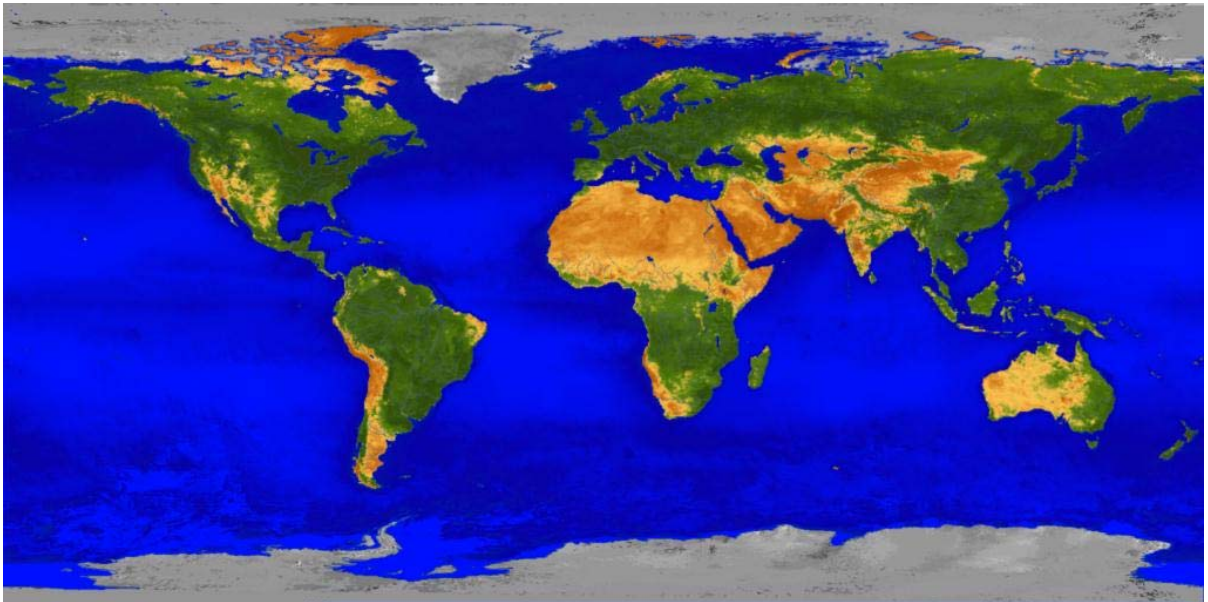


Berkeley International High School Handbook



Berkeley International High School

1980 Allston Way
Berkeley, CA 94704

<http://berkeleyihs.org/>

Welcome to Berkeley International High School

This handbook will provide an overview of the Berkeley International High School (BIHS), a four-year program founded in the Fall of 2006 at Berkeley High School. BIHS is affiliated with the International Baccalaureate Organization. The handbook will provide a supportive roadmap to assist students in successfully navigating their way through their four years in BIHS.

BIHS Mission Statement

Berkeley International High School aims to provide a rigorous, college preparatory curriculum wherein all students are successful and develop an international perspective that enables them to critically evaluate the human condition and positively contribute to the growing global community.

What is BIHS?

BIHS is a small learning community within Berkeley High School, focusing on international studies for grades nine through twelve. The four-year interdisciplinary curriculum focuses on the study of nations: their cultures, history, artistic expression, and political, economic and belief systems. Students who graduate from the program develop a cultural awareness necessary for constructive relations and understanding with people of all nationalities. This interdisciplinary curriculum forms the core program of BIHS, and covers two or three periods of a student's day. During the remaining periods, in addition to the option of taking electives during periods zero or seven, BIHS students select from the array of courses offered in the comprehensive school. Students thus have flexibility in taking elective classes while benefiting from a smaller school environment. Moreover, a more integrative program suits the BIHS curriculum, which emphasizes collaboration and the construction of knowledge through well-founded pedagogical principles that are most effectively implemented when supportive and trusting relationships exist among teachers and students who know each other well.

International Baccalaureate Organization

Berkeley High School received authorization to become a member of the International Baccalaureate Organization (IBO), which was founded in Geneva in 1968 and is a recognized leader in the field of international education. Students in BIHS will have the option of becoming candidates for the International Baccalaureate Diploma, which is recognized by many colleges and universities as the equivalent of one year of college. All students in BIHS are offered the same rigorous curricula.

The IB Learner Profile

The aim of the IB program is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, and help to create a better, more peaceful world.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the 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 to support their learning and personal development.

The BIHS Program

The Small Learning Community (SLC) Model

The Design Team of BIHS researched models for both small schools and small learning communities to devise a structure that best supports all students to be successful in this rigorous program. The result is a Small Learning Community (SLC) model. The SLC is similar to a small school, but has some key distinctions. A typical small school is a largely autonomous entity with fewer than 400 students who take most or all of their classes within that school. A small learning community as envisaged here, on the other hand, is a larger program of 800 or more students, who take some courses within the SLC and select their other courses from outside the program. The SLC design allows a shared curriculum to be developed and used across the program and provides structures for teachers and students to operate as a community in the ways that best serve students, while at the same time allowing more elective choices than does a small school.

Houses

Each BIHS student is assigned to a house. A house consists of collaborating teachers working with approximately 125 students at each grade level. Students in the same house take classes together with the same two or three core class teachers. These houses are maintained vertically throughout the freshman and sophomore year. The house model allows students to build a small community identity within a large program, so that a smaller group of students, teachers, parents, and support staff can build an intimate and manageable community through shared experience, learning, community activities and collaboration time – all social phenomena that encourage students' growth and success. The students' house assignments allows them to build constructive relationships with various house members throughout their years in the program – a vital experience and practice for success in high school, college, and career. House student community members are encouraged to collaborate with other housemates on creative projects and public service activities, just as they will in their futures as scholars, members of the workforce, and most importantly, as citizens in their communities.

Program Evaluation

The BIHS Advisory Council is an elected body consisting of four students, four parents, two lead teachers, two teachers-at-large, the IB coordinator and BIHS administrator, providing a forum for the different constituencies of the BIHS community. The Advisory Council will meet once a month to help develop a plan of action that culminates in a detailed written evaluation of all aspects of the BIHS program, including an analysis of data such as:

- Student assessment data
- Student attendance and performance data
- College and career admissions evaluation
- Surveys of students, parents and teachers about the BIHS program

The Advisory Council is responsible for ensuring completion of the evaluation, preparing a report to the BIHS community, the principal, the Superintendent and Board of Education.

BIHS Program – Grades 9 and 10

Teachers plan these courses in collaboration with one another to ensure that the curriculum builds on common themes and allows the student to gain a deep understanding of the content.

Freshman Year

Global Studies: Introduces the concept of the global community through five realms of the world: North Africa, Southwest Asia, Sub-Saharan Africa, South Asia, Latin America, and East Asia. Students will learn about the physical environment, history, culture, and current political/environmental issues of the people in these regions.

Freshman Literature and Composition: Through the geographical theme of the Global Studies, this course examines important issues of cultures through literature. Students also explore the meaning of what they have read through a variety of different writing modes.

Cultural Aesthetics: A study of artistic expression and art history from the global community. Students learn a broad array of art techniques and material while examining universal principals of art and design that we see across culture.

Sophomore Year

Global History: Covers major themes in modern world history, including the industrial revolution, imperialism, rise of Communism, and the World Wars. Emphasis is placed on the interaction between the realms studied in the freshman year and Europe.

Global Literature: The literature studied in this course is representative of the heritage of the cultures covered in Global History and Comparative Values and Beliefs. Literature includes non- Western work written prior to the 20th century, paired with contemporary pieces.

Economics Systems (one semester course): students analyze a variety of current issues global economy, ranging from the debate over free trade and global interdependence, to competing development models for the world's poorer nations, to the impact of population and economic growth on social, political and ecological systems.

Comparative Values and Beliefs (one semester course): Focuses on comparative world religion and philosophy in relation to the area of study in Global History. Students examine similarities as well as the obvious differences existing from one culture to another as they appear in creative forms. They look at changes in religion over the centuries, geographies of religions.

BIHS Program – Grades 11 and 12

Junior Year

History of the Americas: This course will examine the modern world with an emphasis on the interaction of people and events, and analysis of the progression of history over time. Students will learn independent historical analysis and articulate knowledge and opinion orally and in writing. Focus will be on the history of the United States, and South America through World War II.

Literature of the Americas: This course will begin the two year curriculum in literature. The readings will include works and authors from around the world and through various time periods. Students will focus on the unique historical, cultural, and geographical influences upon each work. Students will be given an opportunity to take two of the four assessments: one will be oral, the second will be written.

Senior Year

Twentieth Century Global History and Government: Focuses on key topic areas looking specifically at issues that transcend national boundaries. Some focus areas include the Cold War, the causes, effects and practices of war, and the challenges inherent in transitioning to Democracy. Students will focus on performing independent research during this year.

Twentieth Century Global Literature: This course concludes the two year approved curriculum. Students will focus on readings which will continue to include international literature in all genres. Students will take the final two assessments: one oral, and one written.

Theory of Knowledge: A capstone course on the philosophy of learning. Please see next page for further description.

Unique Components to BIHS

Extended Essay

During the junior and senior years, all students in BIHS will have the chance to explore an area of interest by writing an outside paper called the Extended Essay. The purpose of the Extended Essay is to provide students with an opportunity to engage in an independent research project at an introductory level. Emphasis is placed on the research process, clear communication of ideas and presenting the information in a logical and coherent essay. Students will be guided towards their topic at school, but will work primarily on the Extended Essay outside of school hours. BIHS students will find experts in their chosen research field to act as a consulting advisor to help them through the process. BIHS teachers will define acceptable subjects and topics for the Extended Essay, so the topic will receive approval before the student begins any research.

Theory of Knowledge

This interdisciplinary course on the philosophy of learning is the capstone course of BIHS. The class, which all BIHS students take in their senior year, is viewed as the culminating experience of our student's time within BIHS. The course provides the chance for students to reflect on the origin, validity, and value of various kinds of knowledge and make comparisons between them and encourages creative synthesis among all areas of study.

BIHS Creativity, Action and Service (IBCAS)

The IBCAS component of the BIHS program is intended to encourage each student to develop individual skills and interests, provide a well-rounded balance to the demands of academic scholarship and to challenge the student to become aware of their responsibility to contribute to their community in a meaningful way. All students in BIHS will complete their IBCAS hours over two years (junior and senior year). The hours are to be evenly divided among three focus areas and students may begin accruing their IBCAS hours the summer after sophomore year.

Creativity includes a wide range of artistic endeavors (art, dance, teaching, music, drama), including the creativity a student employs in designing and completing projects.

Action involves physical activities such as sports and athletic training and also includes the physical activities required to implement creative or service projects such as building, planting or coaching.

Service is volunteer (not paid nor for school credit) community or social service, including environmental or international projects.

IBCAS activities must be pre-approved and the student is responsible for keeping accurate record sheets and obtaining adult signatures for verification. Students will complete personal reflections on activities that they participate in.

Some IBCAS hours may be obtained from participating in Berkeley High School activities. Students are encouraged to build upon activities they already participate in, as well as to branch out and gain new experiences. For instance, if students participate in music or drama activities as an extracurricular activity, they may count their performance hours. Sports team practices do not count; performance and game hours do. As a general rule, performance time counts, practice time does not.

BIHS Policies and Procedures

The policies and procedures listed below will be used in BIHS classrooms. Teachers reserve the right to adjust the policies to meet individual students' needs.

BIHS expectations

- Respect- self, others, materials, environment, etc.
- Act appropriately for the environment you are in.
- Be a scholar.

Classroom policies

- Only drinks with a secure lid will be allowed in BIHS classrooms. No food, please.
- Students will have a limited number of times they can leave class each semester.
- BIHS teachers will enforce that at the bell, students promptly sit in their seats; otherwise student will be marked tardy.
- Students will be released by permission of the teacher.
- Cell phones may only be used before and after school, and during lunch, as per BHS school rules.
- The teacher may temporarily confiscate electronics displayed or used in the classroom.

Academic policies

- All BIHS teachers will follow the school policy with regard to tardiness and absences.
- All BIHS teachers will use assessments built around the International Baccalaureate criteria for grading major assignments.
- Late work will be accepted with penalty, to be determined by each individual teacher.
- Make up work for absences will be handled on a case-by-case basis.

Discipline protocol

Students may receive any of the following consequences, depending on his or her action:

- Appropriate warning
- Conference
- Phone call home
- Referral
- Parent conference

Student Testing

District and State Testing

STAR: The state-mandated Standard Testing and Reporting Program (STAR) exams are given in the spring of the 9th, 10th and 11th grades, during the regular school day. CAT/6 test scores indicate how well a student performs in comparison to his/her peers in the United States. The California Standards Tests evaluate how well a student does in relation to the content standards established for all California students. Website: <http://www.cde.ca.gov/statetests/star/star.html>

California High School Exit Exam (CAHSEE): The CAHSEE aligned is with the California Content Standards. There are two components to the test: language arts and math. Student will have their first opportunity to take this test in the spring of the sophomore year. **All California students are required to pass both parts of this exam prior to graduation in order to receive a high school diploma.** Website: <http://www.cde.ca.gov/statetests>

International Baccalaureate Testing

Students who want to demonstrate their knowledge in a specific content area can take the official IB tests in the spring of 11th and 12th grades. The exams will take place during the school day at Berkeley High School. Students will register for exams and pay the testing fees in October prior to the spring testing. The subject exams range from one to four hours long, depending on their format and content. The exams usually contain multiple choice questions, short answer and essay sections and some exams are split into two or three parts (also referred to as papers) over several days. All IB exams are offered on the same days across the globe and there are no make-up exams.

There are government subsidies to defray costs of the testing fees for low-income students.

For students who get a qualifying score on an IB exam, thousands of colleges worldwide will grant college credit or advanced placement. Website: <http://www.ibo.org>, click on Services/Universities.

College Admission and Scholarship Testing

Depending on the classes your student may choose to take, the BIHS program meets or exceeds the requirements for college eligibility, for most public, private and highly selective colleges. As a benchmark we have included the University of California requirements, which are similar to most highly selective colleges. Requirements may vary for different majors and programs. It is recommended that students begin checking early on with the colleges that they are interested in for specific requirements.

Website: <http://www.universityofcalifornia.edu/admissions/welcome.html>

UC College Admission Requirements

• English	4 years
• World History	1 year
• US History	1 year or 1 semester and 1 semester of American government
• Mathematics	3 years (4 recommended)
• Science	2 years
• Arts	1 year of the same class, NOT 2 semesters of different classes
• Foreign Language	2-3 years
• Electives	1 year

PSAT/NMSQT: The Preliminary Scholastic Achievement Test/National Merit Scholarship Qualifying Test is co-sponsored by the College Board and the National Merit Scholarship Corporation (NMSC). This test measures critical reading, math problem-solving, and writing skills. Test scores range from 20 to 80. The PSAT/NMSQT gives students first-hand practice for the SAT I exam administered by the College Board. The PSAT/NMSQT also gives students a chance to qualify for the National Merit scholarship and recognition program if they take the test junior year. The exam is given at Berkeley High School once yearly, in October. Website: <http://www.nationalmerit.org>.

SAT: The SAT test measures critical reading, math and writing abilities. The test lasts almost four hours and consists of seven sections. The test is offered several times a year. Many colleges require this exam for admission. Students usually take the test beginning in the spring of their 11th grade or early in 12th grade. Be aware that if the test is taken more than once, universities have different policies regarding which score they

will accept and use for admissions purposes. Before deciding to take the test in the fall of the senior year, the student should check with each university to make sure the test will meet their deadlines. The SAT registration packet is available in the counseling office, or students can register and pay online. Website: <http://www.collegeboard.com>.

SAT Subject Tests: The SAT subject tests are one-hour-long, single-subject tests consisting primarily of multiple-choice questions. The subject tests measure knowledge or skills in a particular subject and the ability to apply that knowledge. The UC System requires two subject tests selected from either history, literature, mathematics (Math level 2 only), science, or a language other than English for admission and/or placement. Other colleges have similar requirements. SAT Subject test scores range from 200 to 800. It is recommended that students take the SAT subject test as soon as possible after completing course work in a particular subject while the knowledge is still fresh, even if they are in the 9th or 10th grades. SAT subject test applications are available in the counseling office, or students can register and pay online. Check the College Board website for a list of subjects offered, dates, testing locations, fees and registration deadlines. Website: <http://www.collegeboard.com>.

ACT Assessment: The ACT Assessment is designed to assess the high school students' general educational development and their ability to complete college-level work. The test covers four skill areas: English, mathematics, reading and science reading. ACT test scores range from 0 to 36. Many colleges accept either this test or the SAT I for college admission. ACT applications are available in the counseling office, or students can register and pay online. Website: <http://www.act.org>.

Advanced Placement (AP) Exams: Most colleges and universities grant equal credit to AP subject tests and IB HL tests. BIHS students are not expected to sit for AP exams during their junior or senior years. However, BIHS students have the option of sitting for AP exams in addition to the IB HL tests in whichever subjects they choose, as the testing calendar permits. Website: <http://www.collegeboard.com>.

BIHS Parent Action Group

The Berkeley International High School Parent Action Group (PAG) is a parent volunteer organization which helps sustain the high quality of the four-year BIHS program by providing both financial and volunteer resources to support students, teachers, and staff. To accomplish this, the BIHS PAG relies on fund-raising and parent volunteers. Parent participation, whether on an occasional or on-going basis, is welcome and is crucial to the success of the Berkeley International High School program. Website: <http://berkeleyihs.org>

Frequently Asked Questions About BIHS

What is a "house"?

BIHS has two "houses," Blue and Green, that divide the program into two smaller, more personal environments. Each ninth grade house has three courses in its core: Freshman Literature and Composition, Global Studies and Cultural Aesthetics.

Is there any difference between the houses?

As far as possible, no. The curriculum has been co-designed by all teachers so that it is the same for both houses. In addition, classroom norms and expectations have been cooperatively designed so that the learning environments are nearly identical.

Will students remain in the same house for all four years?

Students will remain in the same house from freshman to sophomore year, as much as scheduling permits. However, students will not necessarily remain with the same students for their classes each year.

What is a core?

Within each house there are of students who travel throughout the day together, called a "core." This feature is designed to enhance the sense of community and coherence. It will also prove valuable for cross-curricular group projects.

Is BIHS a Small School?

No. BIHS is a comprehensive school program that provides for two or three of your student's classes in the 9th and 10th grades. Using features of successful small schools, BIHS employs a design that both creates a nurturing, supportive environment and provides for depth and rigor in the curriculum.

How do the three freshman and sophomore classes work together?

Wherever possible we have found meaningful links so that your student experiences the connections among the disciplines and his/her learning reflects greater depth, complexity and coherence.

Will students get college credit for upper-level classes?

Much like Advanced Placement, IB provides coursework and assessments that are recognized by many colleges and universities. Some colleges give course credit after students have successfully taken IB or AP examinations. For more information on this, please visit: <http://www.ibo.org/diploma/>.

What kinds of academic support and enrichment are there for BIHS students?

Teachers provide after-school tutoring for students who need additional support or want enrichment. BIHS also works closely with programs on campus such as Y-Scholars, and tutors in the College and Career Center to provide extra support. We are also planning a study center next year for BIHS students, a place where they can learn how to work together in study groups, develop study skills, get academic support, and study independently.

If my student does not want to pursue to full Diploma, are there benefits to being in the program?

Absolutely. BIHS is designed around a rich, integrated curriculum that creates a well rounded person who is prepared to find their place within the global community.

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The IB Diploma Program

Overview

BIHS students may choose to pursue the full International Baccalaureate Diploma or attempt certificates in specific areas of strength. Students who wish to receive a full IB diploma will choose six subject areas in which they want to be tested at the Higher Level and at the Standard Level, remembering that they must take at least 3 but no more than 4 Higher Level exams.

The IB Diploma curriculum is divided into Higher Level (HL) courses (240 hours or two years of study) and Standard Level (SL) courses (150 hours or one year of study), taken during grades 11 and 12. **All BIHS students will take HL English, HL History of the Americas, Theory of Knowledge, complete the extended essay, and Creativity-Action-Service (IBCAS) hours.** All students in BIHS will fulfill coursework requirements mandated by the **State of California** and the **Berkeley Unified School District**, meet college entrance requirements, including the University of California and California State University a-g requirements, *and* meet the requirements of BIHS. Website: <http://www.ibo.org>.

To receive the full IB Diploma from the International Baccalaureate Organization, a student must:

- *Enroll in and pass exams in at least one course from each of the six core subject areas:*
 - *Language A (English)*
 - *Language B (World Language)*
 - *Mathematics*
 - *Science*
 - *Social Science*
 - *Creative Arts OR other Elective (such as a second science or language course)*

- *Pass 3 Higher Level (HL) and 3 Standard Level (SL) or 4 HL and 2 SL tests*
- *Complete the Theory of Knowledge(TOK) course*
- *Complete the Extended Essay(EE)*
- *Complete 150 Creativity, Action, Service (CAS) hours*

Tests are scored on a scale of 1 to 7 points, with 7 as the highest possible score. Students can also earn up to three extra points total for a superior performance on the Extended Essay and the Theory of Knowledge papers. Students must earn a minimum of 24 points out of a possible 45 (42 points for the 6 tests plus three bonus points for the EE and TOK) to be awarded an IB Diploma.