and universities. Throughout the course, students will develop their note-taking skills, research their potential college major, prepare for the SAT, draft personal statements, finalize their college list, research and apply for scholarships, apply for financial aid by filling out the FAFSA, and create a transition plan for college, which includes budgeting, planning, and dealing with challenges/issues/stress. UC/CSU (g)

## LAW AND SOCIAL JUSTICE I (P) (CTE)

YEAR · 10 CREDITS

Analyzing, critiquing, and evaluating the criminal justice system, Law and Social Justice examines the best practices and contemporary issues within law enforcement, the courts, and prisons. A Career and Technical Education course, class time also explores central and peripheral careers within the criminal justice system. Course work embraces work based learning, contextualizing the issues and careers through field trips, guest speakers, panels, and lecturers. **PREREQUISITE:** Must be a current junior or senior in good standing with other required coursework. UC/CSU (g)

## LAW AND SOCIAL JUSTICE II (P) (CTE)

YEAR · 10 CREDITS

Law II is a “senior seminar” level course, building on the foundational work completed in Law I. The class investigates deeper into the important and relevant issues facing the criminal justice system in the United States. Using field work, class discussion, text analysis, and research, students will explore the critical components and solutions in policing and law, in addition to building on career exploration in these areas. Topics for exploration include racial profiling, adequate representation by counsel in the courts, and inequities in prison sentencing. **PREREQUISITE:** Law and Social Justice I. UC/CSU (g)

## CHICANO HISTORY

YEAR · 10 CREDITS

Chicano History is a course designed to study the history and influence of Chicanos upon the United States and beyond. The history is traced from Pre-Columbian life in the Americas to the present, covering more than 500 years of history. Some major themes and topics include the complex Chicano-Latino identity, Manifest Destiny and the Mexican American War, the history of the border and the displacement and resistance up until the present. The course promotes critical thinking about race, and other systems of difference that shape individual and group interactions, American identity, and culture. This course may be taken by students in grades 11–12 and meets the UC/CSU US History requirement UC/CSU (a)

## CHICANO LATINO LITERATURE

### STUDIES (P)

YEAR · 10 CREDITS

This course studies Pre-Columbian and contemporary Chicano and Latino Literature. Students study authors including Marquez, Allende, Neruda, and Lorca. Students analyze texts to gain a sense of a historically underrepresented group while focusing on writing, grammar, and critical thinking skills.

**KEY TO ABBREVIATIONS:** UCOP—University of California Office of the President; “a-g” subjects: (a)—Social Science, (b)—English, (c)—Math, (d)—Lab Science, (e)—Foreign Language, (f)—Visual and Performing Arts, (g)—Elective; (P) or (P-Pending)—UCOP has certified (P) or is considering certification (P-Pending) as fulfilling a requirement for admission; (CTE)—Career Technical Education; (ROP)—Regional Occupational Program; (H)—UC certified honors course; (AP)—Advanced Placement; (IB)—International Baccalaureate.

This course examines the social, political, and historical factors which have shaped the present day Chicano and Latino community, covering the spectrum of experiences of our Raza from the Caribbean to the United States to the bottom of the Americas. UC/CSU (b)

## **Leadership Study and Practice**

The whole-school student leadership program at BHS carries a strong tradition of spearheading service and social opportunities for the entire student body, and the local and global community. Traditional efforts include annual Holiday Meal for the homeless, school dances, Spirit Week, Week of Service, blood drives, disaster relief campaigns, the graduation ceremony, leadership workshops, and student representation on various decision-making bodies at the school and district level.

The program is currently undergoing an exciting reorganization to meet prioritized needs and goals of the school community and strengthen the leadership skills development experience for students in the class. The view is that the student leadership program is centrally positioned to influence school culture, and as research supports, can thus have a significant impact on school safety, achievement, and several other factors of student success.

### **SECTION A:**

#### **EXECUTIVE LEADERSHIP**

SEMESTER · 5 CREDITS

This course is required of all students elected or appointed to the Executive Team of the executive branch of the Associated Student Body. Students will study and practice skills such as personal reflection, goal-setting, collaboration, team management, service in multicultural contexts local to international, political awareness, constituency representation, ethics, non-violent social change strategies, and communication from the subtleties of body language to public speaking.

Study and practice will be dynamic. Students will create products of self or group expression, carry out service projects and civil activism, plan and execute events, critically analyze their personal and team development, and be challenged to improve their abilities in communicating with various audiences. The aim of this course is to help students realize their potential and responsibility to life-long service and empower them to carry out leadership roles effectively into the future.

### **SECTION B:**

#### **REPRESENTATIVE LEADERSHIP**

SEMESTER · 2.5 CREDITS

This course is required of all students elected or appointed to office in the Student Senate of the legislative branch of the Associated Student Body. Study and

practice will focus on responsible constituency representation, coalition and consensus building, drafting and presentation of statements to decision-making bodies, organizing for civil activism, effective meeting strategies, and parliamentary procedures.

## **SECTION C:**

#### **GRADE-LEVEL LEADERSHIP**

SEMESTER · 2.5 CREDITS

Open to all students subject to the approval of the Director of Student Activities and as appointed by each class president. Study and practice will focus on social and service event-planning and participation, volunteerism, responsible discussion of topical issues, promotional strategies, team management and collaboration strategies, and personal development towards effective and responsible life-long service.



# Activities & Clubs

BHS has many clubs and organizations. They are a great way to make friends and get involved. Check the Daily Bulletin for more info or ask your counselor about clubs that interest you. If you have an idea for a new club, find a faculty sponsor and create a new club. Get a club registration form from the Student Activities Director (D148), or call 644-8990.

## EXAMPLES OF CURRENT BHS CLUBS:

AHA Leadership	Jewish Club
Aikido of Berkeley High Club	Key Club
Amnesty International	Kiva Club
Asian Pacific Islanders Club (APIC)	Language & Cultural Exchange
B.I.O.N.I.C. (Believe It or Not I Care)	Model United Nations
Berkeley High Literary Zine	Muslim Student Association
Berkeley Mountain Bike Club	National Honor Society
Best Buddies	Orienteering Club
BHS Seido Karate Club	PACT (People Against Child Trafficking)
Biology Club	Protecting All Rabbits Club (PARC)
Black Student Union	QSA Queer-Straight Alliance
Body Positive	Red Cross Club
Chess Club	Red Hawks Rugby
Chicano Latino Heritage Club	Rhino Rugby
Chicano Latinos United Voices (C.L.U.V.)	Robotics Club
Comic Book Appreciation	Spoken Word
Cooking Club	STEM Club
Creative Writing	STEMinist Club
Electronic Music Club	Student Court
Fair Trade Committee	Students for One Sky
Film Club	Tabletop RPG Club
Free the Children	Ultimate Team/Berkeley High Coup
French Club	We A.A.C.T (Are Against Child Trafficking)
Gender Sexuality Alliance	Wildlife Conservation Club
Girls who Code	Youth for Christ
HAPA	
Homeless Support Club	
Humans of Berkeley High	
Interact Club	

## YOU CAN RECEIVE ACADEMIC CREDIT FOR THE FOLLOWING ACTIVITIES:

Athletics, Concert Band, Concert Chorale, Concert Orchestra, Jacket (BHS newspaper), Jazz Lab Band, Jazz Ensemble, Dance Production, Student Government, Leadership, and Yearbook.

# School Directory

Please note that some positions and phone numbers may change.

## BERKELEY HIGH SCHOOL

Information	644-6120
School Receptionist	644-6121
Fax	548-4221
Website	<a href="http://bhs.berkeleyschools.net">http://bhs.berkeleyschools.net</a>

## ADMINISTRATION (D BUILDING)

Principal (D160)	644-4803
Principal's Assistant (D163)	644-4803
Lead Secretary, Front Office	644-4593
Vice Principal, AMPS (D159)	644-8630
Vice Principal, AC (D158)	644-4569
Vice Principal, AHA, CAS (D155)	644-8744
Vice Principal, BIHS (D156)	644-6259
Dean of Students (H104)	644-6675
Dean of Attendance (D157)	644-6929
Intervention Coordinator (H104)	644-8985
Special Education, Conf Room A	644-8988
Facility Manager (A-100)	644-4567
Budget/Supply (Budget Receiving)	644-4554
Registrar (D173)	644-6829
Accountant (D173)	644-6847

## COUNSELORS

AC – Academic Choice	644-4579
AC – Academic Choice	644-4572
AC – Academic Choice	644-4573
AHA – Arts and Humanities Academy	644-6711
AMPS – Academy of Medicine & Public Service	644-8987
BIHS – Berkeley International High School	644-6192
BIHS – Berkeley International High School	644-6714
CAS – Communication Arts & Sciences	644-6193
ELD – English Language Development	644-6711
Counseling Program Assistant	883-6143
Counseling Fax	883-6142

## DEPARTMENTS & OFFICES

Athletic Director (J207)	644-8723
	<a href="mailto:athleticdirector@berkeley.net">athleticdirector@berkeley.net</a>
Attendance Office (D134)	
A-GL	644-6341
Go-N or if you need Spanish assistance	644-6194
(O-Z)	644-6209
Berkeley Technology Academy (2701 MLK Jr. Way)	644-6159
Berkeley High Development Group	464-1181
College/Career Advisors (D221)	644-4583
English Language Development (ELD) (C107)	644-6949
Health Center (H105)	644-6965
Home-School Liaison (D224)	644-8524
Independent Study (2701 MLK Jr. Way)	644-8592
Jacket Office (H102)	644-6856
Library (D226)	644-6857
Music Department	644-6052
Nurse (H105)	644-6859
On-Campus Intervention Director (H104)	644-8985
Parent Resource Center (D224)	644-8524
If you need Spanish assistance	644-4814
Physical Education	644-8888
Psychologist (G104)	644-6602
Records Center, Work Permits (D173)	644-4577
R.I.S.E. (G111)	849-4898
Student Activities (D148)	644-8990
Technology Department	883-5201
Volunteer/Outreach	644-6120
	<a href="mailto:BHSoutreach@berkeley.net">BHSoutreach@berkeley.net</a>
Yearbook (H102)	644-6856

## HOW TO CONTACT A TEACHER OR STAFF MEMBER:

### 1) Send an email

[\(e.g., susansmith@berkeley.net\)](mailto:firstname.lastname@berkeley.net)

### 2) Leave a note in a teacher's mailbox

Mailboxes are across from reception in the D Building.

### 3) Call main number and follow instructions.

## Notes

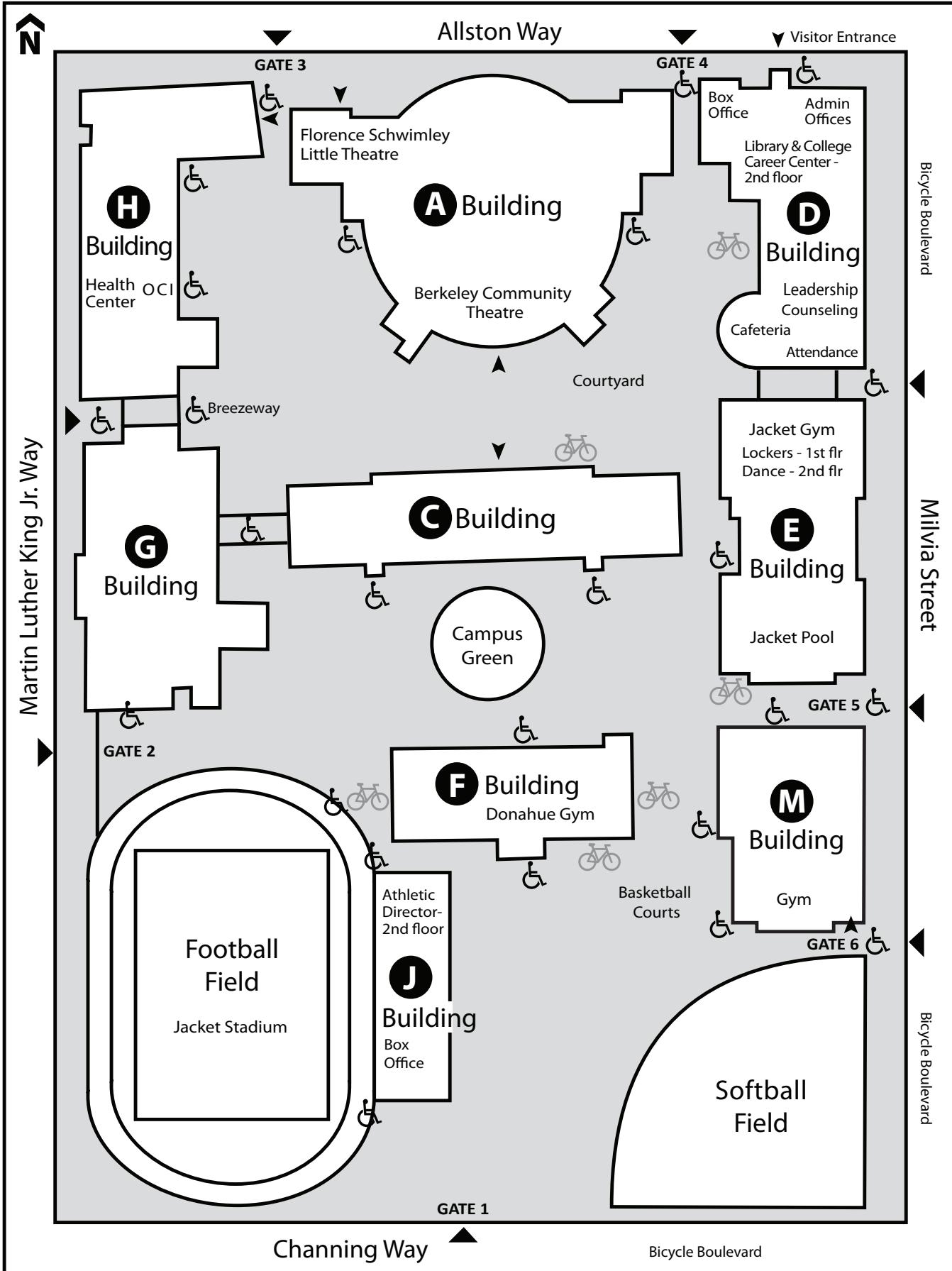
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## Notes

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## Berkeley High School

1980 ALLSTON WAY

BERKELEY, CA 94704

(510) 644·6121

FAX(510) 548·4221