



**BERKELEY**

**HIGH**

**COURSE CATALOG**

**2024-25**

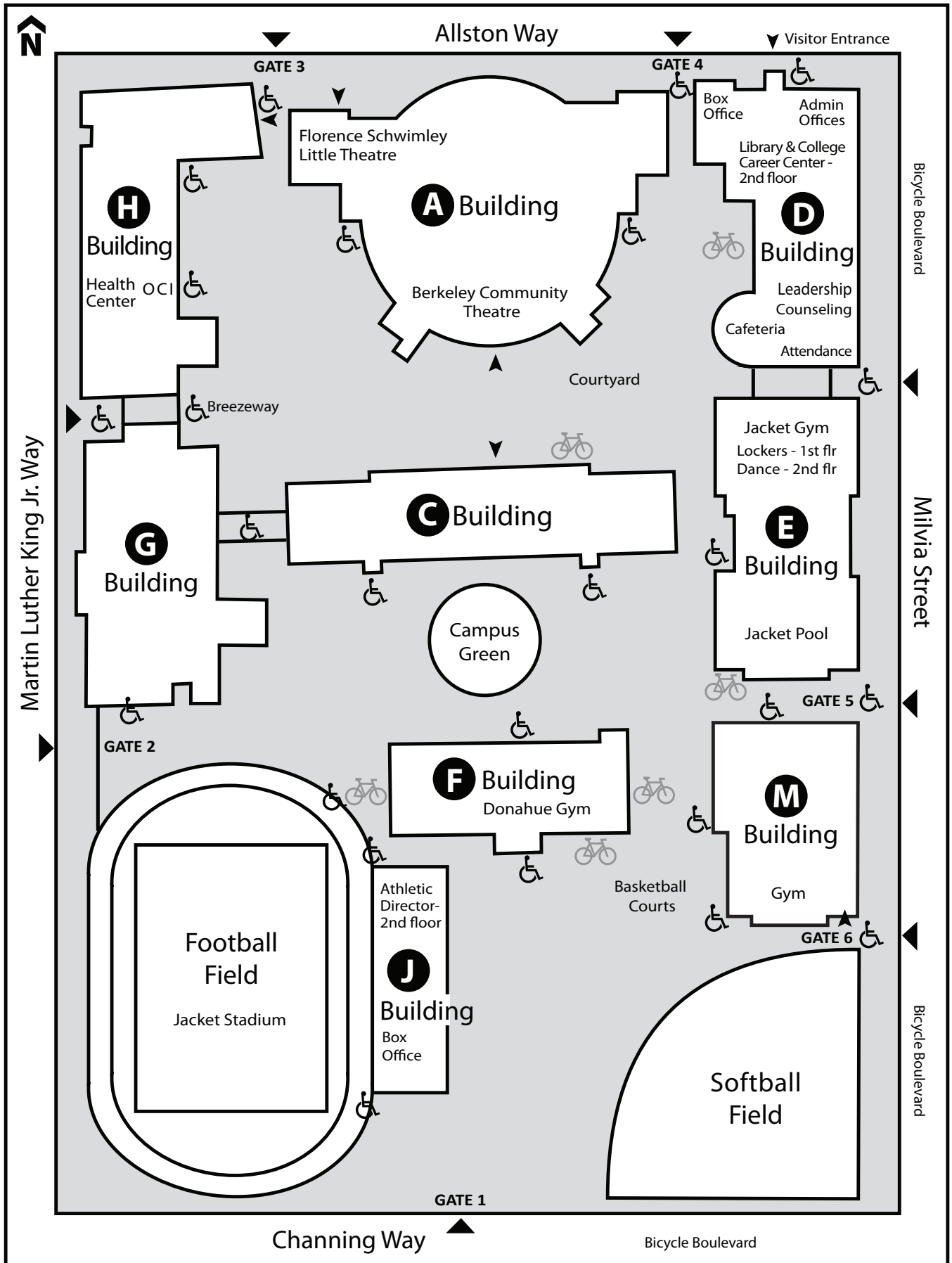
**SCHOOL**

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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 providing equal opportunity for all individuals in district programs and activities. Accordingly, BUSD programs and activities shall be free from discrimination, harassment, intimidation and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities. Board Policy 0410, Board Policy 1311, Board Policy 4030, Board Policy 5145.3, Board Policy 5145.7)

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies or in any way participates in the district's complaint procedures instituted pursuant to this policy. (Board Policy 4030)

Complaint forms are available at school sites, on the district webpage at [www.berkeleyschools.net/complaints](http://www.berkeleyschools.net/complaints). For inquiries or concerns regarding BUSD nondiscrimination policy 5145.3 or the filling of discrimination complaints please contact:

**Jasmina Viteskic**

*Compliance Officer and Title IX Coordinator*

2020 Bonar Street, Room 116

Berkeley, CA 94702

Phone: 510-486-9338

Email: [nondiscrimination@berkeley.net](mailto:nondiscrimination@berkeley.net)

### Declaración de la Política de No Discriminación

Berkeley Unified School District está comprometido a ofrecer una oportunidad igualitaria para todos los individuos en los programas y actividades del distrito. Por consiguiente, los programas y actividades en BUSD deben ser libres de discriminación, acoso, intimidación y "bullying" debido a su ascendencia actual o aparente, edad, discapacidad, género, identidad, expresión de género, nacionalidad, raza o etnia, religión, sexo, orientación sexual, o asociación con una persona o grupo con una o más de estas características actuales o aparentes. El Board (Mesa Directiva de Educación) debe de promover programas que aseguren que los métodos discriminatorios están eliminados de todas las actividades en el distrito. Board Policy 0410, Board Policy 1311, Board Policy 4030, Board Policy 5145.3, Board Policy 5145.7)

El Board también prohíbe represalias en contra de cualquier empleado del distrito o solicitante de empleo que denuncie, atestigüe o de cualquier forma participe en los procedimientos de denuncia del distrito instituidos conforme a esta política. (Board Policy 4030)

Los formularios para denuncias se encuentran disponibles en los planteles escolares y en la página web del distrito en [www.berkeleyschools.net/complaints](http://www.berkeleyschools.net/complaints). Para consultas o preocupaciones referentes a la política de no discriminación de BUSD 5145.3 o para someter una denuncia de discriminación por favor comuníquese con:

**Jasmina Viteskic**

*Compliance Officer and Title IX Coordinator*

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# 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 took part in 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 (AC and BIHS) 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, World Language, and Career Technical Education.

In Spring, at the same time they select classes, students have the opportunity to rank and submit their learning community preferences. A lottery held during 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 [bis@berkeley.net](mailto:bis@berkeley.net) or 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 and/or the BUSD Board of Education.

**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.

# 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.

### 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 desired courses.

Students must select their courses carefully! Teachers are hired and the number of sections offered are determined based on the choices students make.

Berkeley High School does not accommodate for teacher preference or period preference for students.

**INFINITE CAMPUS**, our student information system, offers families the opportunity to access their child's attendance and academic information. Students may access Infinite Campus using their berkeley.net Google account. Families are encouraged to use Infinite Campus to get current student information. If you need support setting up your Infinite Campus account, contact our Parent Resource Center at 644-4814.

## 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. 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: [bhs.berkeleyschools.net/resources/college-career-center](https://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 they will have after graduation. A student's eligibility to apply to a four-year college directly from high school is impacted by the courses they choose to take.

### ALTERNATIVE GRADUATION OPTION

The California Proficiency Program (CPP) is an alternative option to graduation that will replace the California High School Proficiency Exam (CHSPE). For further information, visit [www.cde.ca.gov/ta/tg/cp.asp](http://www.cde.ca.gov/ta/tg/cp.asp)

## Education Options After High School

### CALIFORNIA COMMUNITY COLLEGES

Community colleges are publicly funded schools that offer two year programs of study as well as many career track options. This is typically the most affordable 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 CCP

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or the General Education Development Examination (GED), or 3.) non-grads who are 18 years or older.

### CALIFORNIA STATE UNIVERSITY (CSU)

The CSU system includes twenty-three universities within the state of California. Students must have a minimum GPA of 2.5 based on 10th & 11th grade courses and meet A-G eligibility requirements. The CSU no longer uses ACT/SAT examination in determining admission eligibility. For further information, visit [www.calstate.edu/apply](http://www.calstate.edu/apply)

### UNIVERSITY OF CALIFORNIA (UC)

There are nine UCs in California. Admissions to the UCs is based on a holistic review. Students must have a minimum GPA of 3.0 based on 10th & 11th grade courses and meet A-G eligibility requirements. For further information, visit [admission.universityofcalifornia.edu](http://admission.universityofcalifornia.edu)

See page 9 more information about CSU and UC admission requirements.

### 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 and ACT tests may be required for admission to private and out-of-state public colleges and universities. 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 BHS College/Career Center in D221. Fee waivers are available. Students seeking 504 accommodations should see their School Counselor. **PLEASE SEE THE COLLEGE ADVISOR OR ACADEMIC COUNSELOR ABOUT WHEN IS THE BEST TIME TO TAKE A SUBJECT TEST.**



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# 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. After this period and up until the 7th week, the transcript will reflect a “W” for withdrawal 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 their permanent record. If a course drop is approved, students must obtain a proctor assignment to replace the dropped course.

This timeline applies to both Fall and Spring semesters.

## IB/AP COURSES

Students may not drop an IB or AP course. Students should carefully consider their decision to enroll in these courses prior to the start of the school year. These courses are intended to be challenging. Students who have made the decision to enroll in IB or AP classes are expected to remain in the course for the entire school year.

## 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 be enrolled in periods 1–6 with no gaps in their schedule, except for seniors who may have either no first or no 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 December 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 **INFINITE CAMPUS**. 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.

## 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. Course completed under concurrent enrollment cannot be used to skip levels or to replace the established progression of classes at Berkeley High. 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. Approved concurrent enrollment courses are calculated into a student's high school GPA.

### CREDIT RECOVERY

Credit Recovery is an independent study course that gives students an opportunity to complete course work required to receive a passing grade in a course needed for graduation or college eligibility at the student's own pace. Credit Recovery courses are aligned with the California State Content Standards and Frameworks. Select courses meet the University of California's "a-g" requirements. Credits earned will be posted on the student's BHS transcript. For further information, see your School Counselor.

### SUMMER SCHOOL

#### BHS OFFERS A LIMITED SUMMER SCHOOL PROGRAM.

Participation is limited to students who have failed a course required for graduation. Priority is granted to seniors based on need.

## 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/

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counselor recommendations, department assessments and prerequisites.

## English Learner Classification and Placement

### CLASSIFICATION

According to the California Education Code, families are required to complete a Home Language Survey upon enrollment to a California public school to identify the languages spoken at home. Once verified that a student speaks a language other than English, the district is required to assess the student's level of English within 30 calendar days of enrollment. The English Language Proficiency Assessment for California (ELPAC) assesses English proficiency in listening, speaking, reading and writing skills and determines the initial classification of a new student. Students who score at levels 1 and 2 are identified as English Learners (EL), also known as Multilingual Learners (ML). Students who score at level 3 are classified as initially fluent English proficiency (IFEP).

Once students are classified as English Learners, the district is legally required to provide appropriate services to support the development of English. In the spring of each school year, all ELs take the Summative ELPAC to assess and monitor their progress in English language development until they meet the criteria for reclassification to fluent English proficient (RFEP)—see reclassification criteria below.

For further information, please call the BHS Multilingual Office at 510-644-6949.

### PLACEMENT

- At Berkeley High School, Multilingual Learners (ELs) will be placed in one of two programs: Multilingual Newcomer Program (MLP) or English language mainstream. Placement is based upon the results of the Initial ELPAC.

ELs who score at levels 1-2 on the Initial ELPAC and entered U.S. public schools within 4 years are placed in the BHS Multilingual Newcomer Program (MLP) which provides specialized classes in English Language Development (ELD) and Structured English Immersion (SEI) content classes in History, Science and Math. ELs in the MLP meet with a school counselor and choose an elective course.

ELs who score at level 1-2 on the Initial ELPAC and have attended schools in the United States for more than 4 years are placed in the English language mainstream. They are required to take a designated English Language Development (ELD) class in addition to a core English class until they meet the criteria for reclassification to fluent English proficient (RFEP).

Students who identified as initially fluent English proficient (IFEP) are placed in the English language mainstream and are not required to take designated ELD.

- ELs in the MLP typically gain one level of English proficiency each year as measured by the Summative ELPAC. At the end of each school year, a team of teachers use classroom observations, formative and state assessments to determine the appropriate placement for the following school year.

### RECLASSIFICATION CRITERIA

Multilingual Learners are reclassified as fluent English proficient (RFEP) when they have acquired sufficient English skills to access content instruction at a comparable level as their native English speaking peers. The reclassification criteria includes multiple measures to insure both English language proficiency and academic achievement at grade level. Ultimately, ELs are prepared to exit all specialized classes when they have the necessary skills in English to succeed in mainstream classes without any additional specialized support.

RECLASSIFICATION (9TH–12TH GRADE)	
Criteria	Evidence of Mastery
English Language Proficiency	Overall Level 4 on Summative ELPAC
Teacher Evaluation	Course grade of C or better in English Language Arts
Basic Skills Relative to English Proficient Students	Level 3 or 4 on standardized assessment in English Language Arts - STAR or SBAC
Parent/Guardian Consultation	Parent/Guardian authorization

### RECLASSIFICATION PROCESS

1. ELs take the Summative ELPAC in the spring on an annual basis until reclassified. Once a student scores at an overall proficiency level 4, the remaining criteria are verified.
2. The ELD Coordinator checks the most recent semester or quarter grade to verify that the student is performing at grade level with a grade C or better in English.
3. The ELD Coordinator checks the most recent standardized test in English reading (STAR) or English Language Arts (SBAC) to verify that the student scored at level 4.
4. Once all those criteria are met, the ELD Coordinator contacts the parent or guardian to discuss their student's eligibility for reclassification. If the parent/guardian approves, the student is officially reclassified.

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- Following a recognition and celebration of a student's achievement, the school is responsible for monitoring their progress for four years to ensure the student is succeeding in the mainstream. If, for any reason, a reclassified student is struggling academically, the ELD Coordinator takes the appropriate action with the site administrator, counselors, teachers and parents/guardians to ensure the student receives the appropriate support.

## ENGLISH LEARNERS WITH LEARNING DIFFERENCES (IEP)

The California Department of Education provides guidance to districts on how to responsibly implement the four criteria for reclassification for English Learners with disabilities.

RECLASSIFICATION (9TH–12TH GRADE) FOR ELs WITH IEPs	
Criteria	Evidence of Mastery
English Language Proficiency	Assess English language proficiency using an objective assessment, including but not limited to the ELPAC or Alternate ELPAC per state law EC 313(f).
Teacher Evaluation	Determined academic performance based on the student's IEP goals in an English class.
Basic Skills Relative to English Proficient Students	Specify in the student's IEP an assessment of the basic skills to meet the guidelines for reclassification, such as the California Alternate Assessment for English Language Arts. The IEP team may consider using other assessments that are valid and reliable to compare the basic skills of ELs with disabilities to native English speakers with similar disabilities to determine whether the EL with disabilities has sufficiently mastered the basic skills for reclassification. The IEP team may use this comprehensive approach to make decisions regarding program support and reclassification that will allow the student to make maximum progress, given the student's capacities.
Parent/Guardian Consultation	Encourage parents/guardians to be a participant on the IEP team and, in understanding, and to make a decision on reclassification.

## 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 be determined by a placement test, covering 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 the spring semester of 8th grade and notification of placements will be sent to all families prior to summer break.

### NOTES TO CURRENT MATH 1 STUDENTS

The last opportunity to enter the advanced math sequence is 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. Students' completion of that work will be evaluated, and their proficiency in the coursework will be tested in August before students begin Advanced Math 2.

### NOTES TO CURRENT MATH 2 STUDENTS

There is no entry point for Math 2 students to move to Advanced Math 3.

### NOTES TO STUDENTS NEW TO BUSD

9th grade students transferring to BHS will enroll in Math 1. 10th grade students transferring to BHS who were enrolled in a geometry grade-level math course at their previous school will enroll in Math 2. 11th grade students transferring to BHS who were enrolled in a grade-level math course at their previous school will enroll in Math 3. If students are not enrolled in a grade-level math course, they should be directed to the math VP and/or math team leads before enrolling in a course.

Students transferring to BHS who were in an honors, advanced, or accelerated sequence at their previous high school who want to enter the advanced sequence at Advanced Math 2 or 3 will need their previous coursework to be evaluated and will need to be tested on the material from the previous class(es). Sophomore transfer students may enter the advanced sequence at Advanced Math 2. Junior transfer students may enter the advanced sequence at Advanced Math 3. These students should be directed to the math VP and/or math team leads before enrolling in a course.

### 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.

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## 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.

## 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 73-77 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 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 are placed into the appropriate level based on their transcripts.

BUSD students wishing to “skip” a level must take the World Language Placement test.

**The World Language placement test is administered in the spring semester and notification of placements will be sent to all families prior to summer break.**

## PE Waivers

**THIS WAIVER FORM APPLIES ONLY TO STUDENTS PARTICIPATING IN AN OUTSIDE SPORTS PROGRAM THAT FULFILLS THE FOLLOWING REQUIREMENTS BELOW.**

Any student, participating in a state or nationally sponsored competitive sports activity, including participation in a professional dance company, can apply to waive out of the Physical Education requirement class at Berkeley High School. In order to qualify for a PE Waiver, a student must participate at least five (5) hours a week (or 60 hours in a semester) in their sport or activity. For a waiver to be granted, the coach of the activity is required to complete the documentation needed to show that the student will meet the state and physical standards on offi-

cial letterhead describing their program. The student that is applying for a PE Waiver must have the coach complete the appropriate paperwork (1. A signed PE waiver form, 2. A description of the activity on company letterhead, 3. Proof of registration) before the deadline at the beginning of the semester and have the coach email them to [pewaivers@berkeley.net](mailto:pewaivers@berkeley.net). PE Waivers are available on the BHS website. For questions regarding PE Waivers please contact [pewaivers@berkeley.net](mailto:pewaivers@berkeley.net).

## 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-request@lmi.net](mailto:bhs-request@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](mailto:bhs-owner@lmi.net)

## GOOGLE ACCOUNT

All BHS students will be given a Gmail account in the [students.berkeley.net](https://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. (firstnamelastname@students.berkeley.net) Passwords are auto-generated combining ‘Berkeley’ and your student id:

Username: [kamalaharris@students.berkeley.net](mailto:kamalaharris@students.berkeley.net)  
Password: Berkeley7654321

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## INFINITE CAMPUS

Student grades and attendance are available in our student information system, Infinite Campus. Students and parents can log in using the same convention as the Google accounts.

## COMPUTERS AND PRINTING

Berkeley High School has more than 50 mobile computer carts that are used frequently during class time. 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.

## Interscholastic Athletic Program

The **INTERSCHOLASTIC ATHLETIC PROGRAM** is open to all Berkeley High, Berkeley Technology Academy, and Berkeley Independent Study students. Students earn up to 5 physical education credits for each season they complete successfully; credits 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, Berkeley Technology Academy or Berkeley Independent Study.
- ▶ The students must register online with Home Campus. Visit BHS Athletics page: [berkeleyhighathletics.org](http://berkeleyhighathletics.org)
- ▶ Prior to trying out, the student must register on Home Campus, 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. Email [athleticdirector@berkeley.net](mailto:athleticdirector@berkeley.net) if you transfer from another high school.

## Team Definitions

### 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)  
Flag Football (Girls)  
Football  
Golf (Girls)  
Cheerleading (co-ed)  
Tennis (Girls)  
Volleyball (Girls)  
Water polo (Boys and Girls)

#### WINTER

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

#### SPRING

Badminton (co-ed)  
Baseball (Boys)  
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.

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# 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)

UC/CSU required “a–g” courses*		Berkeley High School required courses	
<b>a</b>	2 YEARS 20 CREDITS 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	<b>Social Studies</b>	4 YEARS 40 CREDITS 9TH: Ethnic Studies and Social Living / Health 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>b</b>	4 YEARS 40 CREDITS All college preparatory English courses that include frequent and regular writing and reading of classic and modern literature	<b>English</b>	4 YEARS 40 CREDITS 9TH: English 10TH: World Literature/Global Literature 11TH: American Literature/IB English HL /AP Language 12TH: Two semesters/IB English HL
<b>c</b>	3 YEARS (4 years recommended) 30 CREDITS Math 1 Math 2 Additional Math Course	<b>Mathematics</b>	2 YEARS 20 CREDITS 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) 20 CREDITS 1 year Physical Science 1 year Life Science	<b>Science</b>	2 YEARS 20 CREDITS 1 year Physical Science 1 year Life Science
<b>e</b>	2 YEARS (3 years recommended) 20 CREDITS In the same language	<b>World Language</b>	
<b>f</b>	1 YEAR-long course in one of the following: 10 CREDITS dance, drama/theater, music or visual art	<b>Visual &amp; Performing Arts</b>	1 YEAR 10 CREDITS
		<b>Career Tech Ed (CTE)</b>	
<b>g</b>	1 YEAR/2 SEMESTERS 10 CREDITS 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	<b>Electives</b>	14 SEMESTERS 70 CREDITS
(Phys. Ed. not required for UC/CSU)		<b>Physical Education</b>	4 SEMESTERS 20 CREDITS
TOTAL BHS REQUIRED CREDITS		220 CREDITS	

\* 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.

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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.

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)



# 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 multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a

pathway to postsecondary 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.

## 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 16 shows how all the different CTE courses fit into different pathways and industry sectors.

## CAD DESIGN STUDIO (CTE)

YEAR · 10 CREDITS

In this course, students will become familiar with all aspects of the design process from drawing, 3D modeling and CAD drafting through advanced manufacturing techniques such as 3D printing and CNC machining. Using the Design Thinking process, students will learn to think like a designer as they develop innovative solutions to real world problems. This class will encourage the use of design software to generate ideas and proposals, as well as fabrication tools to realize those ideas in three dimensions. Students will learn to safely and confidently use hand and power tools to cut, fasten and assemble different materials as they make functional objects and structures. Students will toggle between the architectural scale, the product design scale and the furniture scale through individual and group projects as they build their individual tool kit and explore their creativity. Priority enrollments for 11th and 12th grade. No prerequisite. UC/CSU (g)

## FUNDAMENTALS OF CARPENTRY (CTE)

YEAR · 10 CREDITS

This course covers construction and building design, performance, sustainability, the study of safety, hand and power tools, planning and design, applicable mathematics, blueprint reading, trade nomenclature, residential and commercial construction standards and other specialized skills. This course includes preparation for a Class B California License. (General Building Contractor) and the Carpenters Apprenticeship Program. 11th and 12th. Priority enrollment for 12th grade. UC/CSU (g)



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**STAGECRAFT TECHNICAL****THEATRE 1/2 (CTE)**

YEAR · 10 CREDITS

This 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 elements of expertise an entertainment technician must have to succeed and thrive in the broad industry of presenting Performing Arts in its many forms and will foster connection to International Alliance of Theatrical Stage Employees (IATSE Local 107). Opportunity for Internships. Class meets on Tuesday & Thursday 7th period with many many hours of evening and weekend “practicum” hours required throughout the school year supporting BHS performances. UC/CSU (g)

**STAGECRAFT TECHNICAL****THEATRE 3/4 (CTE)**

YEAR · 10 CREDITS

The Entertainment Technician course further develops students in four departments of entertainment technician expertise; **Rigging, Carpentry, Lighting and Audio-Video**. The course concentrates on fundamental 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. Coursework includes classroom training on concepts and skills and practical application in an entertainment production environment of those skills to achieve confidence and mastery. Be able to work as a contributing and responsive member of a department team using appropriate and effective communication to assist with known active work as well as problem solve new challenges, understand protocols and procedures for working in live performance both individually and part of the production team. Opportunity for Internships. Class meets on Tuesday & Thursday 7th period with many many hours of evening and weekend “practicum” hours required throughout the school year supporting BHS performances. **PREREQUISITE:** Stagecraft Technical Theater 1/2. UC/CSU (g)

**DIGITAL SOUND ENGINEERING (CTE)**

YEAR · 10 CREDITS

Sound Engineering is an introduction to basic MIDI (Musical Instrument Digital Interface) concepts and techniques. Topics include keyboard programming, sound modules, sequencing, and electronic music production. Students will gain a foundational under-

standing of digital and analog audio systems from an acoustical, electrical, and signal flow perspective, balancing new state-of-the-art techniques with an understanding of historical context. Students will learn basic music theory (rhythm, melody, harmony), how to identify different musical instruments based on acoustical properties, and how to transcribe music. They will create melodic and harmonic loops and record cover songs. Students will also learn about the music industry in the U.S. Course. This Knowledge will be reinforced with substantial experiential project time, using professional equipment as students attain the technical facility necessary for careers in the digital media realm. There will be an emphasis on integrated projects with the performing arts and the established Digital Video pathways. UC/CSU (f)

**ADDITIONAL CTE COURSES:**

Robotics Engineering (P)(CTE)  
 Advanced Robotics Engineering (P)(CTE)  
 Robotics Build, Advanced (P)(CTE)  
 Mechatronics Engineering (P)(CTE)  
 AP Computer Science Principles (H)(P)(CTE)  
 AP Computer Science A (Java) (H)(P)(CTE)

**For additional information about CTE Technology: Robotics, Engineering, and Computer Science courses, see page 62.**



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

## B-STEP: Berkeley Safety Technical Emergency Program

### FIRE SCIENCE (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. UC/CSU (g)

### EMT BASIC (CTE)

YEAR · 10 CREDITS

This course is open to both seniors and adults and will take place at the Berkeley Adult School one evening session per week and one Saturday session per month. 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 national 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. **PREREQUISITES:** Fire Science. 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. **PREREQUISITES:** Must be a junior and in good standing with other required coursework. UC/CSU (g)



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**LAW AND SOCIAL JUSTICE II:****TOPICS (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. **PREREQUISITES:** Law and Social Justice I. UC/CSU (g)

**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 will be given to Juniors who are concurrently enrolled in Chemistry or Biology. All students must have earned a “C” average in college preparatory math. UC/CSU (d)

**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. Biotech 1/2 is required. UC/CSU (d)

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

See pg. 78-85 for course descriptions:

Digital Photo (P)  
Advanced Digital Photography (P) (CTE)  
Beginning Photo (P)  
Advanced Photography (P) (CTE)  
Art of Video Production (P) (CTE)  
Advanced Studio Editing (P) (CTE)

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. 28–32**

AHA Advanced Creative Arts (P)(CTE) – 10th grade  
AHA Advanced Drawing and Painting (P) (CTE) – 11th grade  
AHA AP Studio Art (P) (CTE) (H) – 12th grade

**ACADEMY OF MEDICINE AND PUBLIC SERVICE (AMPS) PG. 33–37**

AMPS Chemistry (P) – 10th grade  
AMPS Biological Health Science (P)(CTE) – 11th grade  
AMPS Community Service Professions (P) (CTE) – 11th grade  
Honors Forensic Science (P)(CTE) – 12th grade  
Recommended: Fire Science (CTE), EMT-Basic (CTE)

**COMMUNICATION ARTS AND SCIENCES (CAS)****PG. 46–50**

CAS-Computer Arts (P) – 10th grade  
CAS-Art of Video Production (P) (CTE) – 11th grade  
Advanced Studio Editing (P) (CTE) or  
Advanced Digital Photography (P) (CTE) – 12th grade

**BERKELEY INTERNATIONAL HIGH SCHOOL (BIHS)****PG. 38–45**

IB Film (SL)(H)(P)(CTE) 11th/12th  
IB Film (HL)(H)(P)(CTE) 11th/12th  
Open to non BIHS Students.  
IB-SL Computer Science (SL)(H)(P)(CTE) 11th/12th  
IB-HL Computer Science (HL)(H)(P)(CTE) 11th/12th



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## Work Experience Education (CTE)

### 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.

## Publications

### Jacket (P) (CTE)

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). UC/CSU (g)

### YEARBOOK DESIGN

### & PUBLISHING (P) (CTE)

YEAR • 10 CREDITS

Berkeley High's Yearbook Design and Publishing course is a year-long course designed to develop students' understanding of storytelling, visual art and design and their respective impacts on the communities in which they serve. This course, in tandem with learning the marketing and business mechanics that are necessary for producing a product and publishing a book, will also be using class time to develop skills specified areas related to interests and job titles. Chiefly directed by student editors, students learn how to meet deadlines, be a responsible team member, improve their writing/photography/design skills, and take initiative.

The course starts with a focus on teaching students about adapting and creating for their target audience and simulating creativity through a variety of two-dimensional media. Students will then apply

this artistic process to create designs for the yearbook publication. Finally, they will maintain the integrity of design through the editing process, while collaborating and communicating with their colleagues on the yearbook staff. The assignments in the course will demonstrate a student's ability to apply the principles of design and effectively communicate their message. Assignments will also have students process, respond to, and judge design works using their knowledge of elements of art and the principles of design and inspire better work. Note: Admission only by application for YD&P I, an additional interview is required for those seeking editor positions as a part of YD&P II. UC/CSU (f)





# Berkeley High School - Career Technical Education Pathways

CA Industry Sector	CTE Pathway	9 <sup>th</sup> Grade CTE	10 <sup>th</sup> Grade CTE	11 <sup>th</sup> Grade CTE	12 <sup>th</sup> Grade CTE		
Health Science & Medical Technology	Biotechnology	Counseling 57 "Get Focused, Stay Focused" BCC COUN57 (3 UC/CSU units)	Chemistry & Public Health (DD51Y)	Biotech 1/2 (AD56Y)	Biotech 3/4 (AD63Y)		
Public Services	Public & Community Health AMPS			Bio Health Science (DD13Y)	Honors Forensic Science (Pend)		
	Emergency Response B-STEP			Community Service Professions (DN08Y)	Fire Science (AN52Y)	EMT (AN53Y)	
	Law & Social Justice			Law & Social Justice I (AB89Y)	Law & Social Justice II (AB91Y)		
Arts, Media, & Entertainment (Design, Visual & Media Arts)	Graphic Design	Intro Digital Photo (AG74Y), Beg. Photo (AG53Y), Graphic Design (AG64Y), Int. Yearbook (AG78Y), Jacket Newspaper (AL85Y-1)					
Arts, Media, & Entertainment (Production & Managerial Arts)	Visual & Commercial Art (AHA)		Advanced Photo (AG62Y), Intermediate Yearbook II (AL75Y)	AP Studio Art Photography (AG26Y)			
	Film/Video Production (CAS)			AHA Advanced Creative Arts (HG06Y)	AHA Advanced Drawing & Painting (HG20Y)	AHA AP Studio Art (HG25Y)	
	Film/Video Production (BIHS)			CAS Computer Art (FG73Y)	CAS Art of Video Production (FN83Y)	CAS Adv Digital Photo (FN15Y)	CAS Adv Studio Editing (FN10Y)
	Stage Technology			IB SL Film (IN20Y)	IB HL Film (IN21Y)		
	Multimedia Production			Stagecraft Technical Theater 1/2 (AJ21Y)		Stagecraft Technical Theater 3/4 (AJ23Y)	
	Computer Science (BIHS)			Digital Sound Engineering (AS56Y)			
Information & Communication Technology	Computer Science			Advanced Sound Production (AS57Y)			
Building Trades & Construction	Architectural Design			IB Computer Science SL (IS44Y)	IB Computer Science HL (IS45Y)		
	Engineering Design			Intro to Computer Programming (AS42Y)			
					AP Computer Science Principles (AS45Y)		
Engineering & Architecture				AP Computer Science A (AS44Y)			
				CAD Design Studio (AN62Y)			
				Carpentry (AN61Y)			
				Robotics Engineering (AS52Y)			
				Advanced Robotics Engineering (AS53Y)			
			Robot Build -EXT	Adv Robot Build EXT (AS54Y)			
				Makerspace Engineering (AS55Y)			



# 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 64 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. See page 6 for details on math placement. UC/CSU (c)

### 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

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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)

### 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: COLLEGE AND

YEAR • 10 CREDITS

### CAREER SUCCESS SEMINAR (P)

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 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)



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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, Spanish in the African Diaspora
Visual and Performing Arts	1*	1	African Diaspora Dance, Ceramics, Dance, Drama, Drawing, Photography (Digital and Wet Lab), Creative Arts, Concert Chorale, Guitar, Jazz Band, Band, Orchestra, Video Production, Stagecraft
Physical Education	2	Not Required	African Diaspora Dance, Badminton, Basketball, Dance, Intro to Fitness, Soccer, Team Sports
General Electives	Total of 14 semesters*	1	Intro to Computer Programming, Pop Culture/Hip Hop Studies, LEAP (see above), Robotics Engineering, Digital Sound Engineering

\*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.



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# ACADEMIC CHOICE

## Academic Choice Required Course Progression

	10th	11th	12th
<b>A</b>	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>B</b>	World Literature	American Literature  AP English Lang. & Comp. (H) Latinx Literature African American Literature LGBTQIA+ Literature Asian American and Pacific Islander Literature	Read & Writing the Short Story  AP English Lit. & Comp. (H) The World of Media African American Literature Latinx Literature LGBTQIA+ Literature AP Literature & Composition: Patterns in Black Literature (H) Asian American and Pacific Islander Literature
<b>C</b>	Math Progression - See page 64		
<b>D</b>	Chemistry AP Chemistry (H)	Biology AP Biology (H)  Electives (taken concurrently with Biology) see p.73	See Science options starting on pg. 73
<b>E</b>	World Language Progression - See page 86		
<b>F</b>	Visual & Performing Art Electives - See page 78		
<b>G</b>		Theoretical Psychology (taken with Sociology/Anthropology) The World of Media	The World of Media Personal Finance
			Globalization (taken with Politics and Power) Economics AP Economics (H)
		See elective options starting on pg. 56	

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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:

- Strategies that invite students to ask questions and draw inferences
- Development of techniques for critical reading and analytic writing
- Encouragement of different levels of questioning
- Synthesis of perspectives from different points of view
- 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 their sophomore years 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. 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. Due to its emphasis on writing and critical thinking, the AP English Language and Composition class possesses great “transfer” for success in college for all students. With California’s shift to the Com-

mon 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 73 and 86.

### Math & Science Options

See Math course descriptions on page 64. See Science course descriptions on page 73.

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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 essential 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 with an exploration of systems of power, resistance to power, and methods of social change. Topics include the age of Revolutions, industrialization and globalization, colonization and independence movements, the rise of Communism and Totalitarianism, and the World Wars the Industrial Revolution, Imperialism, the rise of Communism, and the World Wars. There is a focus on building historical thinking, writing and research skills. US/CSU (a)

## Junior Year Courses

In the junior year, students may choose from several English courses as well as several history course.

### 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 World War II to the present. The last 6 weeks include 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 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 11 and 12 and meets the UC/CSU US History requirement. UC/CSU (a)

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

#### LATINX HISTORY (P) YEAR · 10 CREDITS

Latinx History is a course designed to study the history and influence of Latinxs 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

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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)(P)

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)

## 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. UC/CSU (b)

## LATINX LITERATURE STUDIES (P)

YEAR · 10 CREDITS

This course explores the stories and experiences of Latinx people around the world with a focus on local Latinx authors and storytellers. Students will read and study various texts and genres such as poetry, short stories, fiction, nonfiction, essays, drama, and film in order to make meaning of the ways in which society, politics, culture, and intersectionality shape and inform our identities. Students also will learn the many ways authors use texts as a mode of expression, art, and activism, and be challenged to use what they learn in order to dive deeper into their own identity exploration. More so, students will acquire a deep knowledge and understanding of the historical factors which have influenced present-day Latinx communities, especially in the Bay Area, and gain an appreciation for the many contributions Latinx writers, historians, and artist have made to the world. Open to all Juniors and Seniors. UC/CSU (b)

## ASIAN AMERICAN AND PACIFIC ISLANDER

### LITERATURE

YEAR · 10 CREDITS

This course explores contemporary Asian and Pacific Islander American issues through the works of APIA authors, poets, essayists, cultural critics and filmmakers. We will investigate topics such as: APIA representation in the media, how imperialism has complicated identities, and where APIAs fall in the Black-White binary. Students will be exposed to a range of perspectives from various historical contexts, which will ground their understanding of what it means to be APIA today. **PREREQUISITE:** Grade 11 or 12. UC/CSU (b) (g)

### LGBTQIA+ LITERATURE (P)

YEAR · 10 CREDITS

This course introduces students to LGBTQ+ literature and culture. Students will explore the personal, cultural, and political literature and histories of our contemporary understandings of gender and sexuality. Through this, students will engage with a number of questions: what does it mean to be LGBTQ? How does queerness/transness intersect with other identities and movements? How do we define queer/trans literature and culture? This interdisciplinary course will span multiple genres: novels (including graphic), memoirs, drama, podcasts, oral histories, zines, film, poetry, visual art, and more. **PREREQUISITE:** Open to all Juniors & Seniors. UC/CSU (b) (g)

**ADDITIONAL ELECTIVES ARE LISTED ON PAGE 56.**

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## 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. The required senior year history courses are AP US Government (one semester) and an Economics course (one semester).

## Required History Courses

**All AC students must take AP American Government**

**All AC can choose from Economics, AP Economics, or African American Economics**

### 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)

### AP MACROECONOMICS

SEMESTER • 5 CREDITS

AP Macroeconomics is a one-semester college-level class that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. 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 US GOVERNMENT & POLITICS

(H)(P)

SEMESTER • 5 CREDITS

This one-semester class paired with Economics for the other semester provides instruction in both historic and current processes and functions of the United States government. The primary goal of the class is to prepare 12th grade students to enter wider US society as informed and empowered citizens. As an AP level course, the curriculum is aligned with College Board AP requirements, and assessments are modeled on the AP US Government & Politics exam. Students enrolled in this class, however, are NOT required to take the AP exam in the spring. However, should they choose to do so, the course content is designed to ensure they will be well prepared. This class satisfies graduation requirements for government. UC/CSU (a)

## 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 immigration debate, 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

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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 juniors and seniors. UC/CSU (a)

### PSYCHOLOGY (P)

SEMESTER · 5 CREDITS

This is a single semester course, offered in the Fall term, and paired with Sociology/Anthropology in the Spring. In this course, students delve into the psychological mysteries of human behavior, in all its complexity. Topics considered include research methods, experimental ethics, neurobiology, states of consciousness, sensation & perception, learning & memory, human development, personality theory, psychological abnormalities, and social psychology. The course goals are simple: 1) to provide students with exposure to a topic usually only studied at the college level and to help students develop and refine inter- and intrapersonal skills and understandings that will facilitate success (in all its myriad definitions) after high school. Open to juniors and seniors only. UC/CSU (g)

### SOCIOLOGY (P)

SEMESTER · 5 CREDITS

This is a single semester course, offered in the Spring term, and paired with Theoretical Psychology in the Fall. The course focus is on socio-cultural interpretations of group behavior, both historic and contemporary. Students will explore various aspects of American society with an eye to expanding understanding of both who we are, and why we are. Topics include the “socio-logical imagination”, systems of socialization and acculturation, social control, social deviance, the role of race, gender & social class in shaping social behaviors, and the effect of peer groups, the media, and social conformity on social identity. The course goals are to introduce students to sociological/anthropological methods and perspectives, and to expand students conceptual thinking skills as they explore two key questions: “who am I, and how do I fit into society?” Open to juniors and seniors only. UC/CSU (g)

### LATINX HISTORY (P)

YEAR · 10 CREDITS

Latinx History is a course designed to study the history and influence of Latinxs 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)

### PERSONAL FINANCE: DREAM, PLAN, EXECUTE, THRIVE (P)

YEAR · 10 CREDITS

Graduation is close. Are you ready to be out on your own? Personal Finance will give you the tools to master adulthood. Learn how to conquer seemingly impossible dreams, explore a variety of career options including entrepreneurship and create a cover letter and resume. Once we have defined your dreams and explored a variety of career paths, you will learn the tools to help make these dreams a reality. This includes creating a budget, researching banks and credit cards, analyzing student loans and doing your taxes. The third section of this class is about financial planning, investing and making your money work for you. Learn how to master the stock market, your investment options and the power of compound interest. Finally, you will learn how to protect your assets through insurance, identity protection and trusts. In this class you will be expected to execute all the tools you learn in the class and will create a detailed financial plan over the course of the year that will allow you to: Dream, Plan, Execute & Thrive. Open to seniors only. UC/CSU (g)

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## English Electives

### 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. UC/CSU (b)

### AP LITERATURE & COMPOSITION (H)(P)

YEAR · 10 CREDITS

This is an Advanced Placement (AP) course for seniors. The purpose of the AP program is to offer college-level content to high school students, who can then receive college credit by earning a sufficiently high score on the associated exam. The AP English Literature and Composition exam tests how well students can interpret and analyze fiction and poetry of recognized literary merit. But there are many schools of thought as to what constitutes proper literary interpretation and analysis. Accordingly, this class is the equivalent of a college survey course on literary theory, in which students explore and discuss not only a diverse selection of novels, short stories, and poems, but also a wide variety of approaches to literature. UC/CSU (b)

### AP LITERATURE & COMPOSITION: PATTERNS IN BLACK LITERATURE (H)(P)

YEAR · 10 CREDITS

This course is AP Literature and Composition offered through the African American Studies Department. Accordingly, this class is the equivalent of a college survey course on literary theory with a focus on Black literature. Through the focus of modern Black writers and works, students will explore and discuss a diverse selection of Black novels, short stories, and poems, as well as a wide variety of approaches to literature (such as Afrofuturism). The course will delve into and analyze the societal issues we currently face along with solutions we can envision for them. This is an Advanced Placement (AP) course for seniors and will prepare students for the AP Literature exam. **PREREQUISITE:** Grade 12. UC/CSU (b)

### LATINX LITERATURE STUDIES (P) YEAR · 10 CREDITS

This course studies Pre-Columbian and contemporary Chicano and Latino Literature. Students gain exposure to a wide range of genres such as poetry, short stories, nonfiction, fiction, biography, memoir, and plays, and study authors including Gabriel Garcia Marquez, Sandra Cisneros, Gloria Anzaldúa, Luis Valdez, and Sonia Nazario. Students analyze texts to gain a sense of historically underrepresented groups while focusing on writing, grammar, and critical thinking skills.

In addition, this course also 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)

### 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 is a film class that introduces students to the academic study of film. Students will gain exposure to several film theories including Formalist Film theory, genre theory, cultural film theory, and auteur theory. Students watch, discuss, analyze, write about and complete projects on films in each unit considering how they can apply visual theory in their own presentation of ideas. Students will examine many different kinds of film including shorts from several genres, film noir and neo-noir films, modern films by Black directors or featuring diverse casts, suspense films, and films by a variety of auteur directors. Additionally, students apply their theoretical knowledge as they gain experience with film production by collaborating in groups to write,

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plan, film and edit short films. **PREREQUISITE:** Open to all Seniors and Juniors. UC/CSU (b)

## ASIAN AMERICAN AND PACIFIC ISLANDER

### LITERATURE

YEAR - 10 CREDITS

This course explores contemporary Asian and Pacific Islander American issues through the works of APIA authors, poets, essayists, cultural critics and filmmakers. We will investigate topics such as: APIA representation in the media, how imperialism has complicated identities, and where APIAs fall in the Black-White binary. Students will be exposed to a range of perspectives from various historical contexts, which will ground their understanding of what it means to be APIA today. **PREREQUISITE:** Grade 11 or 12. UC/CSU (b) (g)

### LGBTQIA+ LITERATURE (P)

YEAR - 10 CREDITS

This course introduces students to LGBTQ+ literature and culture. Students will explore the personal, cultural, and political literature and histories of our contemporary understandings of gender and sexuality. Through this, students will engage with a number of questions: what does it mean to be LGBTQ? How does queerness/transness intersect with other identities and movements? How do we define queer/trans literature and culture? This interdisciplinary course will span multiple genres: novels (including graphic), memoirs, drama, podcasts, oral histories, zines, film, poetry, visual art, and more. **PREREQUISITE:** Open to all Juniors & Seniors. UC/CSU (b) (g)

## ADDITIONAL ELECTIVES ARE LISTED ON PAGE 56.

Footnote: Elective courses are not guaranteed, and whether or not they are offered largely depends on the number of sign ups.

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# ARTS & HUMANITIES ACADEMY



## AHA Required Course Progressions

10th	11th	12th
<b>A</b> AHA World History	AHA United States History	AHA AP American Government (H)
<b>B</b> AHA World Literature	AHA AP English Language & Composition (H)	AHA AP English Literature & Composition (H)
<b>C</b> Math Progression - See page 64		
<b>D</b> AHA Honors Human Anatomy and Physiology (H)	AHA Chemistry	AP Chemistry (H) AP Biology (H) AP Physics (H) Adv. Biology AP Environmental Science (H) See other Science options starting on pg. 73
<b>E</b> World Language Progressions - See page 86		
<b>F</b> AHA Art Options Advanced Creative Arts or Any VAPA arts elective	AHA Advanced Drawing & Painting or Dance Adv. Theater Projects AHA Adv. Ceramics AHA Adv. Photography	AHA AP Studio Art (H) or Dance Adv. Theatre Adv. Photo See other Art options starting on pg. 78
<b>G</b>		AHA Economics AHA BEST History/BEST English
See elective options starting on pg. 56		

\*\* 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 social science. AHA courses meet the California Content Standards and most meet the UC/CSU entrance requirements; students graduate 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. Students take science in AHA during 10th and 11th grade. 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 American history and culture? 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?

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## 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 AHA World Literature, AHA World History, AHA Math, and AHA 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, Dance Production, Advanced Afro-Haitian, Orchestra, Band, or Jazz Ensemble. Academic courses in the Junior year are AHA AP English Language and Composition, AHA U.S. History, and AHA Chemistry. Seniors take AHA AP English Literature and Composition, AHA AP Government and Economics, and their AHA Senior Internship Seminar (BEST) class.

## Sophomore Year Courses

### AHA WORLD LITERATURE (P) YEAR · 10 CREDITS

#### HUMANITIES: ENGLISH

This class explores the relationship between stories and the self: it asks students to examine short stories, novels, films, graphic novels, visual art, dance, and the theater to understand how narrative builds our identity and vice versa. Writings include literary and visual analyses, creative fiction and artistic expression of academic understanding. This course also includes interdisciplinary projects exploring real-world issues through visual and performing arts, as well as the written word. UC/CSU (b)

### WORLD HISTORY (P) YEAR · 10 CREDITS

#### HUMANITIES: HISTORY

This course examines world history through six major themes: civilizations, religion, economics, imperialism, revolution, and war. 10th grade students explore each of these topics through a series of case studies from around the world. Each semester culminates in an interdisciplinary project that integrates content and skills from World History, World Literature, and Anatomy and Physiology through work with local artist and professionals. Students develop critical thinking, reading, writing, research skills, performative expression, reflection and communication skills to thrive in our increasingly complex world. UC/CSU (a)

## AHA HONORS ANATOMY AND PHYSIOLOGY (H)(P)

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)

### MATH

See course descriptions on page 64.

## Art Elective Options

Students choose one of the following art electives for their sophomore year:

### ADVANCED CREATIVE ARTS (P) (CTE-ARTS, MEDIA, AND ENTERTAINMENT SECTOR)

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.

Students will also learn 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, 3D printing, laser cutting, and traditional drawing media.

Or, students may choose any Visual or Performing Arts elective course that is open to sophomores. See page 78 for a complete list.

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## Junior Year Courses

### AHA 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)

### AHA AP Language & Composition (H)(P) YEAR • 10 CREDITS

All AHA Juniors take AP Language & Composition. Students are not required to take the AP test. AHA AP classes are taught at a college level with the necessary supports for all students to succeed. Students who choose to take the AP test will receive necessary support to prepare for the exam. This advanced placement class focuses on students analyzing and interpreting an author’s use of rhetorical strategies and techniques, and applying them to their own writing. This course is a blend of a traditional AP Language & Composition class with a distinct AHA ethos and will include an interdisciplinary component. UC/CSU (b)

### AHA U.S. HISTORY (P) YEAR • 10 CREDITS

This course is a critical analysis of the social, economic, military and political policies and practices of the United States and the relationship between these policies and historically marginalized cultures, namely black people. We examine the past in order to understand the present and effect the future. This course emphasizes omitted and distorted parts of American History. UC/CSU (a)

### CHEMISTRY (P) YEAR • 10 CREDITS

What non-toxic make-up effects can be used for actors? How can harmonics relate to atom electronic structure? 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 AHA ADVANCED DRAWING AND PAINTING (P) (CTE-ARTS, MEDIA, AND ENTERTAINMENT SECTOR) YEAR • 10 CREDITS

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 64.

## ELECTIVES

Juniors and Seniors in AHA have the possibility of taking all visual and performing arts classes offered starting on page 78.

## Senior Year Courses

### AHA AP LITERATURE AND COMPOSITION (P) SEMESTER • 5 CREDITS

Students are not required to take the AP test. AHA AP classes are taught at a college level with necessary supports for all students to succeed. Students who choose to take the AP test will receive supports to succeed. This is a college-preparatory AP Literature & Composition class, designed to help students master skills of literary and critical analysis and writing. Through this course, students will be prepared for the AP Literature & Composition test if they choose to take it, grow in their ability to analyze literature and media, dramatically improve their writing ability, and gain the skills and stamina needed to succeed in college-level humanities coursework. Skill Objectives and Outcomes: Students will analyze various literary modes, including but not limited to prose stories, plays, poetry, and film. Students will most closely examine the literary strategies recommended by the College Board: character, setting, structure, narration, and figurative language. UC/CSU (b)

### ECONOMICS (P) SEMESTER • 5 CREDITS

This one-semester course introduces students to basic economic theories and principles as well as economic history and current economic issues. The course covers a combination of macro and micro economics, statistical analysis, personal economic planning, and entrepreneurship. Students apply these skills to projects in which they pilot a product in collaboration with local entrepreneurs and pitch a business plan to a panel of local business own-

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ers. The semester culminates in an interdisciplinary project with students' AHA AP Literature and Composition course in collaboration with local artists. UC/CSU (g)

### AHA AP GOVERNMENT (H)(P) SEMESTER • 5 CREDITS

Students are not required to take the AP test. AHA AP classes are taught at a college level with the necessary supports for all students to succeed. Students who choose to take the AP test will receive necessary support to prepare for the exam. This one-semester course examines the historical underpinnings and modern functions of United States government systems. Students will explore government on local, state and national levels, dive deeply into analysis of the U.S. constitution, and investigate ways in which they can influence policy outcomes. The semester culminates in an interdisciplinary project with students' AHA AP Literature and Composition course in collaboration with local artists. Students will further develop critical thinking, analysis, complex reading strategies, and advocacy tactics. UC/CSU (a)

### AHA AP STUDIO ART (H)(P)(CTE-ARTS, MEDIA, AND ENTERTAINMENT SECTOR) 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. Students sign up for AP test in May. **PREREQUISITE:** AHA Advanced Drawing and Painting. UC/CSU (f)

## Math

For course descriptions see page 64.

## Senior Science Options

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 like AP Environmental Science, AP Biology, AP Chemistry or AP Physics. See course descriptions on page 73.

## Electives

See additional elective offerings starting on page 56.

## SENIOR INTERNSHIP SEMINAR

### BEST-ENGLISH (P)

FALL • 5 CREDITS

### BEST-HISTORY (P)

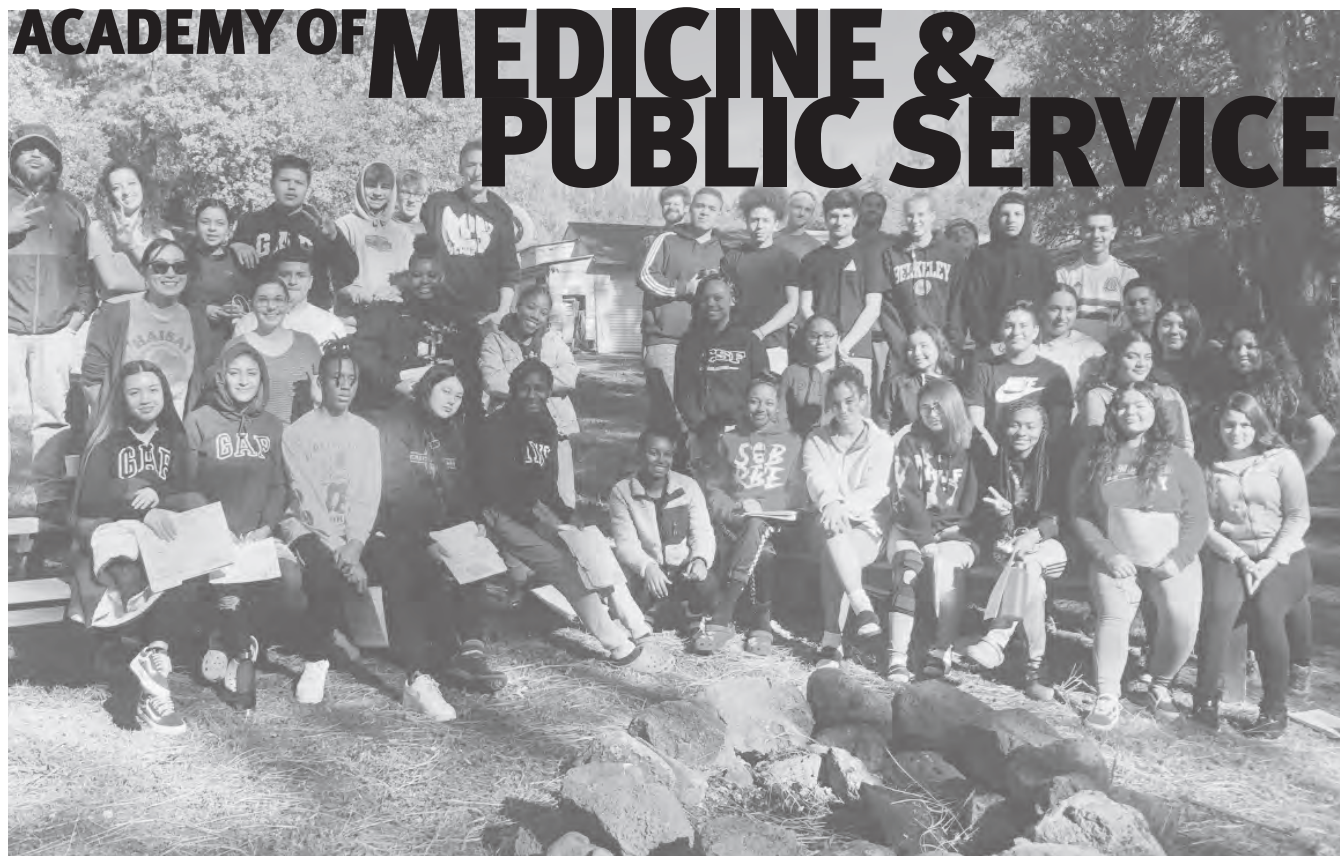
SPRING • 5 CREDITS

Students in this course select an individualized internship and spend one day a week interning for periods 4–6. Students reflect on this experience and share learning with classmates. 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 social studies credit and one semester of high school English credit. UC/CSU (g)



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## AMPS Required Course Progressions

	10th	11th	12th
A	AMPS World History & Cultures	AMPS AP United States History (H)	AMPS AP American Government (H)
B	AMPS 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)
C	Math Progression - See page 64		
D	AMPS Chemistry	Biological Health Sciences, (CTE)	See Science options starting on pg. 73
E	World Language - See page 86		
F	Visual & Performing Art Electives - See page 78		
G		Community Service Professions: A Sociological Perspective (CTE) Biotechnology 1/2	AMPS Economics Honors Forensic Science (CTE) (P-Pending) TheoPsych/SocAnth ROP Fire Science (CTE) See elective options starting on pg. 56
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.





## 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 Honors English courses and Advanced Placement (AP) history courses in both junior and senior year.
- ▶ Electives include Community Service Professions, Public and Community Health, and Applied Medical English.
- ▶ We have two sciences through junior year: chemistry and biological health with an emphasis on anatomy. Seniors can take Honors Anatomy and AP environmental science.
- ▶ 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 class, Applied Medical English that includes college application support, medical ethics curriculum, and a capstone project on an area of interest.

Our goal is to prepare students for college and careers and to empower them to become leaders in their community and agents of change. In addition, AMPS prioritizes relationship building amongst students and community members through overnight retreats, field trips, guest speakers, training and more.

**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.**

### Berkeley City College - Dual Enrollment

AMPS students have the chance to earn college credit while taking BHS courses through Berkeley City College dual enrollment. Classes include Counseling, Career and Life Planning, Health Ed and Child Development. This dual enrollment opportunity is one of many AMPS programs that support our students in becoming college and career ready.

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## 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.

## 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 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. Students develop critical thinking skills and the course culminates with an interdisciplinary project exploring a historical event, emphasizing students' research, writing and technology skills. UC/CSU (a)

## Math

For course descriptions see page 64.

### 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.

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

YEAR • 10 CREDITS

AMPS AP U.S. History is a college level course where students use primary source documents, oral histories, literature, art and historical texts to explore United States history from colonization to today through mul-

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multiple perspectives. AMPS teachers will prepare students to take the national advanced placement test in May. In addition, students will 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)

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

### AMPS AP GOVERNMENT (P) (H) SEMESTER • 5 CREDITS

This one semester college level course provides instruction in both historic and current functions of the United States government. AMPS students who take this Advanced Placement course will learn how to think

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critically about how the U.S. government operates while becoming informed and empowered citizens. In addition, students will explore government on the local, state and federal level, analyze the U.S. constitution and understand elections and how they influence policy. Students are not required to take the AP test, but will be given the necessary support to take it if they choose to. UC/CSU (a)

### HONORS FORENSIC SCIENCE (CTE) (P-PENDING)

YEAR • 10 CREDITS

Advanced Forensic Science is a fourth year rigorous, interdisciplinary science course preparing students for post-secondary college or career work in the areas of forensic science and/or the criminal justice system. The course will emphasize interdisciplinary coursework in anatomy, biochemistry, molecular biology, chemistry, physics, and earth laboratory sciences. Students will apply the science and engineering practices to forensic analysis, procedures and principles of crime scene investigation, physical and trace evidence, and the law and courtroom procedures from the perspective of the forensic scientist. This is the capstone course in our Career Technical Education pathway. **PREREQUISITES:** AMPS students will have taken Physics in the 9th Grade (U9), Chemistry in the 10th Grade, and BioHealth in the 11th Grade.

These school-wide electives align with the AMPS curriculum and are accessible to seniors:

### EMERGENCY MEDICAL TECHNICIAN (CTE) YEAR • 10 CREDITS

### FIRE SCIENCE (CTE)

YEAR • 10 CREDITS

## Math Options

See course descriptions on page 64.

## Senior Science Options

AMPS students who complete Physics, Chemistry and Bio Health with final grades of “C” or better have the option to take additional science classes like AP Environmental Science, AP Biology, AP Chemistry or AP Physics. See course descriptions on page 73.

## Electives

See Elective offerings starting on page 56.



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# BERKELEY INTERNATIONAL HIGH SCHOOL

## BIHS Required Course Progressions

10th	11th	12th
<b>A</b> Global History (P)	IB-HL History of the Americas 1 (HL) (sem 1) (H) (P)	IB-HL History of the Americas 2 (HL) (H) (P) American Government (sem 2) (P)
<b>B</b> Global Literature (P)	IB-HL English 1 (HL) (H) (P)	IB-HL English 2 (HL) (H) (P)
<b>C</b> Math 2 (P)	Math 3 (P)	AP Calculus AB (H) (P), AP Statistics (H) (P), IB-SL Math Applications (SL) (P), or IB-SL Math Analysis (SL) (H) (P)
Advanced Math 2 (P)	Advanced Math 3 (H) (P)	AP Calculus BC (H) (P), IB-HL Math Analysis (HL) (P), AP Statistics (H) (P), AP Calculus AB (H) (P), IB-SL Math Applications (SL) (P), or IB-SL Math Analysis (SL) (H) (P)
<b>D</b> Chemistry (P) AP Chemistry (H) (P)	Biology (P) AdvBiology (P) IB-Biology (SL) (H) (P) IB-SL Environmental Systems & Societies (SL) (H) (P)  <b>*Electives (taken concurrently with courses above):</b> IB-SL Computer Science (SL) (P) (CTE) Biotechnology 1/2 (P)	IB-SL Environmental Systems & Societies (SL) (H) (P) IB-Biology (SL) (P) (H) Biotechnology 3/4 (H) (P) IB-SL Computer Science (SL) (H) (P) (CTE) IB-HL Computer Science (HL) (H) (P) (CTE)
For all science electives, see page 73.		
<b>E</b> For World Language Progressions, see page 86		
<b>F</b>	IB-SL Music (SL) (H) (P) IB-SL Visual Arts (SL) (H) (P) IB-SL Art History (SL) (H) (P) IB-SL Film (SL) (H) (P) (CTE)	IB-SL Music (SL) (H) (P) IB-HL Music (HL) (H) (P) IB-SL Visual Arts (SL) (H) (P) IB-HL Visual Arts (SL) (H) (P) IB-SL Art History (SL) (H) (P) IB-SL Film (SL) (H) (P) (CTE) IB-HL Film (HL) (H) (P) (CTE)
For Visual & Performing Art Electives, see page 78		
<b>G</b> Comparative Values & Beliefs/Economics (P)	IB-SL Computer Science (SL) (P) (CTE) IB-SL Economics (SL) (H) (P) IB-SL Social & Cultural Anthropology (SL) (H) (P)	IB-SL Computer Science (SL) (H) (P) (CTE) IB-HL Computer Science (HL) (H) (P) (CTE) IB-SL Economics (SL) (H) (P) IB-SL Social & Cultural Anthropology (SL) (H) (P)
For elective options, see page 56.		
<b>BIHS</b> **For placement policies for honors and advanced classes, see page 6.	Theory of Knowledge (H) (P) (sem 2)	Theory of Knowledge (H) (P) (sem 1)

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 three-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 can complete 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 two 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. The IB Learner Profile, described below, is a common language across IB courses that guides our staff and students in our mission.

### 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.

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**PRINCIPLED**

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

### 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, vocabulary development, and prepare students for the analytical thinking their junior and senior years will require. Students also take math, chemistry, and are encouraged to take a world language.

## Junior and Senior Years

In the eleventh grade, all BIHS students 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 second 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 their choice in junior year and IB Diploma candidates complete a large “Extended Essay” in 12th grade. Students also complete the Creativity, Action, Service (BIHS CAS) component beginning the first day of junior year through the senior year (see BIHS CAS below).

### 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.

### 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 BIHS CAS, and the Theory of Knowledge courses, students who choose to pursue the diploma need to complete an Extended Essay,

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and 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, IB Visual Arts, or IB Art History 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. Note that IB course work and exams only happen in 11th and 12th grade.

## Sophomore Year Courses

### GLOBAL HISTORY (P)

YEAR • 10 CREDITS

This course covers major themes in modern world history, including the age of Revolutions, the industrial revolution, colonization and imperialism and its effects on the colonized, the rise of Communism and Totalitarianism, and the World Wars. Emphasis is placed on historical thinking skills and historical perspectives. 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 10th grade Modern World History. UC/CSU (a)

### BIHS GLOBAL LITERATURE (P)

YEAR • 10 CREDITS

Global Literature focuses on how texts shape our understanding of global issues. Students learn the conventions of different text types: stories, film, comics, novels, memoirs, song lyrics, and poetry. They also read options and articles to contextualize the global issues in each unit. Students read, write and talk about the impact of time and place on a text and a reader's interpretation. Not only do they learn to write literary arguments, but they also create original work. In this class, students learn to think like writers. They reflect on the writing process, revise their work, and learn strategies to communicate their ideas with clarity. UC/CSU (b)

### COMPARATIVE VALUES AND BELIEFS

(P)

SEMESTER • 5 CREDITS

The aim of this course is to analyze the values and beliefs that shape the world we live in by exploring and reflecting on the values and beliefs that we hold as individuals. Students will learn how to formulate

an evidence-based opinion and discuss, critique, and debate different worldviews and belief systems. Students research different religions and explore how worldviews permeate our modern culture through media, and how those worldviews and belief systems impact society in various ways. By the end of this course, students will have a basic knowledge of common philosophical and theological terminology that will allow them to continue to explore these topics in more depth throughout their life. Most importantly, they will explore these concepts with an open-minded and empathetic approach that empowers them to have challenging and productive conversations. UC/CSU (g)

### ECONOMICS (P)

SEMESTER • 5 CREDITS

Sophomore Economics provides students with an introduction to many of the basic concepts and functions of economics. The primary goals of this course are to foster basic economic literacy and thinking skills that will enable students to think critically and to make more informed personal and public decisions. Students will learn how to look at the world through an economic lens and to use that lens to come up with solutions to problems affecting the world around us through several 'real world' projects. This class also helps provide students with a very strong foundation of economic knowledge and understanding should they choose to pursue more advanced economics courses in the future. UC/CSU (g)

## Math Options

See course descriptions on page 64.

## Science Options

See course descriptions on page 73.

## Junior Year Courses

### IB-HL HISTORY OF THE AMERICAS 1

(HL)(H)(P)

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

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the ability to use that information to analyze new information. The junior year utilizes a thematic approach and focuses on the 20th century and social movements and civil rights in the United States. UC/CSU (a)

### **IB-HL ENGLISH 1 (HL)(H)(P)** YEAR · 10 CREDITS

In the first year of this two-year language and literature course, students will study a variety of literary and non-literary texts in connection to three big topics: Power, Politics, and Justice, Culture, Identity and Community, and Beliefs, Values, and Education. In this course, students zoom in and consider how an author creates meaning through literary or non-literary features, techniques, and devices. Students will complete a variety of different tasks including group commentaries, Socratic seminars, formal written responses and creative projects. The course culminates in a final Individual Oral Commentary which is a critical examination of two texts connected to a common global issue. UC/CSU (b)

### **THEORY OF KNOWLEDGE (H)(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 (H)(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 education 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)(H)(P)** 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 a historical investigation. This course focuses on the effects of democratic and authoritarian governments have on people and the relationship between rights and protest. This course chooses several case studies to investigate in depth. At the end of this course students may choose to take the IB HL History of the Americas 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)(P)** YEAR · 10 CREDITS

In the second year of this two-year language and literature course, students will study a variety of literary and non-literary texts. First semester students will study how language develops in specific cultural contexts and shapes individual and group identity. Students read and discuss a range of authors and perspectives. Then they select one author’s body of work, craft a line of inquiry, and write a formal essay analyzing the broad authorial choices. Second semester students will read and discuss three major literary works, some of them in translation, in order to understand how attitudes and beliefs are conveyed through language, structure, style, and technique. By the end of the course, students will be able to take the IB HL Language and Literature exam, which

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consists of two papers: guided textual analysis of two non-literary texts, and a literary argument essay on two literary works. UC/CSU (b)

## Senior Math Options

### IB-SL MATH APPLICATIONS IB

(SL)(P)

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 IB SL Math Applications exam after completion of this course. A graphing calculator is recommended. **PREREQUISITE:** Grade 12 and completion of Math 2 with “C” or better required. UC/CSU (c)

### IB-SL MATH ANALYSIS (SL)(P)

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 Math Analysis exam in the spring of their senior year. A graphing calculator is recommended. **PREREQUISITE:** Grade 12 and completion of Math 3 with a “C” or better. UC/CSU (c)

## IB-HL MATH ANALYSIS

(HL)(H)(P)

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 Math Analysis exam in the spring of their senior year. A graphing calculator is recommended. **PREREQUISITE:** Grade 12 and completion of Advanced Math 3 with a “B” or better. UC/CSU (c)

**ADDITIONAL MATH OPTIONS ARE LISTED ON PAGE 64.**

## Junior and Senior Science Options

### IB-SL BIOLOGY (SL)(H)(P)

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 Biology 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 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

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their own relationship with the environment and the significance of the choices they make in their lives on both a local level as well as 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 Environmental Systems & Societies exam. UC/CSU (d)

### ADDITIONAL SCIENCE ELECTIVES ARE LISTED ON PAGE 73.

#### IB COMPUTER SCIENCE SL/HL (H)(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 IB SL Computer Science test after one year or the IB HL Computer Science test in their senior year if they choose to take two years of the class. UC/CSU (g)

## Junior and Senior Electives

#### IB-SL ECONOMICS (SL)(H)(P)

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 Economics exam or the AP Macroeconomics test if they choose. UC/CSU (g)

#### IB Music (SL)(HL)(H)(P)

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 Music exam after one year and the IB HL Music exam 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)(H)(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 Social & Cultural Anthropology exam if they choose. UC/CSU (g)

#### IB VISUAL ARTS (SL)(HL)(H)(P)

YEAR · 10 CREDITS

IB Visual Arts 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 questions or theme driven by their own interests. They will explore this questions 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

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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 Visual Arts exam after one year and the IB HL Visual Arts exam after two years. **PREREQUISITE:** One year of art or permission of the instructor. UC/CSU (f)

### IB ART HISTORY (SL)

YEAR • 10 CREDITS

IB Art History is an introduction to the history of art produced by human societies. This production, ranging from painting, sculpture, architecture, design, photography and applied arts, to installations, conceptual and body art, has found expression in human cultures from the earliest times, and has fulfilled a range of functions. In this class we will focus on the methods of visual and contextual analysis, trying to understand how art historians attempt to know what an artwork meant to the people who made it, meant to people who saw it, and continues to mean to us in the present. 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 sophomores, juniors, and seniors. Students will be prepared to take the IB SL Art History exam. All students can take the AP exam if they choose to. UC/CSU (f)

### IB FILM (SL)(HL)(H)(P)

YEAR • 10 CREDITS

This course is a two year film studies and video production course that may be taken for one year at SL Level or for two years at either SL or HL level.

Year One students learn the basics of academic film study through formalist film theory and analysis while looking at short film from around the world. They then explore genre studies, critical theory as applied to film and film movements and comparative film studies. Students complete the academic requirements for the IB Film Assessment. In addition to the academic study of film, Year one students spend the year exploring film production and production roles through experimentation, skills work, and video production in the roles of cinematographer, editor, director, writer, and sound designer. Students explore working with a range of entry level industry equipment including DSLR and Mirrorless Cameras, gimbals, rigs, sound recording equipment, and the Adobe Creative Suite with a focus on Premiere Pro. Student make several films throughout the year as they hone skills in each area eventually selecting 3 roles to focus on for their portfolio. Additionally, students learn to give and receive effective critique in a supportive community minded environment.



Year Two students focus primarily on advanced production skills and collaboration as they work to build out their portfolios and build skills as collaborators in production. Having selected production roles for their portfolio, students complete a number of short films focusing on improving their skills in those roles. Students also work on advanced camera work with Black Magic Cameras, editing skills including color grading (primary and secondary), masking and compositing, advanced sound design and foley and post production sound, character development for screenwriting, and honing their skills as directors. A large focus of the second semester is a longer collaborative film that students work in teams to produce, developing their skills as effective collaborators. Students continue to grow their skills in critique by taking the lead in critique sessions for both the Year 1 and Year 2 students. Additionally, when sections are combined Year 2 students support the learning of Year 1 through skill shares and assisting teaching.

This course may be taken in preparation for the International Baccalaureate Film examination. Students will have the option to take the IB SL Film examination in one year or two years or the IB HL Film examination in year two. UC/CSU (f)

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# COMMUNICATION ARTS & SCIENCES



## CAS Required Course Progressions

	10th	11th	12th
<b>A</b>	World History and Cultures	United States History	American Government
<b>B</b>	World Literature	AP Language & Composition (H) (P)	AP Literature & Composition (H) (P)
<b>C</b>	Math Progression - See page 64		
<b>D</b>	CAS-Anatomy & Physiology	Chemistry	See Science options starting on pg. 73
<b>E</b>	World Language Progressions - See page 86		
<b>F</b>	Intro to Computer Arts	Art of Video Production (CTE) (see note on pg. 81)	CAS-Advanced Studio Edit (CTE) CAS-Digital Photo (CTE)
<b>G</b>			Economics Social Justice Seminar: History
		See elective options starting on pg. 56	See elective options starting on pg. 56
** For placement policies for honors and advanced classes, see pages 6.			

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CAS's mission is to graduate academically confident and self-reflective young adults who are committed to their own well-being and that of their communities. CAS students will leave the program with a sense of their role in the fight for social justice, a vision of themselves as lifelong learners, and the skills to critically consume and produce digital media as a tool for creating a more just world.

To that end, we strive to support our students holistically and provide them with challenging, relevant curricula. We are committed to continually examining our practice and soliciting feedback to ensure that we are trauma-responsive, healing-centered, anti-racist, and meeting the needs of our students and families. Through our media production career pathway and our opportunities for collaborative and experiential learning, we aim to develop students' academic strengths, technical media skills, empathy, resilience, and agency.

In addition to our academic program, we are proud of the heterogeneous community of learners that CAS represents. Every year, we augment students' experience in their classes with a variety of extracurricular experiences designed to promote self-awareness, a sense of community, and mental and emotional well-being.

**THESE INCLUDE:**

1. Overnight retreats for each grade level at the Point Bonita YMCA.
2. Assemblies and mixers to foster inter-grade connection.
3. The option to participate in identity-based support groups.
4. Field trips to plays, museums, movies, and other experiential education opportunities.

**SEVERAL KEY EXPERIENCES FORM THE BACKBONE OF OUR ACADEMIC AND CAREER PATHWAY:**

- ▶ The two required media courses: Introduction to Computer Arts and Art of Video Production
- ▶ A yearlong internship/service project completed during Senior year
- ▶ The Senior Thesis, a college-level research project on a complex social issue

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## 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 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)

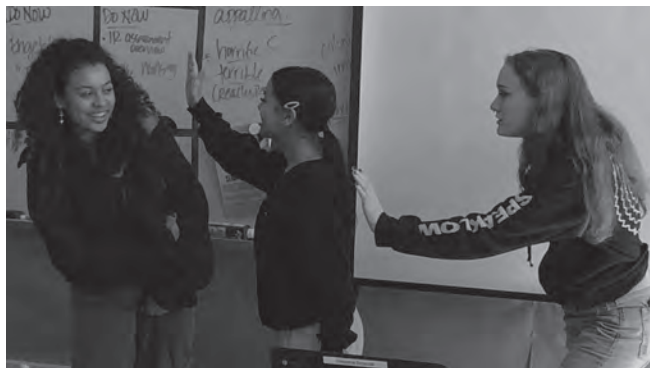
YEAR · 10 CREDITS

In this course we study some of the major political, economic and social developments in the world. 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; colonization and resistance; 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 64.



## CAS ANATOMY AND PHYSIOLOGY

(H)(P)

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 to manipulate images from digital cameras, scanners and the Internet. There will be a focus on learning art fundamentals and composition as they apply to visual design. Students will explore how technology can be used as a tool for communication and expression. 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?*

#### AP LANGUAGE & COMPOSITION

(H)(P)

YEAR · 10 CREDITS

This course focuses on rhetoric, argument, and synthesizing research. AP Lang centers on the analysis of nonfiction texts. By the end of the year, CAS juniors will understand how to close-read, annotate, and rhetorically analyze texts (both written and visual); craft an argument; deliver a formal speech; and hone their public speaking and presentation skills. UC/CSU (b)

#### AP LANGUAGE AUGMENTATION

YEAR · 10 CREDITS

This college-level writing course, offered during 7th period, is designed to augment and integrate with AP Language & Composition. Juniors who wish to take the AP Language & Composition test in May and/or further their writing and analytical skills may enroll in this companion course. UC/CSU (b)

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**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, political 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 64.

**CAS CHEMISTRY (P)**

YEAR • 10 CREDITS

What is “stuff” made of? Why are some chemicals dangerous, and others essential for life? How do you know whether a household product or piece of technology is safe? How can we generate clean, renewable energy? The answer to these and many more questions lies in chemistry, the study of matter. 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)

**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. Note: Students who successfully complete Art of Video Production in 9th grade can either retake the course and receive credit for Advanced Studio Editing on their transcript OR take any other class at BHS that fits with their schedule.

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’s) 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.

**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

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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)

### AP LITERATURE & COMPOSITION

**(H)(P)**

YEAR · 10 CREDITS

This class forms part of the CAS Senior Seminar, providing support for each student as they complete college applications, the service learning project, and the Senior Thesis. It also follows the College Board's vision of the course as a whole: AP Literature and Composition is an introductory college-level course that engages students in the careful reading and critical analysis of imaginative literature. Through their close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone." 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. In addition, they will learn the art and craft of production design from pre-production through post-production and they will receive practical, technical, and aesthetic guidance. Using professional-grade equipment, students complete several exercises and at least two 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 three Community Service Projects (CSP).

As part of Berkeley High's school-wide focus on literacy, students complete regular writing assignments like project proposals, treatments, Beat Sheets, and scripts, Producers Statements, process logs and reflections, and movie critiques. Guest speakers and field trips facilitate students' career exploration, as do projects proposed to the class by community members. Close study of shorts and feature length films contribute to students' media literacy and inspire their work as filmmakers. **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)

### ADVANCED DIGITAL PHOTOGRAPHY

See course description on page 81.

### 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 64.

### Senior Science Options

See course descriptions on page 73.

### Electives

See Elective offerings starting on page 56.



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# 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 may enroll in a maximum of 2 courses at BHS, provided space is available. Students register for BHS courses after registration is complete for BHS students. Students have access to all Berkeley High sports, clubs, the College and Career Center, and the BHS Library. BIS students waiting for a class at BHS to start are expected to be off campus or the CCC or 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

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- Compassionate team work and loving respect for all living things bears the fruits, vegetables and grains we need to live long, healthy productive lives!

Please visit the Berkeley Independent Study to learn about the BIS program and all of the steps to enroll. (BIS) website:

<https://berkeleyindependentstudy.wordpress.com>

Questions: email [bis@berkeley.net](mailto:bis@berkeley.net) or call (510) 644-6159

## The Application Process:

1. All families must attend an orientation as a first step to enrolling at Berkeley Independent Study. Sign up at the BIS website for an orientation.
2. After attending an orientation please fill out the BIS Application found as a Google form at the BIS website.
3. Email [bis@berkeley.net](mailto:bis@berkeley.net) to let BIS know that you want to move on with the enrollment process. In the email please request a meeting with the academic counselor to sign a contract and do a schedule.

*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. If a student is an English Learner, then the BHS Multilingual Program would be consulted about placement. 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 or at [admissions@berkeley.net](mailto:admissions@berkeley.net). Students enrolled in ISP may be eligible to enroll in up to 2 classes at BHS, provided there is space in the class.*

## BUSD Home & Hospital Instruction (HHI)

*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	
English (5 credits)		English (5 credits)	
Required Grade			
9	English 1 A (P)	English 1 B (P)	
10	World Literature A (P)	World Literature B (P)	
11	American Lit A (P)	American Lit B (P)	
12	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	Biology 1 D (P)	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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# Berkeley Technology Academy

2701 MARTIN LUTHER KING JR. WAY, BERKELEY, CA 94703 | OFFICE (510) 644-6159 | FAX (510) 644-4597



BTA is one of Berkeley's alternative schools. In 2006 the BUSD School Board approved A-G courses at BTA, allowing qualified students to enroll directly in a four-year university. In spring 2018 the BUSD school board added a 130 credits high school diploma as an option at BTA, in addition to the original 220 credit diploma. Both diploma options meet the requirements for the state of California for standard diplomas. BTA has two new Career Tech Education (CTE) pathways in Public Health and Computer Science to support students with Career and College Readiness, and post secondary plans. Class size is no more than 18:1, and the enrollment maximum is currently 90 students.

## BTA Only Continuation Diploma (130 Credits)

### REQUIREMENTS:

- ▶ 30 credits of Social Studies (World History, US History, Government/Economics)
- ▶ 30 credits of English
- ▶ 20 credits of Mathematics
- ▶ 20 credits of Science (Physical Science and Life Science)

- ▶ 10 credits of World Language, Visual and Performing Arts, and or CTE
- ▶ 20 credits of PE

### POST SECONDARY OPTIONS:

- ▶ 2 year college (Associate's degree or transfer program into a 4 year college)
- ▶ Vocational/certification program
- ▶ Entrance into the work field

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All students and families choose BTA voluntarily. The school enrolls students who are at least 16 years old or who are turning 16 during the semester in which they enroll. Credit-deficient students are referred to BTA by Berkeley High School (BHS) counselors and special education case managers. The student, family and BTA principal hold a transition meeting for placement at BTA. If a student has an IEP, an IEP placement meeting is held, and the IEP team recommends the placement. The BTA education specialist and BTA principal are included on the IEP team.

**The BTA vision** is to empower its students to make quality decisions that serve them in achieving their academic, post-secondary, and life goals. **The BTA mission** is to contest traditional notions of a high school graduate by providing an uncompromising, rigorous and relevant education for all students and to build on the principle that strong, respectful, and caring relationships are vital to student success.

## Internships with Growing Leaders Program at BTA

The Growing Leaders program is excited to provide paid internships for students enrolled in the CTE-Public Health pathway at BTA. The internships are focused in two areas. Students run the biweekly food pantry at BTA. They use the gardens at BTA and Willard Middle school to grow produce for the food pantry. The food pantry currently serves 150 families a month totalling around 500 people. We believe based on the need in our South Berkeley community we can increase this number significantly. BTA students have college student mentors who do similar work at the Basic Needs Center at UC Berkeley. Student interns also create their own food business. They will market and sell the products through the online platform: <http://www.growingleadersbayarea.com/high-school-internship.html> All work is conducted outside in the Willard and BTA gardens.

Growing Leaders has been running a summer employment program for BTA students since 2008. During the academic year students will be working with the Growing Leaders director, and Program Manager and the new Public Health teacher for BTA.



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# Departments

African American Studies  
CTE Technology: Robotics, Engineering & Computer Science  
Inclusive Education  
Mathematics  
Multilingual Program  
Physical Education  
Science  
Visual and Performing Arts  
World Language  
Other Electives

# African American Studies

## African American Studies Courses

	9th	10th	11th	12th
A			African American History 1/2*	
B			African American Literature*	African American Literature AP Literature and Composition: Patterns in Black Literature
C	African Diaspora Beginning/intermediate Dance**		African Diaspora Advanced Dance	
D			African American Economics *	
			Black Psychology Sociology & Anthropology Pop Culture: Inventing Hip Hop Black Gold, Black Soul: Oral Expressions in African American Culture	Black Psychology Sociology & Anthropology Pop Culture: Inventing Hip Hop Black Gold, Black Soul: Oral Expressions in African American Culture

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

\*\* Once a student completes African Diaspora 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.

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## 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 African Americans is traced from their 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 11 and 12 and meets the UC/CSU US History requirement. UC/CSU (a)

## 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 Amiri Baraka. A multi-pronged teaching approach is used: aesthetic, cultural, social, and historical. Students in Academic Choice may take this course as the required English course in grades 11 and 12. UC/CSU (b)

### AP LITERATURE AND COMPOSITION: PATTERNS IN BLACK LITERATURE (H)(P) YEAR · 10 CREDITS

This course is AP Literature and Composition offered through the African American Studies Department. Accordingly, this class is the equivalent of a college survey course on literary theory with a focus on Black literature. Through the focus of modern Black writers and works, students will explore and discuss a diverse selection of Black novels, short stories, and poems, as well as a wide variety of approaches to literature (such as Afrofuturism). The course will delve into and analyze the societal issues we currently face along with solutions we can envision for them. This is an Advanced Placement (AP) course for seniors and will prepare students for the AP Literature exam. **PREREQUISITE:** Grade 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 AND SOCIOLOGY & ANTHROPOLOGY (P) YEAR · 10 CREDITS

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. UC/CSU (g)

### POP CULTURE: INVENTING HIP HOP FALL · 5 CREDITS BLACK GOLD, BLACK SOUL: ORAL EXPRESSIONS IN AFRICAN AMERICAN CULTURE (P) SPRING · 5 CREDITS

*Hip Hop Studies & Black Gold Black Soul (BGBS) are, traditionally, two separate courses on their own; however, both semester classes are blended together throughout the year.* In this course, students will connect traditional forms of African expression with the hip hop culture of today. Hip hop is African expression in its modern iteration. In addition to the study of hip hop’s history and culture, we will also explore and practice its central elements—DJ, MC, Breakdance, and Graffiti. Furthermore, students will explore social, political and economic issues and how they connect to themselves and their community. We will investigate these topics through creative writing, song production and mixing, raps, poetry, graffiti, and cyphers. In the end, students will be able to appreciate the beats, lyrics, and style of hip hop while gaining a deeper understanding of how hip hop is rooted within a greater African cultural tradition. UC/CSU (g)

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## SPANISH 1: SPANISH IN THE AFRICAN DIASPORA (P)

YEAR • 10 CREDITS

This course is the equivalent of Spanish I with a focus on Afro-Latino history and culture. The course covers the Moorish influences on Spain and the Arabic influences on the Spanish language, Black and Brown social movements, and the music, culture, and history of the Spanish-speaking African diaspora. Emphasis is placed on listening and speaking skills as well as the initial development of reading and writing. No prior knowledge necessary.

## Performing Arts Elective Courses

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

### AFRICAN DIASPORA 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 by which one 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. 9th through 12th grade. This course is offered subject to enrollment. UC/CSU (f) or (PE credit)

### AFRICAN DIASPORA ADVANCED DANCE (P)

YEAR • 10 CREDITS

This is the most intense level of African Dance. Students delve into 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 and African-derived folklore and other dance forms in performances on stage; to better acquaint the community with Africa's past, present, and future. **PREREQUISITES:** 11th and 12th grade students. "C" or better in Beginning/Intermediate African Diaspora Dance, and teacher approval. UC/CSU (f) or (PE credit)



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# CTE Technology: Robotics, Engineering & Computer Science

## Information & Communications Technology

### 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

**(H)(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 (d)

### AP COMPUTER SCIENCE A (JAVA)

**(H)(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 (c)

### 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 (d)

### SOFTWARE ENGINEERING ADVANCED TOPICS IN COMPUTER SCIENCE

**(D)(CTE)**

YEAR • 10 CREDITS

By recommendation or pre assessment. An advanced course open to students who have passed the AP CS A exam or who have equivalent prior experience, this course

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provides an introduction to programming techniques and concepts needed to build large scale software systems. Topics include use of types, APIs, functional and object oriented programming styles, and how to structure large software systems. Students will also learn how to collaborate using modern software toolchains including version control, editors and IDEs, build systems, and package managers. UC/CSU (d) - computer science

## Engineering Design

### ROBOTICS ENGINEERING (D)(CTE) YEAR · 10 CREDITS

This introductory class in a hands-on project-based course designed to develop students' creativity and technological savvy through the process of designing building, programming robots and other tools. Through hands-on projects and collaboration students uncover the magic behind mechanics, electronics and coding. Explore 3D printing, CAD design metal manufacturing and learn skills that go beyond the classroom—like problem-solving, teamwork, and out-of-the-box thinking. This UC/CSU college preparatory science class equips you with the knowledge and practical expertise to get started in the world of engineering while earning valuable credits towards your academic journey.

**PREREQUISITES:** None. UC/CSU (d) - engineering science

### ADVANCED ROBOTICS ENGINEERING (D)(CTE)

YEAR · 10 CREDITS

This UC/CSU college preparatory science course follows the Robotics Engineering course and allows students to further develop their understanding of the world of robotics and engineering. They will learn advanced design, programming, and embedded system skills such as advanced data structures, object oriented programming, PCB design, computer-aided machining, open and closed loop control systems, and machine learning/AI. Students will also explore additional advanced hardware and software techniques. The course work is centered around hands-on, inquiry based, cumulative projects in the laboratory setting. The projects focus on the application of physics principles in a variety of forms including rotational mechanics, electrical engineering, computer science, and optics. Students will work individually and in teams to build, design, and test complex robotic systems. At the end of the course, students will complete a capstone project that combines many of these skills, and will create and maintain a website to document their project. **HONORS:** a credit is open to 11th and 12th, meets concurrently but involves additional academic tasks like written reports, research projects, and more complex challenges. **PREREQUISITES:** Robotics Engineering or Computer Science. UC/CSU (d) - engineering science

### ROBOT BUILD (G)(CTE)

YEAR · 10 CREDITS

This course is designed to help students acquire the skills needed to actively participate on the Berkeley High FIRST Robotics team without prior experience. This is an EXT-period course. Students work with the instructions/mentors and senior members of the team to develop expertise in areas such as Computer-Aided Design (CAD), use of machine tools (lathe, mill, saws, CNC equipment, welding, etc), electronics, and software. The course is very hands-on; students work in the robotics lab to design and build prototypes and then the actual competition robot. Completers of this afterschool class earn UC/CSU college preparatory elective credit and participate in the BHS robotics team during the fall and spring seasons. **PREREQUISITES:** none. UC/CSU (g) - college prep elective

### ADVANCED ROBOT BUILD (P)(CTE) YEAR · 10 CREDITS

Students taking this class participate on the BHS Robotics team and continue to develop skills in one or more areas of interest from mechanical design/CAD, machining/fabrication/assembly, electrical systems, programming, and or business/media. This is an EXT-period course. Although there will be some academic topics such as mechanics, electronics and programming, the course is project-based and will require a significant amount of work outside of the regular class period. The main focus is to design, manufacture, assemble, and program one or more competition robots each semester. However, students interested in team management or the business/media strand will focus on support of the team through personable and logistical planning, business development (fundraising, sponsorship, financial management, etc.) and team PR (press releases, social media, website development, team apparel, etc.). More information about the FIRST Robotics program can be found at [www.firstinspires.org/frc](http://www.firstinspires.org/frc). **HONORS:** This integrated course is designed to support and facilitate third- and fourth-year student's leadership development. Foundational knowledge from the prior two courses (Robot Build and Advanced Robot Build) and from prior experience on a FIRST Robotics team by performing advanced level work in the areas of engineering, manufacturing, programming, and team project management. Honors students facilitate collaborative learning in small teams and develop advanced personal skill in specialty areas while allowing all students to be involved with all aspects of competitive team projects. Students in this course will have the opportunity to lead, guide, and mentor first- and second-year students on our FIRST Robotics team while embracing a learning-by-doing approach. **PREREQUISITES:** Robot Build, Robotics Engineering, Computer Science. UC/CSU (g) - college prep elective.

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## MAKERSPACE ENGINEERING (FORMERLY MECHATRONICS)(D)(CTE)

YEAR · 10 CREDITS

Explore the fascinating world of engineering in this EXT-period course. Designed in collaboration with leading regional employers (EBMUD, PG&E), students will gain hands-on experience and delve into how to design and build the electromechanical systems that shape our daily lives. Students will earn UC/CSU college preparatory lab science credit. Design build, wire, and program mechanisms in a project-based learning class. Study electric circuits, electromagnetism, digital electronics, and learn to use industry standard electrical lab equipment. Develop Computer-Aided Design (CAD) skills and learn to build those parts with 3D printers and laser cutters. Learn to program microcontrollers in C and Python. Classes meet in a purpose-built makerspace at the Berkeley Adult School. **HONORS:** This credit option is open to 11th and 12th graders, meets concurrently but involves additional academic tasks like written reports, research projects, and more complex challenges. **PREREQUISITES:** Robotics Engineering or Computer Science. UC/CSU (d) - physical science

## DIGITAL SOUND ENGINEERING (P)(CTE)

YEAR · 10 CREDITS

Sound Engineering is an introduction to basic MIDI (Musical Instrument Digital Interface) concepts and techniques. Topics include keyboard programming, sound modules, sequencing, and electronic music production. Students will gain a foundational understanding of digital and analog audio systems from an acoustical, electrical, and signal flow perspective, balancing new state-of-the-art techniques with an understanding of historical context. Students will learn basic music theory (rhythm, melody, harmony), how to identify different musical instruments based on acoustical properties, and how to transcribe music. They will create melodic and harmonic loops and record cover songs. Students will also learn about the music industry in the U.S. Course This knowledge will be reinforced with substantial experiential project time, using professional equipment as students attain the technical facility necessary for careers in the digital media realm. There will be an emphasis on integrated projects with the performing arts and the established Digital Video pathways. UC/CSU (f)

## CAD DESIGN STUDIO (P)(CTE)

YEAR · 10 CREDITS

In this course, students will become familiar with all aspects of the design process from drawing, 3D modeling and CAD drafting through advanced manufacturing techniques such as 3D printing and CNC machining. Using the Design Thinking process, students will learn to

think like a designer as they develop innovative solutions to real world problems. This class will encourage the use of design software to generate ideas and proposals, as well as fabrication tools to realize those ideas in three dimensions. Students will learn to safely and confidently use hand and power tools to cut, fasten and assemble different materials as they make functional objects and structures. Students will toggle between the architectural scale, the product design scale and the furniture scale through individual and group projects as they build their individual tool kit and explore their creativity. Priority enrollments for 11th and 12th grade. No prerequisite. UC/CSU (g)

## Building Trades and Construction

### INTRODUCTION TO CARPENTRY (P)(CTE)

YEAR · 10 CREDITS

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 TECHNICAL

#### THEATRE 1/2 & 3/4 (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. UC/CSU (g)

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# Inclusive Education

Berkeley High School serves approximately 400 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 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)

The INE CLC (Collaborative Learning Center) class includes direct whole/small group and individual instruction in specific academic skills to support access to general education curriculum; post-secondary and transition skills; and executive functioning skills, to include organization, time management, self-advocacy and self-regulation, to address common learning needs and individual IEP goals.

## 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

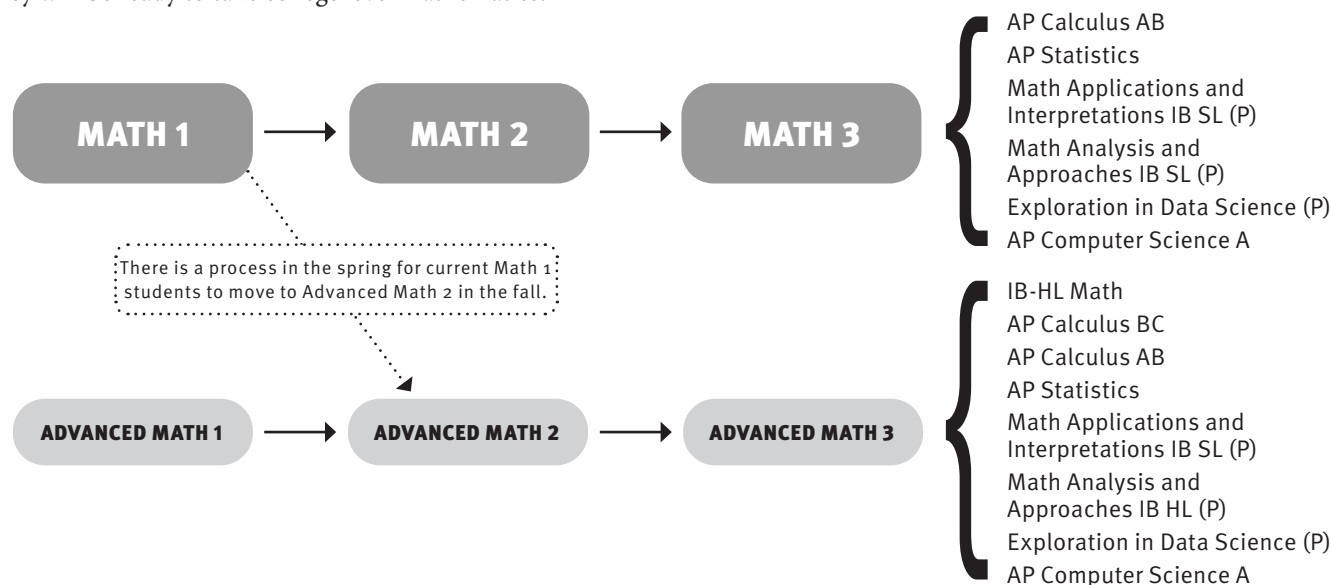
Most students at BHS will take the course progression of Math 1, Math 2, Math 3 for their 9th–11th grade years and then will have a choice of AP Calculus AB, AP Statistics, IB-SL Math, Math Studies, or Data Science.

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            | 5 Use appropriate tools strategically                   |
| 2 Reason abstractly and quantitatively                            | 6 Attend to precision                                   |
| 3 Construct viable arguments and critique the reasoning of others | 7 Look for and make use of structure                    |
| 4 Model with mathematics  | 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. Advanced Math 3 is the first year of the two-year IB-HL course. See page 6 for details on math placement.

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**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

### 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 recommended. 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 recommended. 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), law of sines and cosines, trigonometric identities, polar graphing, DeMoivre's Theorem, 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 recommended. 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)(P)

YEAR · 10 CREDITS

This is an accelerated, fast paced course that completes the remaining material of Math 3 with additional topics, chal-

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lenging 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 recommended. 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

### EXPLORATIONS IN DATA SCIENCE (P) YEAR · 10 CREDITS

How can we use data to make the best decisions for our own lives? How can we analyze what's happening to the world's natural resources, or examine biases in popular media? Explorations in Data Science will introduce students to the main ideas in data science through free tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities. Prerequisite: Grade 12 and completion of Math 2 with “C” or better required. (Completion of Math 3 recommended) UC/CSU (c)

### MATH APPLICATIONS AND INTERPRETATIONS IB SL (SL)(P) 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 for students who are taking the IB test. **PREREQUISITE:** Grade 12 and completion of Math 2 with “C” or better required. (Completion of Math 3 recommended) UC/CSU (c)

### MATH ANALYSIS AND APPROACHES IB SL

(H)(P) YEAR · 10 CREDITS

This course is offered exclusively in BIHS.  
See course description on page 43. UC/CSU (c)

### MATH ANALYSIS AND APPROACHES IB HL

(H)(P) YEAR · 10 CREDITS

This course is offered exclusively in BIHS.  
See course description on page 43. UC/CSU (c)

### AP STATISTICS (H)(P) 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 recommended. **PREREQUISITES:** Grade 12 and completion of Math 3 with a grade of “C” or better. UC/CSU (c)

### AP CALCULUS AB (H)(P) 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 recommended. **PREREQUISITE:** Grade 12 and completion of Math 3 with a grade of “C” or better. UC/CSU (c)

### AP CALCULUS BC (H)(P) 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 recommended. **PREREQUISITE:** Grade 12 and completion of Advanced Math 3 with a grade of “B” or better. UC/CSU (c)

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# Multilingual Program (MLP)

Upon enrollment in BUSD, new families complete the Home Language survey to determine other languages spoken at home. According to state law, if there's another language spoken at home, new students take the English Language Proficiency Assessment for California (ELPAC) within 30 days of enrollment. Students who score at levels 1-3 are considered Multilingual Learners (MLs). They are placed in the Multilingual Program (MLP) where they receive specialized courses to develop proficiency in English and content knowledge in Math, Science and History. Multilingual Learners are typically new to the U.S. within the past 6 years.

According to the BUSD Multilingual Learner Master Plan, MLs who are “less than reasonably fluent” must be placed in a Structured English Immersion program (SEI). This includes a designated English Language Development (ELD) class and SEI content classes. At Berkeley High School, the MLP encourages MLs and their families to continue developing their home language and culture. The World Language Department offers classes for native speakers of Spanish, French and Mandarin. The Multilingual Program monitors and supports multilingual students who have mainstreamed into one of the five Small Learning Communities at BHS. Our staff includes ELD and SEI teachers,

a program coordinator, a school counselor and a bilingual home school 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 student talk, differentiated and sheltered instruction, culturally responsive practices, and predictable classroom routines. 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.

## Multilingual Program General Guide for Placement:

Specific classes may vary year to year.

	STRUCTURED ENGLISH IMMERSION (NEW TO THE U.S. WITHIN 6 YEARS)				EL MAINSTREAM
English (9-12)	ELD 1 - Beginning	ELD 2 - Emerging	ELD 3 - SEI Literature of Diversity (P)	ELD 4 - SEI World Literature (P)	English (Hive or SLC)
	ELD 1 - Beginning Writing	ELD 2 - Emerging Writing	ELD 3 - SEI Expository Writing (P)	ELD 4 - SEI Composition (P)	Expository Writing
History	US History (P)	US History (P)	9th-12th Seminar History (P)		Any appropriate history class to fulfill requirements for SLC and college eligibility
		10th-12th World History (P)			
		2th Government/Economics (P)			
Math	EL Newcomer Math 1	9th-12th Math 1 (P), Math 2 (P)			Any appropriate math class
Science	Integrated Science (P)	9th-12th Integrated Science (P)			Any appropriate science class
		10th-12th Adv Biology (P)			
		10th-12th Chemistry (P) (Adv. Biology and Chemistry are offered alternating years)			
PE or Elective (p.56)	PE/ Art/ Language for Native Speakers or an appropriate class to fulfill requirements for SLC and college eligibility				
Academic Support	MLP Tutorial	MLP Tutorial	College & Career Center (CCC) Tutorial or any appropriate class		

\* P = A-G course for CSU/UC eligibility

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**9TH GRADE ENGLISH LEARNERS**, who have been in CA public schools for longer than 4 years have access to academic language learning in an Expository Writing class.

## 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 course 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 and novels, utilizing literary analysis and writing as a follow-up to the stories.

The ELD levels in this catalog are currently determined by a combination of results from the English Language Proficiency Assessments for California (ELPAC) that range from levels 1 through 4 and the proficiency level descriptors from the 2012 California English Language Development Standards (CA ELD Standards).

Within the MLP program all the ELD courses provide students with English credits for meeting high school graduation requirements. Additionally, ELD Levels 3 and 4 are considered college preparatory courses that meet the A-G college eligibility requirements. For further information, please call the Multilingual Office (C107) at 510-644-6949.

### ELD 1 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 usually score at a low level 1 on the ELPAC. 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 YEAR · 10 CREDITS

This course focuses on integrating reading skills, vocabulary building from the 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 usually score at a low level 1 on the ELPAC. Students are introduced to the writing process through writers' workshop. This course receives BHS English credit. Enrollment is concurrent in ELD 1.

### ELD 2 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 usually score at

a high level 1 on or low level 2 on the ELPAC and/or are students who have completed ELD 1 coursework. This course receives BHS English credit. Enrollment is concurrent in ELD Writing 2.

### ELD WRITING 2 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 usually score at a high level 1 on or low level 2 on the ELPAC and/or are students who have completed ELD 1 coursework. Instruction emphasizes interpersonal communication and academic skills. This course receives BHS English credit. There is concurrent enrollment in ELD 2.

### ELD 3 - SEI LITERATURE OF DIVERSITY (P) YEAR · 10 CREDITS

In this course students continue to develop their listening, speaking, reading and writing skills in English while also expanding their vocabulary with more precision and using grammar to communicate effectively. Students in this class read a wide variety of narrative and expository texts while also being encouraged to think critically about the world around them and to use academic language in order to succeed. This course has a strong emphasis on culturally responsive teaching and offers students multiple opportunities to share about and be proud of the diverse cultures they bring to the classroom. They also read short stories and novels from different parts of the world and engage in literature circles. Students in this course usually score at a high level 2 on the ELPAC and/or are students who successfully complete ELD 2 coursework. This course receives BHS English credit. There is concurrent enrollment in ELD 3 - Expository Writing (P). UC/CSU (b)

### ELD 3 - SEI EXPOSITORY WRITING (P) YEAR · 10 CREDITS

Taken with ELD 3, this course starts to develop students' academic writing skills in English by focusing on paragraph structure and citing evidence from the text. Students in this class learn how to write descriptive and persuasive paragraphs by studying the writing process and applying it to their paragraphs through writer's workshop. In addition, they use technology to complete a variety of assignments involving their culture and other important aspects of their identity. Students in this course usually score at a high level 2 on the ELPAC and/or are students who successfully complete ELD 2 coursework. Emphasis is on the transition from practical, concrete English to the more abstract English needed

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for academic success in higher level classes. This course receives BHS English Credit and awards students 1 year of English credits for meeting the A-G college eligibility requirements. There is concurrent enrollment in ELD 3 - Literature of Diversity (P). UC/CSU (b)

#### **ELD 4 - SEI WORLD LITERATURE (P)** YEAR · 10 CREDITS

This course focuses 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 writing. Students in this course usually score at a low level 3 on the ELPAC and/or are students who have successfully completed ELD 3 coursework. At this level students use 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 ELD 4 - SEI Composition (P). UC/CSU (b)

#### **ELD 4 - SEI COMPOSITION (P)** YEAR · 10 CREDITS

This course focuses on both expository writing and literary analysis. Both types of writing expand and refine the students' communicative competence, helping them to become effective writers of English. Through literary analysis writing, 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 usually score at a low level 3 on the ELPAC and/or are students who have successfully completed ELD 3 coursework. There is concurrent enrollment in ELD 4 - SEI World Literature (P). UC/CSU (b)

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

### **Structured English Immersion (SEI) Core Courses**

#### **SEI US 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 World War II to the present. The last 6 weeks include current historic events. This course is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. UC/CSU (a)

#### **SEI SEMINAR HISTORY (P)**

YEAR · 10 CREDITS

This course is divided into two semesters. The first 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. In the second semester, we focus on issues directly facing youth today: healthy decision making, media literacy, substance awareness, nutrition, sexuality, and gender identity. This 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. This course is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. UC/CSU (a)

#### **SEI WORLD HISTORY (P)**

YEAR · 10 CREDITS

This course covers major themes in modern world history with an exploration of systems of power, resistance to power, and methods of social change. Topics include the age of Revolutions, industrialization and globalization, colonization and independence movements, the rise of Communism and Totalitarianism, and the World Wars the Industrial Revolution, Imperialism, the rise of Communism, and the World Wars. There is a focus on building historical thinking, writing and research skills. This course is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. US/CSU (a)

#### **SEI AMERICAN GOVERNMENT (P)** YEAR · 10 CREDITS

This course provides instruction in both historic and current processes and functions of the United States government. The primary goal of the class is to prepare 12th grade students to enter wider US society as informed and empowered citizens. This class satisfies graduation requirements for government. This course also is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. UC/CSU (a)

#### **SEI MATH 1 NEWCOMER (P)** YEAR · 10 CREDITS

This course extends students' knowledge of arithmetic, algebra, and geometry through the context of real-world applications. Specific topics include building number sense and computational fluency beginning with inte-

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gers and extending to fractions and decimals, exploring the fundamental aspects of algebra involving the concept of a variable and solving one-step equations, and an introduction to graphing. 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 course also is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. This is the first year in the SEI Math 1 Newcomer, SEI Math 1, SEI Math 2 sequence.

### SEI 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 course also is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. This is the second year in the SEI Math 1 Newcomer, SEI Math 1, SEI Math 2 sequence. UC/CSU (c)

### SEI 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 course also is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. This is the third year in the SEI Math 1 Newcomer, SEI Math 1, SEI Math 2 sequence. Prerequisite: Grade 10–12 and “C” or better in Math 1. UC/CSU (c)

### SEI INTEGRATED SCIENCE (P)

YEAR • 10 CREDITS

This is an introductory science course which combines earth science, cosmology, ecology, biology, physics, and chemistry. It is first in the Multilingual Program sci-

ence sequence. The class is composed of 9th-12th grades and may contain multiple EL levels. This course also is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. This course satisfies one of the two years of science required for graduation. UC/CSU (g)

### SEI BIOLOGY (P)

YEAR • 10 CREDITS

This course is a laboratory course that covers concepts of biology based on the Next Generation Science Standards. It is the second course in the Multilingual Program science sequence and alternates by year with Chemistry. 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. This course also is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. UC/CSU (d)

### SEI CHEMISTRY (P)

YEAR • 10 CREDITS

This course is a laboratory course that covers concepts of Chemistry based on the Next Generation Science Standards. It is the second course in the Multilingual Program science sequence and alternates by year with Biology. 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, and chemical bonding are covered. Experimentation is stressed and is used to allow students to discover principles for themselves. This course also is a Structured English Immersion course that uses specially designed instructional techniques to meet the proficiency level of students. UC/CSU (d)

### EXPOSITORY WRITING (P)

This course is designed for ninth-grade English Learners who are in mainstream classes, but have not passed the ELPAC or have not met other reclassification criteria yet. This is an English class with an emphasis on academic writing and literacy aimed at empowering students with the acquisition of strong language skills and effective study habits. This class focuses on developing advanced reading and writing skills, and building self-confidence and perseverance as a student. Students in this course will increase their preparedness to read and understand increasingly difficult texts, and to clearly and confidently express ideas in class discussions and writing assignments. UC/CSU (b)

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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

This class will be learning, playing, and improving in all aspects of basketball. We will be working on competitive team building through tournament play. This class does not require basketball acumen, but does require a passion for the game.

## **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.

## **SOCCER** 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

A traditional Physical Education class that rotates through various team sports. The Sports Education model will allow students avenues to incorporate fitness concepts with a focus on mastery of skills and strategies necessary to succeed in the team sports environment.

## **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

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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 (H)(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. 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 (f)

**African Diaspora Dance**

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

**AFRICAN DIASPORA 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 by which one 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. 9th through 12th grade. UC/CSU (f) or (PE credit)

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

This is the most intense level of African Dance. Students delve into 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 and African-derived folklore and other dance forms in performances on stage; to better acquaint the community with Africa’s past, present, and future. **PREREQUISITES:** 11th and 12th grade students. “C” or better in Beginning/Intermediate African Diaspora Dance, and teacher approval. UC/CSU (f) or (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>			
Physics 1 (P)	Chemistry (P) AP Chemistry (H) (P)	Biology (P) AP Biology (H) (P)  *Electives (taken concurrently with Biology)	*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 (H) (P)	AHA - Chemistry (P)  *Electives (taken concurrently with AHA-Chemistry)	*Electives
<b>BIHS (Berkeley International High School)</b>			
Physics 1 (P)	Chemistry (P) AP Chemistry (H) (P)	Biology (P) IB-Biology (SL) (P)  *Electives (taken concurrently with Biology)	Medicine (SL) (HL) IB-Biology (SL) (P) IB-SL Environmental Systems & Societies (SL) (P)  *Electives
<b>CAS (Communications Arts &amp; Sciences)</b>			
Physics 1 (P)	CAS Anatomy & Physiology (H) (P)	CAS-Chemistry (P)  *Electives (taken concurrently with CAS-Chemistry)	*Electives

### \*Science Electives:

AP Biology (H)  
AP Chemistry (H)  
AP Computer Science Principles (CTE)  
AP Environmental Science (H)  
AP Physics 1 (H)

AP Physics C (H)  
Computer Science IB SL (CTE)  
Computer Science IB HL2 (CTE)  
Honors Anatomy & Physiology (H)  
Mechatronics Engineering (CTE)  
Robotics (P)(CTE)

### 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  
AP Chemistry (H)  
Physics 1 (P)  
AP Physics 1 (H)  
AP Physics C (H)

## LIFE SCIENCE

Biology (P)  
AP Biology (H)  
IB Biology (SL)  
Anatomy and Physiology (H)  
Biological Health Science (P) (CTE)  
Biotech 3/4 (P) (CTE)

### *Science courses that can count as either a* **Physical Science or Life Science**

Integrated Science (P)  
Biotech 1/2 (P) (CTE)  
IB Environmental Systems and Societies (SL)  
AP Environmental Science (H) (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 Biology SL (H)  
IB Environmental Systems & Societies SL (H)

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**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 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 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 Biology. This course satisfies one of the two years of science required for graduation. Grade 12 only. UC/CSU (g)

**BIOTECHNOLOGY 1/2 (P)(CTE)** YEAR · 10 CREDITS

See course descriptions on page 14.

**BIOTECHNOLOGY 3/4 (P)(CTE)** YEAR · 10 CREDITS

See course descriptions on page 14.

**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)(P)** 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 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: 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 Biology. **PREREQUISITES:** Grades 11-12. 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)(H)(P)** YEAR · 10 CREDITS

This class is offered exclusively in BIHS. See course description on page 43. UC/CSU (d)

**AHA HONORS ANATOMY AND PHYSIOLOGY (H)(P)** 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)(P)** YEAR · 10 CREDITS

This class is offered exclusively in CAS. See course description on page 48. UC/CSU (d)

**HONORS ANATOMY AND PHYSIOLOGY (H)(P)** 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. Completion of Physics 1, Chemistry/AP Chemistry, and Biology/AP/IB Biology. Juniors may only enroll if they are concurrently enrolled in Biology. UC/CSU (d)

**AP ENVIRONMENTAL SCIENCE (H)(P)(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

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energy, global climate change and ozone loss, water and land resources, and sustaining human societies.

**PREREQUISITES:** Grades 11-12. Completion of Physics 1, Chemistry/AP Chemistry, and Biology/AP Biology. Juniors may only enroll if they are concurrently enrolled in Biology. UC/CSU (d)

### PHYSICS 1 (P)

YEAR · 10 CREDITS

Physics 1 is a Freshman, algebra-based laboratory course that introduces the fundamental concepts 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)(P)

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. Completion of Physics 1, Chemistry/AP Chemistry, and Biology/AP/IB Biology. Juniors may only enroll if they are concurrently enrolled in Biology. UC/CSU (d)

### AP PHYSICS C (H)(P)

YEAR · 10 CREDITS

AP Physics C is a 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. Completion of Physics 1, Chemistry/AP Chemistry, and 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 (H)(SL)

YEAR · 10 CREDITS

This class is offered exclusively in BIHS. See course description on page 43. 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 and Physics 1. UC/CSU (d)

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**AP CHEMISTRY (H)(P)**

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. 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. 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 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-led 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 course 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 a variety of surface design techniques including colored slips and glazing. In addition to constructing in clay, students will be introduced to the Art History and Art History of Ceramics. There is an emphasis on design, craft, process, and reflection in order to develop the work and the idea within the work. Second semester we will deepen our study of what was introduced in the first semester and there will be a focus on personal meaning/style, design, and learning more advanced building and decorating methods and techniques. Materials are provided. UC/CSU (f)

### ADVANCED CERAMICS (P)

YEAR · 10 CREDITS

This class continues with handbuilding and the Potter's Wheel with an emphasis on thinking more conceptually about the media. Students will build upon what they know and learn advanced construction and surface design techniques. Students will learn more about the chemistry of Ceramics including making slips, glazes, and firing. In addition to constructing in clay, students will further their understanding of Art History and Art History of Ceramics. There is an emphasis on design, craft, process, and reflection in order to develop the work and the idea within the work. All students will create a digital portfolio that illustrates a personal voice within media and an exploration of the creative process. Materials are provided. UC/CSU (f)

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**IB/AP ART HISTORY (H)(P)**

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 sophomores, juniors, and seniors by permission of the instructor. UC/CSU (g)

**AP STUDIO ART (H)(P) (CTE)**

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

**IB VISUAL ARTS (SL)(HL)(H)(P)**

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)

**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)(CTE)**

YEAR • 10 CREDITS

In this class, students build upon the video production skills they acquired in Art of Video Production as they shift to creating fictional narrative films. In the class, students will sharpen their media literacy, refine their storytelling skills, and learn industry standard screenwriting protocols. Using professional-grade equipment, students complete a series of skills-building short films, and then several narrative filmmaking projects over the course of the year in a variety of genres. Students refine their production process in each stage of video production. In pre-production, they conduct research into inspiration, develop story ideas, scripts and detailed production plans. During production, students will use a range of professional equipment to record their shots. In post-production, students will develop skills in Premier Pro and

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the Adobe Suite as well as further their understanding of editing styles including montage, use of parallel editing, and nonlinear storytelling structures.

As part of Berkeley High's school-wide focus on literacy, students complete regular writing assignments including production proposals and plans, statements of artistic intention, and film critiques. Guest speakers and field trips facilitate students' career exploration, as do projects proposed to the class by community members. Close study of feature films contribute to students' media literacy and inspire their work. **PREREQUISITES:** Satisfactory 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)

### **IB FILM (SL)(HL)(H)(P)(CTE)** YEAR • 10 CREDITS

This course is a two year film studies and video production course that may be taken for one year at SL Level or for two years at either SL or HL level.

Year One students learn the basics of academic film study through formalist film theory and analysis while looking at short film from around the world. They then explore genre studies, critical theory as applied to film and film movements and comparative film studies. Students complete the academic requirements for the IB Film Assessment. In addition to the academic study of film, Year one students spend the year exploring film production and production roles through experimentation, skills work, and video production in the roles of cinematographer, editor, director, writer, and sound designer. Students explore working with a range of entry level industry equipment including DSLR and Mirrorless Cameras, gimbals, rigs, sound recording equipment, and the Adobe Creative Suite with a focus on Premiere Pro. Student make several films throughout the year as they hone skills in each area eventually selecting 3 roles to focus on for their portfolio. Additionally, students learn to give and receive effective critique in a supportive community minded environment.

Year Two students focus primarily on advanced production skills and collaboration as they work to build out their portfolios and build skills as collaborators in production. Having selected production roles for their portfolio, students complete a number of short films focusing on improving their skills in those roles. Students also work on advanced camera work with Black Magic Cameras, editing skills including color grading (primary and secondary), masking and compositing, advanced sound

design and Foley and post production sound, character development for screenwriting, and honing their skills as directors. A large focus of the second semester is a longer collaborative film that students work in teams to produce, developing their skills as effective collaborators. Students continue to grow their skills in critique by taking the lead in critique sessions for both the Year 1 and Year 2 students. Additionally, when sections are combined Year 2 students support the learning of Year 1 through skill shares and assisting teaching.

This course may be taken in preparation for the International Baccalaureate Film examination. Students will have the option to take the IB SL Film examination in one year or two years or the IB HL Film examination in year two. UC/CSU (f)

### **DIGITAL PHOTOGRAPHY (P)(CTE)** 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, craft, and experimentation as they apply to visual design. Students will explore how technology can be used as a tool in the making of a wide variety of art forms, such as digital collage, social justice posters, bookmaking, portraiture, photojournalism, and animation. Students will be expected to create a digital portfolio, participate in critiques, and exhibit their work. UC/CSU (f)



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

YEAR • 10 CREDITS

Advanced Digital Photography is available to all BHS students. In this class students will expand upon their photographic and design skills. Each student will create a digital and print 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 photographic essays and responses on topics including photography and social change, the role of media in society, and the connection between art and social justice. Students will work primarily with Adobe Photoshop. Students will work on a year-long personal website that highlights their design and photographic projects. 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. **PREREQUISITE:** Students must have a “C” or better in Intro to Digital, Beginning Photography, or by showing a portfolio of work to the teacher. UC/CSU (f)

**GRAPHIC DESIGN (P)(CTE)**

YEAR • 10 CREDITS

This course emphasizes the Principles of Design and the integration of the Elements of Art. Students are introduced to graphic design as a form of visual communication through the use of type, image, form, and color. Students will develop various methods of graphic design through spatial relationships, typography and imagery. A rigorous framework of reading, writing and design exercises enable each student to develop a foundation of techniques and skills applied to assigned projects. Projects include photo manipulation, digital photography, vector art, typography, logo design, Web design, and various print package materials. Adobe Photoshop, Illustrator, InDesign, and Digital SLR cameras are used. Students will keep design sketch books throughout course. Students are required to critique their peers and evaluate their own graphic designs and artwork. The goal is to enable understanding and unique creative problem solving manifested in each graphic design project and presentation. UC/CSU (f)

**BEGINNING PHOTOGRAPHY (P)(CTE)**

YEAR • 10 CREDITS

This course is an introduction to black and white film photography. Students learn the fundamentals of 35mm cameras, taking pictures, processing film, and printing

pictures in the darkroom. Projects include portraiture, documentary, landscape, still life, abstraction, and manipulation as well as photo history. A 35mm film camera is necessary. The school has some 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)(CTE)**

YEAR • 10 CREDITS

This course is an advanced study of analog film photography. Students are encouraged to develop a personal style through technical and aesthetic choices. Students continue to practice advanced darkroom techniques, engage in formal critiques, explore the history of photography, and create exhibition quality images. The course introduces alternative processes, studio lighting, medium format, and color photography. This course requires a high degree of commitment to academic work. **PREREQUISITE:** “C” or better in Beginning Photography. UC/CSU (f)

**AP STUDIO ART: PHOTOGRAPHY****(H)(P)(CTE)**

YEAR • 10 CREDITS

The Advanced Placement Photography course enables highly motivated students to do college-level work in photography while still in high school. AP Studio Art: Photography is not based on a written examination. Instead, candidates submit a portfolio of work for evaluation to the AP Studio Art 2D Design exam at the end of the school year that demonstrates their technical and conceptual skills. Students must develop discipline, personal insight, critical judgment, and technical skill necessary for the preparation of this portfolio. Students may enter this course through an analog or digital pathway. **PREREQUISITE:** “C” or better in Beginning and Advanced Photography or Beginning Digital and Advanced Digital Photography. UC/CSU (f)

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

YEAR • 10 CREDITS

**DRAMATIC ARTS** (Drama 1), 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 differ-

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ent theatrical experiences as well as how principles of theater can be used and applied to problem solving in other contexts. Students learn that the organizational, 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, voice and speech, movement, 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)

### **PRODUCTION/ACTING** SEMESTER · 5 CREDITS

Students in this class are cast members of the play(s) being performed by Performing Arts during the semester. Students are also members of the production team, which includes publicity, box office, and dramaturgy. 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 and production team applications approved. This is a seventh period class. **PREREQUISITE:** By audition only.

### **ADVANCED THEATER PROJECTS (DRAMA 2)** 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 projects, students explore deeply two different theatrical styles as represented in the major playwrights, directors, and plays they produced. Students will also dive into applied theater, site-specific theater, and theater for social change. Students will explore the works of Agostino Boal, Anna Devere Smith, and Moises Kaufman, and will then create original works in collaboration with community partners. **PREREQUISITE:** Dramatic Arts (Drama 1) and audition or by approval of teacher. UC/CSU (f)

### **STAGECRAFT TECHNICAL THEATRE 1/2 (CTE)** YEAR · 10 CREDITS

This 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 elements of expertise an entertainment technician must have to succeed and thrive in the broad industry of

presenting Performing Arts in its many forms and will foster connection to International Alliance of Theatrical Stage Employees (IATSE Local 107). Opportunity for Internships. Class meets on Tuesday & Thursday 7th period with many many hours of evening and weekend “practicum” hours required throughout the school year supporting BHS performances. UC/CSU (g)

### **STAGECRAFT TECHNICAL**

#### **THEATRE 3/4 (CTE)** YEAR · 10 CREDITS

The Entertainment Technician course further develops students in four departments of entertainment technician expertise; **Rigging, Carpentry, Lighting and Audio-Video**. The course concentrates on fundamental 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. Coursework includes classroom training on concepts and skills and practical application in an entertainment production environment of those skills to achieve confidence and mastery. Be able to work as a contributing and responsive member of a department team using appropriate and effective communication to assist with known active work as well as problem solve new challenges, understand protocols and procedures for working in live performance both individually and part of the production team. Opportunity for Internships. Class meets on Tuesday & Thursday 7th period with many many hours of evening and weekend “practicum” hours required throughout the school year supporting BHS performances. **PREREQUISITE:** Stagecraft Technical Theater 1/2. UC/CSU (g)

#### **DIGITAL SOUND ENGINEERING (P)(CTE)** YEAR · 10 CREDITS

Sound Engineering is an introduction to basic MIDI (Musical Instrument Digital Interface) concepts and techniques. Topics include keyboard programming, sound modules, sequencing, and electronic music production. Students will gain a foundational understanding of digital and analog audio systems from an acoustical, electrical, and signal flow perspective, balancing new state-of-the-art techniques with an understanding of historical context. Students will learn basic music theory (rhythm, melody, harmony), how to identify different musical instruments based on acoustical properties, and how to transcribe music. They will create melodic and harmonic loops and record cover songs. Students will also learn about the music industry in the U.S. Course This knowledge will be reinforced with substantial experiential project time, using professional equipment as

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students attain the technical facility necessary for careers in the digital media realm. There will be an emphasis on integrated projects with the performing arts and the established Digital Video pathways. 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 (H)(P)**

YEAR · 10 CREDITS

HONORS OPTION AVAILABLE

The Berkeley High School Dance Production Class functions as a pre-professional dance company. 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, work-

ing 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. Once a year, 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. At beginning of year, the teacher will describe requirements for the Honors Option, at which point student may opt in. 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 option available. **THIS COURSE FUFILLS UC/CSU VISUAL AND PERFORMING ARTS (F) REQUIREMENT.**

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

### **AFRICAN DIASPORA DANCE**

YEAR · 10 CREDITS

### **ADVANCED AFRICAN DIASPORA DANCE**

YEAR · 10 CREDITS SEE DESCRIPTIONS ON PAGE 72.

## **Music**

### **CHORUS (P)**

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)

### **ORCHESTRA 1 (AKA 1 PERIOD**

#### **CONCERT ORCHESTRA) (P)**

YEAR · 10 CREDITS

In this entry level class, orchestral string players study and perform string and full orchestra literature, developing the craftsmanship and mastery necessary to mold music into a creative expression. **PREREQUISITE:** Fundamental skill level on orchestral string instruments. *This class is designed for 9th grade string players who are not auditioning for Orchestra 3, or any students 10-12 grade string players who want a non-auditioned orchestra class during the 1-6 period day.* UC/CSU Visual and Performing Arts (f) requirement.

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**BAND 1 (AKA 1 PERIOD  
CONCERT BAND) (P)**

YEAR · 10 CREDITS

In this entry level class, wind, brass, and percussion players study and perform concert and pep band literature as well as full orchestra literature, developing the craftsmanship and mastery necessary to mold music into a creative expression. No audition required. **PREREQUISITE:** Fundamental skill level on wind, brass, or percussion instruments. *This class is designed for 9th grade wind, brass and percussion players who are not auditioning for Band 3, or any students 10-12 grade wind, brass and percussion players who want a non-auditioned band class during the 1-6 period day.* UC/CSU Visual and Performing Arts (f) requirement.

**ORCHESTRA 2 (AKA 0 PERIOD  
CHAMBER ORCHESTRA) (P)**

YEAR · 10 CREDITS

In this intermediate level ensemble, orchestral string players study and perform string orchestra, full orchestra 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 2 hours/week outside of class. Students in this ensemble can expect to have opportunities to perform throughout the course, including competitive festivals. **PREREQUISITE:** Intermediate skill level on orchestral string instruments. *This class is only available to 10-12 graders, or 9th graders who are \*also\* enrolled in another music or performing arts class during the 1-6 period day. 9th grade musicians can enroll in Orchestra 1 with no audition, or audition for Orchestra 3.* UC/CSU Visual and Performing Arts (f) requirement.

**BAND 2 (AKA 0 PERIOD CHAMBER  
ORCHESTRA) (P)**

YEAR · 10 CREDITS

In this intermediate level ensemble, wind, brass and percussion players study and perform concert and pep band literature as well as full orchestra 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 2 hours/week outside of class. Students in this ensemble can expect to have opportunities to perform throughout the course, including competitive festivals. **PREREQUISITE:** Intermediate skill level on wind, brass or percussion instruments. *This class is only available to 10-12 graders, or 9th graders who are \*also\* enrolled in another music or performing arts class during the 1-6 period day. 9th grade musicians can enroll in Band 1 with no audition, or audition for Band 3.* UC/CSU Visual and Performing Arts (f) requirement.

**ORCHESTRA 3 (AKA 2 PERIOD CHAMBER  
ORCHESTRA, STRINGS SECTION)  
(H)(P)**

YEAR · 10 CREDITS

HONORS OPTION AVAILABLE

In this auditioned ensemble, upper level orchestral 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 outside of class, 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. At the beginning of the year, your teacher will describe the honors option so that students can opt in.

**PREREQUISITE:** Audition and teacher consent. UC/CSU Visual and Performing Arts (f) requirement. UC/CSU Honor's option available (f)

**BAND 3 (AKA 2 PERIOD CHAMBER ORCHESTRA,  
WINDS SECTION) (H)(P)**

YEAR · 10 CREDITS

HONORS OPTION AVAILABLE

In this auditioned ensemble, upper level wind, brass and percussion players study and perform concert and pep band literature as well as 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 outside of class, 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. At the beginning of the year, the teacher will describe the Honors option, so that students may opt in. **PREREQUISITE:** Audition and teacher consent. This course fulfills UC/CSU Visual and Performing Arts (f) requirement. UC/CSU Honor's option available (f)

**GUITAR (P)**

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)

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**AP MUSIC THEORY (H)(P)**

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)(P)**

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](http://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](http://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 (H)(P)**

YEAR · 10 CREDITS

HONORS OPTION AVAILABLE

The Berkeley High School Jazz Ensemble is one of the top high school jazz groups in the country. 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. At beginning of year, the teacher will describe requirements for the Honors option, at which point students may opt in. UC/CSU Visual and Performing Arts (f) requirement. UC/CSU Honor's option available. **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](http://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 (f)

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# World Language

## World Language Course Progressions

9th	10th	11th	12th
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)
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 (first year) class. Students with previous experience are placed into the appropriate level based on their transcripts.

BUSD students wishing to "skip" a level must take the World Language Placement test, offered each spring.

#### FRENCH I (P)

YEAR • 10 CREDITS

Students build communicative competence in the 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.

#### FRENCH II (P)

YEAR • 10 CREDITS

The structures introduced in first year French are pre-requisite 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 (P)

#### FRENCH III (P)

YEAR • 10 CREDITS

Students expand oral skills through presentations and conversations. In addition, more intensive use of the target language takes place and is expected during class time. Written skills are honed through the production of more extensive written work and supported by the study of intermediate level grammar. A variety of longer and more complex literary pieces are analyzed and discussed providing students with a wider vocabulary and stronger interpretive skills which are also meant to improve their productive skills. **PREREQUISITE:** "C" or better in French 2 (P)

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**FRENCH IV (P),  
IB FRENCH SL (H)(P)**

YEAR · 10 CREDITS

During the fourth year, students review the main grammatical points studied in previous years, read several full literary pieces and work around the IB themes through a variety of activities. 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. **PREREQUISITE:** “C” or better in French III (P)

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

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)

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

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 (H)(P),****IB LATIN (HL) 2ND YEAR (H)(P)**

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, Ovid, and other authors represented in the AP and IB exams. Also included: select topics in ancient history and culture. Students will have the option of preparing for and taking either the AP or IB exams. **PREREQUISITE:** Successful completion of Latin III and/or teacher’s permission.

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**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 2 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 (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 2 (P)

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

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 Lan-

guages (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 3 (P)

**IB MANDARIN B (SL)(H)(P)**

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 level IB exam in the spring of their senior year or in the spring of their junior year. **PREREQUISITE:** “C” or better in Mandarin 3 (P)

**SPANISH 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 orally to simple, real life conversational cues. No prior knowledge necessary.

**SPANISH I: SPANISH IN THE AFRICAN DIASPORA (P)**

YEAR · 10 CREDITS

This course is the equivalent of Spanish I with a focus on Afro-Latino history and culture. The course covers the Moorish influences on Spain and the Arabic influences on the Spanish language, Black and Brown social movements, and the music, culture, and history of the Spanish-speaking African diaspora. Emphasis is placed on listening and speaking skills as well as the initial development of reading and writing. No prior knowledge necessary.

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**SPANISH II (P)**

YEAR · 10 CREDITS

Spanish 2 builds on the grammar and vocabulary from the introductory course. Students will demonstrate their ability to express themselves using more complex structures and increased vocabulary. They will work towards proficiency in the three modes of communication: interpretive, interpersonal and presentational. **PREREQUISITE:** “C” or better in Spanish I (P) or 2 years with a passing grade in middle school.

**SPANISH III (P)**

YEAR · 10 CREDITS

This course is taught primarily in Spanish. Students continue to advance on the proficiency scale in the three modes of communication: Presentational, Interpretive and Interpersonal. Students are introduced to the products, practices and perspectives of the Spanish-speaking world. Vocabulary and grammatical skills are expanded enabling students to express their thoughts and opinions on a variety of themes. **PREREQUISITE:** “C” or better in Spanish 2 (P) or Spanish placement exam.

**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, spoken and interpersonal communication in 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 3 (P) (SL)

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

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 integration of academic language. 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 4 or SNS 2 need permission of department head.* **BIHS STUDENTS** can take this class as an IB course. **PREREQUISITE:** “C” or better in Spanish 4 (P) or Spanish for Native Speakers 2

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

YEAR · 10 CREDITS

Intended to be the equivalent of a third year college introduction to Latin American and Peninsular Literature within its historic and artistic context. Prepares students for the AP Spanish Literature and Culture Test and for the IB HL & SL tests. 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 4 or AP/IB Spanish Language and Culture.

**SPANISH FOR NATIVE SPEAKERS 2 (P) (EQUIVALENT TO SPANISH 2)**

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 3 (P) (EQUIVALENT TO SPANISH 3)**

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. **PREREQUISITES:** “C” or better in Spanish for Native Speakers 1 (P)

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# Additional Elective Courses

## AVID (P)

YEAR · 10 CREDITS

This course is designed to prepare students for the rigors of college while providing support throughout the high school years and as students complete the various stages of their application process to four year colleges and universities. Throughout the course, students will develop necessary skills for success in high school as well as develop 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. **PREREQUISITE:** Open to students in grades 10–12. 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 junior, in good standing with other required coursework, and complete application. 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)

## LATINX HISTORY (P)

YEAR · 10 CREDITS

Latinx History is a course designed to study the history and influence of Latinx 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)

## LATINX LITERATURE STUDIES (P)

YEAR · 10 CREDITS

This course explores the stories and experiences of Latinx people around the world with a focus on local Latinx authors and storytellers. Students will read and study various texts and genres such as poetry, short stories, fiction, nonfiction, essays, drama, and film in order to make meaning of the ways in which society, politics, culture, and intersectionality shape and inform our identities. Students also will learn the many ways authors use texts as a mode of expression, art, and activism, and be challenged to use what they learn in order to dive deeper into their own identity exploration. More so, students will acquire a deep knowledge and understanding of the historical factors which have influenced present-day Latinx communities, especially in the Bay Area, and gain an appreciation for the many contributions Latinx writers, historians, and artist have made to the world. Open to all Juniors and Seniors. UC/CSU (b)

## INTRODUCTION TO JOURNALISM (P)

YEAR · 10 CREDITS

Introduction to Journalism is a year-long course that will cover most of the major elements of professional journalism. We'll begin by looking at the role of journalism in our society as well as its historical impact as well as the basic principles of journalistic law and ethics. The course will cover the mechanics of news writing, opinions and reviews, sports journalism, photojournalism, podcasting, design, and an introduction to the elements of broadcast journalism. While this course is distinct from participation in the Jacket Newspaper (and involvement in both can occur concurrently), completion of this course should prepare you for a strong application to join/advance within the Jacket staff. UC/CSU (g)

**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.

## 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.

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# 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:

10 Bay Birds	The Climate Sleuth Education Project	National Honor Society - BHS Chapter
Alliance of Gender Expansive Students (AGES)	Committee for the Inclusion of AAPI Curriculum	Paw Club
Amnesty International	Critical Theory Club	Physics Club
API Club (Asian Pacific Islander Club)	Dietary Restrictions Club	Poetry Club
Bay Area Volunteer Club	Digital Art Club	Power Through Voices (PTV)
Beads for Good Deeds	Dragon Boating Appreciation Club	Reading Buddies
Berkeley Badminton	Drama Club	Redwood Literary Magazine
Berkeley High Coup Ultimate Frisbee	Dungeons & Dragons Club	Rising Writers
Berkeley High Seido Karate Club	FIDM Fashion Club	Sailing team
Berkeley Math Tutoring (BMT)	Film analysis club	School Supply Support Club
BHS Anime and Manga Club	Financial Empowerment	BHS Ski and Snowboard Club
BHS Film & Book Club	French Club	BHS Soccer Without Borders
BHS Film Fest	Girls & GNCs students Who Code	Social Action Book Club
BHS Healthy Minds	BHS Green Team	Stagecraft Club
BHS Mock Trial	Habesha Heritage	Sunrise BHS
BHS Mountain Biking Club	H.E.R.O (Harm Education Reduction Organization)	Surf and Beach Cleanup Club
BHS Orienteering Club	International Muffin Day Club	Tea Club
BHS Robotics Team	Key Club	The Red Cross Club
BHS Speech & Debate	Kiva Club	BHS Website Development Club
BHS STEMinist	BHS K-Drama	Women's Student Union
BHS Students Demand Action	Latinx Unidos	Youth & Government
BHS Tutoring & Outreach	Lettuce Club	
BHS Zero Waste	Mathletes	
Best Buddies	Math Mentors	
BIHS BIPOC Student Union	Melanin Magic	
Black Honor Society	Metal Club	
Black Student Union	Model United Nations	
Body Positivity Club	Multicultural Student Association	
BHS Book Club	Music Lovers Club	
Bread for Community	Musical Theater Club	
California Scholarship Federation (CSF) BHS chapter	Muslim Student Association (MSA)	
Caring Community Club		
Chess 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.

[berkeleyschools.net/leadership](https://berkeleyschools.net/leadership)

# School Directory

Please note that some positions and phone numbers may change.

## BERKELEY HIGH SCHOOL

Main Office	644-6120
Fax	548-4221
Website	<a href="http://bhs.berkeleyschools.net">http://bhs.berkeleyschools.net</a>

## 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
CTE Office	644-6120
English Language Development (ELD) (C107)	644-6949
Health Center (H105)	644-6965
Independent Study (2701 MLK Jr. Way)	644-6159
Jacket Office (H102)	644-6856
Library (D226)	644-6857
Music Department	644-6052
Health Center (H105)	644-6859
On-Campus Intervention Director (C210)	644-8985
Parent Resource Center (D224)	644-8524
If you need Spanish assistance	644-4814
Physical Education	644-8888
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>

## HOW TO CONTACT A TEACHER OR STAFF MEMBER:

- 1) Send an email  
 firstnamelastname@berkeley.net  
 (e.g., susansmith@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

# Notes



## **Berkeley High School**

1980 Allston Way  
Berkeley, CA 94704  
(510) 644-6121  
fax(510) 548-4221