

# BERKELEY INTERNATIONAL HIGH SCHOOL

## BIHS PROGRAM

The following courses will be considered as fulfilling the BIHS program requirements. Although included in the UC *a-g* requirements, math, art, world language, physical education and science classes are not listed below because they are not designated as BIHS classes. BIHS students will take these classes from individual departments (page 49) and can use these courses toward fulfilling requirements for the IB Diploma. Students in BIHS must study a second language and are expected to be able to use this language in a range of contexts and for many purposes. **NOTE:** Some students may be receive a waiver from this requirement, based on their particular needs. The languages available include Spanish, French, Kiswahili, Mandarin, and Latin.

	CREDITS EARNED	UC/CSU	UC/CSU SUBJECT AREA REQUIREMENT
<b>9TH GRADE</b>			
FRESHMAN LITERATURE & COMPOSITION	10	●	“b” - English
GLOBAL STUDIES	10	●	“a” - History
CULTURAL AESTHETICS	10	●	“f” - Visual and Performing Arts
<b>10TH GRADE</b>			
GLOBAL LITERATURE	10	●	“b” - English
COMPARATIVE VALUES & BELIEF SYSTEMS	5	●	“g” - Elective
COMPARATIVE POLITICAL AND ECONOMIC SYSTEMS	5	●	“g” - Elective
GLOBAL HISTORY	10	●	“a” - History
<b>11TH GRADE</b>			
IB ENGLISH HL	10	●	“b” - English
HISTORY OF THE AMERICAS	10	●	“a” - History
IB ECONOMICS SL	10	●	“g” - Elective
<b>12TH GRADE</b>			
IB ENGLISH HL	10	●	“b” - English
HISTORY OF THE AMERICAS	10	●	“a” - History
THEORY OF KNOWLEDGE	10	●	“g” - Elective
<b>SENIOR RESEARCH PROJECT</b>			
<b>CREATIVITY, ACTION, SERVICE (IBCAS)</b>			

# Berkeley International High School

Berkeley International High School (BIHS), an approved International Baccalaureate school, is a program within Berkeley High School, focusing on international studies for grades nine through twelve. The overarching goals of BIHS are to offer insights into the nature of international education and to build students' sense of identity and cultural awareness, fostering a spirit of discovery and enjoyment of learning for all BIHS students. Fundamental to the BIHS curriculum is developing the students' understanding of the nature and value of their own cultures. Students learn to approach academics from a variety of standpoints, and the curriculum furthers students' recognition and development of universal human values.

The integrated 4-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 systematically through the study of nations and the dynamics of global relationships, building in complexity each year. Students will graduate with the knowledge and habits of mind to participate confidently in the increasingly interdependent world.

BIHS prepares all students to participate in the IB Diploma Programme, an internationally recognized curriculum in 11th and 12th grade. Balancing the richness of Berkeley High School's elective options with the value and challenge of the IB, BIHS creates a community of support, accessibility, and diversity of perspective. To create a more personalized experience we split the program into two smaller "houses" which allows teachers and students to work in a cohesive manner.

## The Curriculum

### Freshman Year

In ninth grade, BIHS students take Global Studies, Freshman Literature & Composition, and Cultural

Aesthetics. BIHS teachers plan collaboratively in order to integrate the three core classes. Topics covered in the integrated curriculum follow a geographical "regions" approach and allow students to see the interconnectedness between the arts and culture.

### Sophomore Year

In tenth grade, BIHS students take Global Literature, Global History, and a semester each of Comparative Values and Belief Systems, and Comparative Political and Economic Systems. These courses prepare students for the more rigorous classes they will encounter in their Junior and Senior years.

### Junior and Senior Years

In the eleventh and twelfth grades all students take IB level courses in History and English. In the Junior year those courses are IB History HL Year 1, and the first year of a two-year IB English Higher Level class. In the Senior year students take the second year of the IB English Higher Level class, IB History HL Year 2, and the capstone Theory of Knowledge class. Theory of Knowledge is an interdisciplinary class that explores the nature of knowledge across multiple subjects.

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 writes an essay of extended length beginning in their junior year and culminating in their senior year. Students also complete the Creativity, Action, Service (IBCAS) component. BIHS is committed to civic engagement and active learning through student participation in planned experiences in the community. This project provides an opportunity for leadership experience and fits naturally with many students' interests.

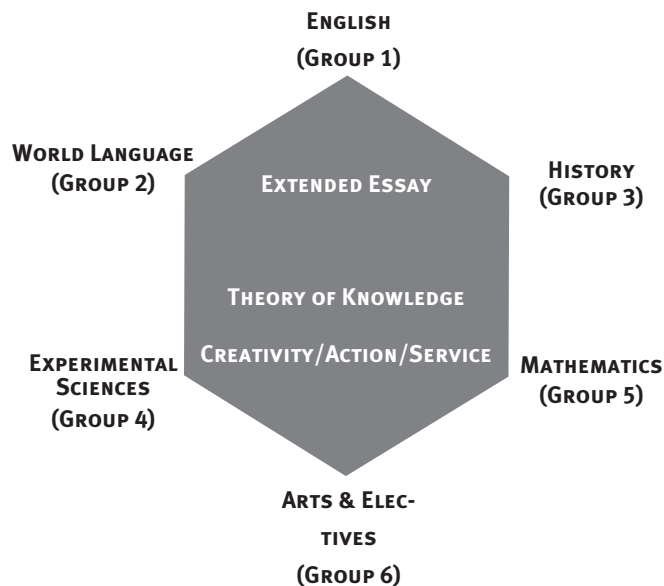
All students in BIHS are enrolled in IB English Higher Level and IB History Higher Level. At the end of these courses a student may choose to take the Higher Level exam, the Standard Level exam, or no exam at all. If students pass these exams they will earn an IB certificate and have the possibility of earning college credit.

BIHS students have the option to take IB classes in other subjects as well as English and History. Students may take classes in Higher Level courses, Standard level courses, AP courses, or any elective option they want.

## International Baccalaureate Diploma

- ▶ THE EXTENDED ESSAY
- ▶ THE THEORY OF KNOWLEDGE COURSE
- ▶ CREATIVITY, ACTION AND SERVICE OR IBCAS (150 HOURS)

In addition, BIHS students may choose to apply for the IB diploma. Aside from completing the standard BIHS graduation requirements of the Extended Essay, IBCAS, and the Theory of Knowledge course, students who choose to pursue the diploma need to complete six exams taken at the end of six classes from the different groups of the hexagon listed below. A minimum of three exams and maximum of four exams will be taken at the higher level, leaving two to three exams to be taken at the standard level. Students may choose to take a second language or a second science or economics exam for group 6, in lieu of art.



## Courses offered to BIHS students for the 2009-2010 school year are:

- IB ENGLISH HL (GROUP 1)
- IB SPANISH A2 HL (GROUP 2)
- IB FRENCH B SL (GROUP 2)
- IB FRENCH B HL (GROUP 2)
- IB KISWAHILI B SL (GROUP 2)
- IB MANDARIN B SL (GROUP 2)
- IB SPANISH B SL (GROUP 2)
- IB SPANISH B HL (GROUP 2)
- IB SPANISH AB INITIO SL (GROUP 2)
- IB LATIN B HL (GROUP 2)
- IB HISTORY OF THE AMERICAS HL (GROUP 3)
- IB BIOLOGY SL (GROUP 4)
- IB CHEMISTRY SL/HL (GROUP 4)
- IB PHYSICS HL (GROUP 4)
- IB MATH STUDIES SL (GROUP 5)
- IB MATH SL (GROUP 5)
- IB MATH HL (GROUP 5)
- IB STUDIO ART SL/HL (GROUP 6)
- IB MUSIC SL/HL (GROUP 6)
- IB ECONOMICS SL (GROUP 6)

## Course Descriptions Freshman Year

### GLOBAL STUDIES (P) YEAR • 10 CREDITS

This course introduces students to the concept of “global community,” through the study of four realms of the world: North Africa/Southwest Asia, Sub-Saharan Africa, South Asia, and East Asia. Global Studies enriches students’ understanding of the physical environment, history, culture, and current political/environmental issues of people in different areas of the world through rigorous and engaging lessons presented through a variety of media. The core question that drives Global Studies is “How do different members of the global community experience geography and culture, and how am I connected to them?”

### FRESHMAN LITERATURE & COMPOSITION (P) YEAR • 10 CREDITS

Through the study of literature, students examine important issues in cultures at home and across the globe, read a myriad of genres — poems, plays, short stories, and novels — and write in a variety

of modes (narrative, descriptive, expository, analytical, argumentative). They explore the meanings of what they have read and articulate their understanding of culture. The core question is “How do humans explore their world through stories?” The study of literature follows the regional approach of the Global Studies course and is aligned with the California State Standards of Reading, Writing, Speaking, and Listening.

### CULTURAL AESTHETICS (P) YEAR • 10 CREDITS

Cultural Aesthetics studies artistic expression and art history from a global perspective. The class follows the regional approach of the Global studies course. Students study a broad array of art techniques and materials, including drawing and printmaking. In this course they learn to analyze and evaluate art works and art historical periods in terms of aesthetic theories and cultural context. The core question addressed is “How has art shaped the world?” There is a \$15 materials fee.

## Sophomore Year

### GLOBAL LITERATURE (P) YEAR • 10 CREDITS

Global Literature is a study of literature, composition, and the humanities. 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 canonical works in translation, written prior to the 20<sup>th</sup> century, paired with thematically-related contemporary pieces written in English. Genres include novels, plays, poetry, and non-fiction.

### COMPARATIVE VALUES AND BELIEF SYSTEMS (P) SEMESTER • 5 CREDITS

The Values and Beliefs class focuses on comparative world religion and philosophy. 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, the nature of sects and cults, and the use of religion to wage war and to make peace. This course utilizes religious texts such as the *I Ching*, *Bible*, *Koran*, *Upanishads*, and *Talmud* to gain deeper understanding of the content.

## COMPARATIVE POLITICAL AND ECONOMIC SYSTEMS (P)

SEMESTER • 5 CREDITS

In Comparative Political and Economic Systems students analyze a variety of current issues in the global economy, ranging from the debate over free trade and global interdependence, to competing development models for the world's poorer nations, to the impact of population and economic growth on social, political and ecological systems. In this course students learn to identify, analyze critically, and to evaluate theories, concepts, and arguments pertaining to the nature and activities of individuals and societies as they relate to the varieties of economic environments that people inhabit.

## GLOBAL HISTORY (P)

YEAR • 10 CREDITS

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

## Junior and Senior Years

### IB HISTORY OF THE AMERICAS HL (P) 10 CREDITS/YEAR

This is a required two-year course for all Berkeley International High School students, involving a thorough examination of our modern world with an emphasis on the interaction of people and events; the formation of students' own opinions of events; and analysis of the progression of history over time. The primary aim and focus of the course is to guide students towards independent historical analysis. Skills emphasized include: primary and secondary source analysis; formation and completion of independent research; understanding of historical cause and effect; ability to articulate knowledge and opinions orally and in writing; synthesis of information and the ability to use that information to analyze new information. The junior year will focus on the history of the United States and South America through World War II. The senior year will focus on topics in the history of the Americas since WWII, particularly the Cold War as well as other relevant case studies. Students

will also study a subject of their choice for the required IB historical investigation. Students will be capable of taking the AP U.S. history exam in the spring of their junior year and the HL or SL level IB exam in the spring of their senior year. Students who successfully complete both years of the course receive a waiver for the graduation requirements in American Government. **PREREQUISITES:** enrollment in Berkeley International High School.

### IB ENGLISH HL (P)

YEAR • 10 CREDITS

This is a required two-year course for all Berkeley International High School students. This course will provide comprehensive preparation in oral and written expression and in analytical and critical thought through a carefully chosen curriculum of international works by recognized world authors. The curriculum will provide reading and writing opportunities in both genre and time period. Study will focus on international literary works from which multicultural reading, thinking, and writing exercises will be drawn. Emphasis will be on the unique historical, cultural, and geographical influences upon each work. Students will develop a precise and informed critical eye for patterns of literary expression. Students will be capable of taking the AP English literature exam and the SL or HL level IB exam in the spring of their senior year. **PREREQUISITES:** enrollment in Berkeley International High School.

### IB ECONOMICS SL (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 work 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 Economics SL test or the AP Macroeconomics test if they choose.

## Senior Year Only

### THEORY OF KNOWLEDGE (P-PENDING) YEAR • 10 CREDITS

Theory of Knowledge (TOK), one of the flagship elements of BIHS, encourages students to think critically about knowledge itself. Students investigate not only what they know, but how they know. Essentially they try to answer: “what are the ways we come to know something”? The class emphasizes the role of reason, emotion, perception, and language in the acquisition of knowledge. Students learn to make their own connections between the types of knowledge and information of the course include a willingness to work hard, work after school when necessary and sometimes on weekends in order to meet deadlines.

### SENIOR RESEARCH PROJECT

Each student writes a 4,000-word essay (twelve to fifteen pages), begun in their courses during the junior year. The essay topic is chosen by the student, and work on the essay is begun in the student’s English and history classes. Students continue to work independently on their project with the help of a mentor in the community. This project is required of all BIHS students and is also a requirement for the International Baccalaureate Diploma.

### CREATIVITY, ACTION, SERVICE (IBCAS)

Although not a course, IBCAS is a framework for experiential learning and reflection about that learning. This process of application and reflection provides an opportunity to extend what is learned in the classroom and, in turn, for the IBCAS experience to have an impact on classroom learning. The IBCAS requirement encourages students to share their energy and special talents with others; students may, for example, participate in theater or musical productions, and sports and community service activities. Students should, through these activities, develop greater awareness of themselves and concern for others, as well as the ability to work cooperatively with other people.

## All Grades

### STUDENT LEADERSHIP

YEAR • 10 CREDITS

Open to any grade level, the purpose of this course is to teach effective and ethical leadership skills.

### JACKET

YEAR • 10 CREDITS

Students in this course produce the school newspaper and make up the Jacket staff.

### YEARBOOK PUBLICATION

YEAR • 10 CREDITS

The yearbook course produces the yearbook once a year. Students learn graphic design, business management, and how to write in a yearbook style. The requirements