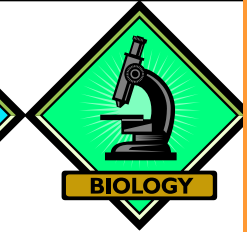
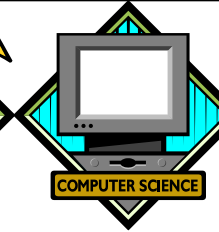
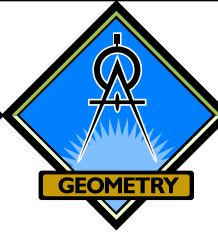




## **West Contra Costa Unified School District**

1108 Bissell Avenue, Richmond, California 94801  
Phone: (510) 231-1195 · Website: [www.wccusd.net](http://www.wccusd.net)



# 2020 | 2021

# HIGH SCHOOL COURSE CATALOG

*Published by the College and Career Department*



## *West Contra Costa Unified School District* Office of Educational Equity

### **Announcement of Nondiscrimination/Harassment**

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate to all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from discrimination, harassment, intimidation, and bullying.

The Board is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational supports programs, services, and activities. The Board prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived age, ancestry, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, immigration status, marital status, medical information, national origin, parental status, pregnancy status, race, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Rhonda Haney, Director, Office of Educational Equity, 1108 Bissell Ave Richmond, Ca 94801, 510-307-4538, [rhoney@wccusd.net](mailto:rhoney@wccusd.net)

The Board prohibits discrimination, harassment, intimidation, or bullying of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to conduct that interferes with student's ability to participate in or benefit from school services, activities or privileges.

Any student who feels they are being or have been discriminated against, harassed, intimidated, or bullied while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity is encouraged to immediately contact a teacher or any other employee. Any student who observes an incident of discrimination, harassment, intimidation, or bullying should report the incident to a school employee, whether or not the victim files a complaint.

An employee who receives such a complaint, otherwise becomes aware, or personally observes possible discrimination, harassment, intimidation, or bullying shall intervene when it is safe to do so and

immediately report it to the District’s Compliance Officer or the principal or vice principal of the relevant school site. Such reports will be processed in accordance with Administrative Regulation 5145.3.

**Non-Discrimination Policy Contacts**

**TITLE IX**

Rhonda Haney  
Director,  
Office of Educational Equity  
1108 Bissell Avenue  
Richmond, CA 94801  
510-307-4538

**Title II, Title V, Title VI**

Lyn Potter  
Director  
State and Federal Pro-  
grams 2625 Barnard  
Ave  
Richmond, CA  
94806  
510-307-  
4505

**504**

Darlene Almeida Coordi-  
nator, 504 (Student Services) Coordi-  
nator Special Education Low  
Incidence Pro-  
grams 1108 Bissell  
Avenue  
Richmond, CA  
94801  
510-307-4535  
Ext.23319

Revised: 06/24/2020 OEE



## ***Distrito Escolar Unificado de West Contra Costa*** **Oficina de Equidad Educativa**

### **Anuncio de No Discriminación/Acoso**

La Mesa Directiva de Educación del Distrito Escolar Unificado de West Contra Costa, la cual se nombrará Mesa Directiva en lo sucesivo, se ha comprometido a ofrecer oportunidades igualitarias para todas las personas en el ámbito educacional, dentro de un ambiente seguro en donde se permita que todos los estudiantes tengan un acceso y oportunidades equitativas para participar en todos los programas y actividades del Distrito, incluyendo: programas académicos, ayuda educacional, servicios y actividades de enriquecimiento.

La Mesa Directiva se ha comprometido a proporcionar un ambiente educacional seguro y positivo para todos los alumnos. Todo el estudiantado del Distrito Escolar Unificado de West Contra Costa tiene el derecho de recibir una educación en un ambiente positivo y seguro sin la existencia de discriminación, acoso, intimidación ni hostigamiento.

La Mesa Directiva está comprometida a proporcionar un ambiente educacional seguro que les permita a los estudiantes oportunidades y acceso igualitario a los programas de apoyo educacional, programas académicos, servicios y actividades del distrito. La mesa directiva prohíbe la discriminación, la intimidación, el acoso (incluyendo acoso sexual) u hostigamiento basado en las siguientes características reales o percibidas de una persona: edad, ascendencia, color, discapacidad, origen étnico, género, expresión de género, identidad de género, información genética, estado migratorio, estado civil, información médica, origen nacional, estado marital de los padres, estado de embarazo, raza, religión, sexo, orientación sexual o asociación con una persona o grupo que presenta una o más de estas características reales o percibidas. Para preguntas o quejas, comuníquese con: Rhonda Haney, Directora de la Oficina de Equidad Educativa, 1108 Bissell Ave Richmond, Ca 94801, 510-307-4538, rhaney@wccusd.net.

La Mesa Directiva prohíbe la discriminación, intimidación o acoso hacia cualquier alumno de parte de cualquier empleado, alumno u otra persona en el Distrito. El personal debe estar alerta para responder inmediatamente cuando ocurran conductas que interfieran con la habilidad de los alumnos de participar o beneficiarse de los servicios o actividades escolares.

A cualquier alumno que sienta que está siendo o que ha sido acosado mientras se encuentra en el establecimiento escolar, yendo a la escuela o viniendo de esta, mientras se encuentra en actividades escolares fuera y dentro del establecimiento, mientras se encuentra en un transporte escolar, o en un programa o actividad del Distrito, se le recomienda contactarse inmediatamente con un maestro o con cualquier empleado de la escuela. Cualquier alumno que observe un incidente de acoso u hostigamiento debería reportarlo a un empleado de la escuela, sin importar que la víctima haya o no haya presentado una queja.

Un empleado que reciba tal queja, o que se encuentre en conocimiento de tal tipo de incidentes, o que personalmente observe una posible situación de discriminación o acoso, debe reportarlo inmediatamente a la Encargada del Cumplimiento del Distrito o al director o subdirector de la escuela en que dicho incidente haya ocurrido. Estos reportes serán procesados de acuerdo a la Regulación Administrativa 5145.3.

## Referencias sobre normas de no-discriminación

### **Título IX**

Rhonda Haney

Directora, Oficina de Equidad Educativa  
1108 Bissell Avenue  
Richmond, CA 94801  
(510) 307-4538

### **Título II, Título IV, Título VI**

Lyn Potter

Directora, Programas Federales y  
Estatales  
2625 Barnard Avenue  
Richmond, CA 94806  
(510) 307-4505

### **504**

Darlene Almeida

Coordinadora, 504 (Servicios Estu-  
diantiles) Coordinadora de Educación  
Especial Programas de Baja Incidencia  
1108 Bissell Avenue  
Richmond, CA 94801  
(510) 307-4535 ext. 23319

Revised: 06/24/2020 OEE



# West Contra Costa USD

## Board Policy

### Nondiscrimination, Harassment, Intimidation, & Bullying

BP 5145.3  
**Students**

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the district's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate to all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from harassment and discrimination.

The Board is committed to providing a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school, school activity, or attendance within a school under the jurisdiction of the superintendent of the school district, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, immigration status, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or gender expression; the perception of one or more of such characteristics, or association with a person or group with one or more of these actual or perceived characteristics. Gender identity is a person's personal sense of gender (e.g., being a boy or a girl), which may or may not be the same as their biological sex at birth. For transgender persons, the sex at birth (i.e., male or female) does not match their own internal sense of their gender identity. Since gender identity is internal, it isn't necessarily visible to others. Gender expression is a person's external manifestation of their gender identity. Gender expression is visible to others - it's the way a person expresses their gender identity through clothing, behavior, posture, mannerisms, speech patterns, activities and more.

The Board prohibits discrimination or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to conduct that interferes with student's ability to participate in or benefit from school services, activities or privileges.

The Board hereby designates the following person as Compliance Officer to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Rhonda Haney  
Director, Title IX Educational Equity  
1108 Bissell Avenue, Room 215  
Richmond, CA 94801  
(510) 307-4538  
rhaney@wccusd.net

Any student who feels they are being or have been harassed while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a district program or activity is encouraged to immediately contact a teacher or any other employee. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

An employee who receives such a complaint, otherwise becomes aware, or personally observes possible

harassment shall intervene when it is safe to do so and immediately report it to the District's Compliance Officer or the principal or vice principal of the relevant school site. Such reports will be processed in accordance with Administrative Regulation 5145.7.

Legal Reference:

EDUCATION CODE

- 200-262.4 Prohibition of discrimination
- 48900.3 Suspension or expulsion for act of hate violence
- 48900.4 Suspension or expulsion for threats or harassment
- 48904 Liability of parent/guardian for willful student misconduct
- 48907 Student exercise of free expression
- 48950 Freedom of speech
- 48985 Translation of notices
- 49020-49023 Athletic programs
- 51500 Prohibited instruction or activity
- 51501 Prohibited means of instruction
- 60044 Prohibited instructional materials

CIVIL CODE

- 1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

- 422.55 Definition of hate crime
- 422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

- 432 Student record
- 4600-4687 Uniform complaint procedures
- 4900-4965 Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20

- 1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 42

- 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended 2000h-2-
- 2000h-6 Title IX of the Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

- 100.3 Prohibition of discrimination on basis of race, color or national origin 104.7
- Designation of responsible employee for Section 504
- 106.8 Designation of responsible employee for Title IX
- 106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

- Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
- Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

- Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
- Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013 Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 FIRST AMENDMENT

CENTER PUBLICATIONS

- Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

- Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004 U.S.

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Dear Colleague

Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: August 20, 2008 Richmond, California

revised: March 26, 2014

revised: April 23, 2014

revised: October 17, 2018





# West Contra Costa USD

## Board Policy

### Sexual And Gender-Based Harassment

BP 5145.7  
**Students**

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to equal opportunity for all individuals in education within a safe school environment that allows all students equal access and opportunities to all of the District's programs and activities, including academic programs, educational supports, services, and enrichment activities.

The Board is committed to providing a safe educational environment and positive school climate to all students. In the West Contra Costa Unified School District, all students have the right to be educated in a positive and safe environment that is free from harassment and discrimination.

The Board prohibits sexual and gender-based harassment of students by other students, employees or other persons, while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity.

The Board prohibits retaliatory behavior or action against any persons who files a complaint, testifies, or otherwise participates in District complaint procedures.

The Superintendent or designee shall ensure that all staff receive training and all students receive age appropriate instruction and information on sexual and gender-based harassment. Student instruction and information shall include, but is not limited to:

1. What acts and behavior constitute sexual and gender-based harassment, including the fact that such harassment could occur between people of the same sex and that sexual violence is a form of sexual harassment;
2. A clear message that students do not have to endure sexual or gender-based harassment.
3. Encouragement to report observed instances of sexual and gender-based harassment, even where the victim of the harassment has not complained;
4. Information about the District's procedure (Administrative Regulation 5145.7) for investigating complaints and the person(s) to whom a report of sexual and gender-based harassment should be made; and
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

#### Definition and Examples of Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature. Examples of conduct that may constitute sexual harassment, if unwelcome, include:

1. Suggestive or obscene letters, notes, invitations, graffiti, jokes, or comments; slurs; epithets; sexual gestures; and displays of sexually suggestive objects, pictures, or cartoons;
2. Groping, sexual touching, leering, and impeding or blocking movement;

3. Sexual conduct that would be considered criminal activity, including sexual assault and sexual exploitation;
4. Continuing to express sexual interest after being informed that the interest is unwelcome (reciprocal attraction, among peers, is not considered sexual harassment);
5. Threatening to withhold grades earned or deserved or suggesting a scholarship recommendation or college application will be denied, as a condition of receiving sexual favors;
6. Engaging in sexual behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student;
7. Offering favors or educational benefits, such as grades, assessments, assignments, and recommendations in exchange for sexual favors;
8. Inappropriate sexual touching between students that, even if consensual, contributes to a sexually charged environment for other students who witness the behavior;
9. Any sexual conduct or expression of sexual interest by an adult toward a student regardless of reciprocity.

#### Definition and Examples of Gender-Based Harassment

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, although they are not necessarily sexual in nature. Prohibited conduct includes harassment of a student for exhibiting what is perceived as a stereotypical characteristic for their sex, or for nonconformance with stereotypical notions of masculinity and femininity. Gender identity is a person's personal sense of gender (e.g., being a boy or a girl), which may or may not be the same as their biological sex at birth. For transgender persons, the sex at birth (i.e., male or female) does not match their own internal sense of their gender identity. Since gender identity is internal, it isn't necessarily visible to others. Gender expression is a person's external manifestation of their gender identity. Gender expression is visible to others - it's the way a person expresses their gender identity through clothing, behavior, posture, mannerisms, speech patterns, activities and more. Examples of conduct that may constitute gender-based harassment include:

1. Disparaging remarks made to a student or aggression toward a student because that student displays mannerisms or a style of dress perceived as indicative of the other sex
2. Hostility toward a student because that student participates in an athletic activity more typically favored by a student of the other sex
3. Intimidating a student to discourage that student from enrolling in a particular area of study because of his/her gender
4. Use of gender-specific slurs, whether written or spoken
5. Taunting a student who wishes to participate in an extracurricular activity because that activity is more typically favored by a student of the other sex

#### Complaint Process

Any student who feels that they are being or have been harassed based on sex or gender while on school grounds, while going to or coming from school, while at school activities on or off school grounds, while on district transportation, or while otherwise in a District program or activity, is encouraged to immediately contact a teacher or any other employee.

An employee who receives such a complaint, otherwise becomes aware, or personally observes possible

sexual or gender-based harassment shall immediately report it to the District's Compliance Officer or the principal or vice principal of the relevant school site. Such reports will be processed in accordance with Administrative Regulation 5145.7.

The Superintendent or designee shall ensure that any complaints regarding sexual or gender-based harassment are immediately investigated in accordance with Administrative Regulation 5145.7.

When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment, prevent its recurrence and address its effects on the victim.

### Disciplinary and Other Measures

Any student who engages in sexual or gender-based harassment of anyone at school or at a school sponsored or school-related activity is in violation of this policy and will receive interventions and may be subject to disciplinary action. Examples of interventions include counseling, guidance, education about the impact of harassment, positive behavior support, referral to a student success team, transfer to alternative programs and denial of participation in extracurricular or co-curricular activities or other privileges. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing discipline the entire circumstances of the incident(s) shall be taken into account.

The District will may respond to off-campus sexual or gender-based harassment if the harassment contributes to a hostile environment on campus, poses a threat or danger to the safety of students or substantially disrupts school activities.

### Confidentiality and Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual and gender-based harassment to enable the District to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual and gender-based harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5CCR4964).

### Legal Reference:

#### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment 48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

#### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships 1714.1 Liability of parents/guardians for willful misconduct of minor

#### GOVERNMENT CODE

12950.1 Sexual harassment training

#### CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs UNITED

#### STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

#### UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs COURT

DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130 Reese v.

Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011 Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, January 2001

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

adopted: November 3, 2010 Richmond, California

revised: March 26, 2014



# West Contra Costa USD

## Administrative Regulation

### Sexual Harassment

#### AR 5145.7 Students

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex and under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion

## School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. **Initiation of Investigation:** The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. **Initial Interview with Student:** When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. **Investigation Process:** The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

5. **Interim Measures:** The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. **Optional Mediation:** In cases of student-on-student harassment, when the student who complained and the

alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue To judge the severity of the harassment, the Coordinator/Principal may take into consideration: a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

#### Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

- 1. Removing vulgar or offending graffiti
- 2. Providing training to students, staff, and parents/guardians about how to recognize harassment and

how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

#### Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

5. Be included in the student handbook

6. Be provided to employees and employee organizations

Regulation WEST CONTRA COSTA UNIFIED SCHOLL DISTRICT approved: January 9, 2012 Richmond, California  
revised: December 11, 2013





# West Contra Costa USD

## Board Policy

### Uniform Complaint Procedures

#### BP 1312.3 Community Relations

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

#### Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; American Indian education centers and early childhood education program assessments; bilingual education; California Peer Assistance and Review programs for teachers; state career technical and technical education, career technical, and technical training programs; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; Economic Impact Aid; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; special education programs; California State Preschool Programs; Tobacco-Use Prevention Education programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000
2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610)
3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)
4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities. (5 CCR 4610)
6. Any complaint alleging district noncompliance with legal requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)
7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)
8. Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions ; the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school, district, or country; school or record transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
- 9.. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school,,alleging district noncompliance with any requirement applicable to the student regarding the a e grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, )
10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)
11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)
12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)
13. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy.
14. Any other complaint as specified in a district policy.

The district shall establish an office entitled District Ombudsperson reporting directly to the Superintendent for the purpose of fair, objective and timely responses to complaints.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or Ombudsperson or designee shall keep the identity of the complainant, and/or the subject of the complaint, if different from the complainant, confidential when appropriate and as long as the integrity of the complaint pro-

cess is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or Ombudsperson will provide Trustees with quarterly updates about the state of complaints in the district.

The Superintendent or Ombudsperson or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or Ombudsperson or designee shall maintain records of each complaints and subsequent related actions, including steps taken during the investigations and all information required for compliance with 5 CCR 4631 and 4633.

### Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing- exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, teacher vacancies and misassignments, or health and safety violations in any license-exempt California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

### Legal Reference:

#### EDUCATION CODE

- 200-262.4 Prohibition of discrimination
- 222 Reasonable accommodations; lactating students
- 8200-8498 Child care and development programs
- 8500-8538 Adult basic education
- 18100-18203 School libraries
- 32280-32289 School safety plan, uniform complaint procedures
- 33380-33384 California Indian Education Centers
- 35186 Williams uniform complaint procedures
- 44500-44508 California Peer Assistance and Review Program for Teachers 46015 Parental leave for students

48853-48853.5 Foster youth  
48985 Notices in language other than English  
49010-49013 Student fees  
49060-49079 Student records  
49069.5 Rights of parents  
49490-49590 Child nutrition programs  
49701 Interstate Compact on Educational Opportunity for Military Children 51210 Courses of study grades 1-6  
51223 Physical education, elementary schools  
    51225.1-51225.2 Foster youth, homeless children, and former juvenile court school students; course credits; graduation requirements  
51226-51226.1 Career technical education  
51228.1-51228.3 Course periods without educational content  
52060-52077 Local control and accountability plan, especially  
52075 Complaint for lack of compliance with local control and accountability plan requirements  
52160-52178 Bilingual education programs  
52300-52490 Career technical education  
52500-52616.24 Adult schools  
54000-54029 Economic Impact Aid  
54400-54425 Compensatory education programs  
54440-54445 Migrant education  
54460-54529 Compensatory education programs  
56000-56867 Special education programs  
59000-59300 Special schools and centers  
64000-64001 Consolidated application process  
65000-65001 School site councils

#### GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state 12900-12996  
Fair Employment and Housing Act

#### HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions 1596.7925 California Child Day Care Act; health and safety regulations 104420 Tobacco-Use Prevention Education

#### PENAL CODE

422.55 Hate crime; definition  
422.6 Interference with constitutional right or privilege  
CODE OF REGULATIONS, TITLE 2  
11023 Harassment and discrimination prevention and correction

#### CODE OF REGULATIONS, TITLE 5

3080 Application of section  
4600-4687 Uniform complaint procedures  
4680-4687 Williams uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs UNITED STATES CODE, TITLE 20  
1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972  
6301-6577 Title I basic programs  
6801-7014 Title III language instruction for limited English proficient and immigrant students

#### UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy  
100.3 Prohibition of discrimination on basis of race, color or national origin 104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Notification of nondiscrimination on the basis of age

Management Resources:  
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Sample UCP  
Board Policies and Procedures

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter, September 22, 2017  
Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Harassment and Bullying, October 2010  
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS  
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002 WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
Family Policy Compliance Office: <https://www2.ed.gov/policy/gen/guid/fpco> U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr> U.S. Department of Justice: <http://www.justice.gov>

Policy WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT  
adopted: November 7, 2007 Richmond, California  
revised: April 16, 2008  
revised: November 6, 2013  
revised: January 8, 2014  
revised: March 4, 2015  
revised: January 6, 2016  
revised: April 27, 2016  
revised: November 2, 2016  
revised: June 28, 2017 revised: March 7,  
2018 revised: October 17, 2018 revised:  
February 26, 2020

**West Contra Costa USD**

# Administrative Regulation

## Uniform Complaint Procedures

AR 1312.3

### Community Relations

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

#### Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment a responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

District Ombudsperson  
1108 Bissell Avenue  
Richmond, CA 94801  
Telephone: (510) 307-4538  
Facsimile: (510) 236-0662

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to investigate the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or Ombudsperson or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or Ombudsperson or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

#### Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In, addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. ( 5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred
5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints
7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision
9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable
10. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

The Superintendent or Ombudsperson or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited Eng-

lish proficiency.

### Filing of Complaint

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or Ombudsperson or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; CCR 4630)

3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that they personally suffered unlawful discrimination, or who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

### Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegation.



tions in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

#### Timeline for Final Decision

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, a written report, as described in section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the district's final written decision at the same time it is provided to the complainant.

#### Final Written Decision

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

a. Statements made by any witnesses

b. The relative credibility of the individuals involved

c. How the complaining individual reacted to the incident

d. Any documentary or other evidence relating to the alleged conduct e. Past instances of

similar conduct by any alleged offenders

f. Past false allegations made by the complainant

2. The Conclusion(s) of law

3. Disposition of the complaint

4. The rationale for such a disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

a. The manner in which the misconduct affected one or more students' education b. The type, frequency, and duration of the misconduct

c. The relationship between the alleged victim(s) and offender(s)

d. The number of persons engaged in the conduct and at whom the conduct was directed e. The size of the

school, location of the incidents, and context in which they occurred f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600.

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

a. The corrective actions imposed on the respondent

b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent

c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal.

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

### Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students, updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints involving retaliation, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

#### Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with the CDE within 15 days of receiving the district's decision. (5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, the respondent, in the same manner as the complainant, may file an appeal with CDE.

Upon notification by the CDE that the district's decision has been appealed, the Superintendent or Ombudsperson or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint

2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Regulation WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT approved: April 4,  
2012 Richmond, California  
revised: April 8, 2013  
revised: August 26, 2013  
revised: March 4, 2015  
revised: January 6, 2016  
revised: April 27, 2016  
revised: November 2, 2016  
revised: June 28, 2017  
revised: November 2, 2017  
revised: December 12, 2017  
revised: February 26, 2020

# LIST OF COURSE OFFERINGS BY SCHOOL



LEGEND	
[AP]	Advanced Placement Course / Meets UC/CSU Requirements
BL	Bilingual Speaker Course
ELD	English Language Development Course
[H]	Honors Level Course / Meets UC/CSU Requirements
[P]	College Preparatory Course / Meets UC/CSU Requirements
ROP	Regional Occupational Program Course
SL	Sheltered English Course—also known as Specially-Designed Academic Instruction English (SDAIE)

**DE ANZA HIGH SCHOOL**

**A**

A Capella [P]  
 Advanced Piano [P]  
 Aerospace IV Airforce JROTC  
 AFJROTC Aerospace  
 AFJROTC Leadership Education  
 AFJROTC Wellness Program  
 Algebra 1 SL [P]  
 Algebra 1 [P]  
 Algebra 2 SL [P]  
 Algebra 2 [P]  
 Amer Govt [P]  
 American Gov SL[P]  
 AP Biology  
 AP Calculus AB  
 AP Chemistry  
 AP English Language and Composition  
 AP English Literature and Composition  
 AP French Language  
 AP Government & Politics United States  
 AP Macroeconomics  
 AP Microeconomics  
 AP Psychology [P]  
 AP Spanish Language  
 AP Spanish Literature  
 AP United States History  
 AP World Hist  
 App Research Methods for Contemporary Iss [P]  
 Art Advanced [P]  
 Art of Video Production (ROP)  
 ASB Leadership [P]

**B**

Band Beginning  
 Band Symphonic [P]  
 Begin Art [P]  
 Beginning Piano [P]  
 Biology Science  
 Biology SL [P]  
 Biology [P]  
 Biomedical Science [P]

**C**

Career Guidance  
 Ceramics 1 [P]  
 Chemistry SL [P]  
 Chemistry [P]  
 Community Based Skills Instruction  
 Computer Science Adv [P]  
 Computer Science [P]  
 Concert Choir [P]  
 Constitutional Law Advanced [P]  
 Creative Writing [P]  
 CSU Exp Reading & Writing 3.0 (12th)

**D**

Dance Production [P]  
 Digital Arts Designs the Web1[P]  
 Domestic Life Skills

**E**

Economics SL [P]  
 Economics [P]  
 ELD 1A  
 ELD 1B  
 ELD 2A  
 ELD 2B  
 ELD 3A  
 ELD 3B  
 ELD 4 [P]  
 English 1 [P]  
 English 2 [P]  
 English 3 [P]  
 English/Reading  
 Environmental Science II [P]

**F**

Film as Literature [DE]  
 French 1 [P]  
 French 2 [P]  
 French 3 [P]  
 French 4 [H]  
 Functional Academic English Skills  
 Functional Academic Skills

**G**

Geometry SL [P]  
 Geometry [P]

**H**

Health Recs & Computer Apps [DE]  
 Health Science Emergency Medicine [P]  
 Homeroom/Advisory

**I**

Intro to Humanities [DE]  
 Intro to Law [P]

**J**

Jazz Dance 1 [P]  
 Jazz Dance 2 [P]

**L**

Law & Democracy [DE]  
 Law & Justice [P]  
 Lit & ID: Search for Social Justice [P]

**M**

Mandarin 1 [P]  
 Mandarin 2 [P]  
 Mandarin 3 [P]

## DE ANZA HIGH SCHOOL

Math Skills  
 Math Support  
 Medical Terminology [DE]  
 Music Appreciation [P]

### O

One Goal 101 [P]  
 One Goal 201 [P]

### P

PE Core Prgm -Gr9  
 PE Core Program  
 PE Weight Training  
 Personal Care Skills  
 Physics [P]  
 Physiology [P]  
 Pre-Calculus [H]  
 Probability & Statistics [P]  
 Psychology [P]

### R

Recreation and Leisure Skills

### S

Spanish 1 [P]  
 Spanish 2 [P]  
 Spanish 3 [P]  
 Spanish 4 [H]  
 Spanish for Spanish Speakers 1 [P]  
 Study Skills

### T

Theater 1 [P]  
 Theater 2 [P]  
 Theater Advance [P]  
 Tutorial

### U

US History SL [P]  
 US History [P]

### V

Vocational Educational Skills

### W

Web Page Design 1.2 [DE]  
 World Hist SL [P]  
 World History [P]

### Y

Yearbook

## EL CERRITO HIGH SCHOOL

### A

Advanced Media Communication [P] ROP  
 Algebra 1 SL [P]  
 Algebra 1 [P]  
 Algebra 2 [P]  
 All Skills  
 American Government [P]  
 American Government SL[P]  
 AP Biology  
 AP Calculus AB  
 AP Calculus BC  
 AP Chemistry  
 AP Computer Science A (C) [H]  
 AP Computer Science Principles (d) [P]  
 AP English Language and Composition  
 AP English Literature and Composition  
 AP Environmental Science  
 AP French Language  
 AP Government & Politics United States  
 AP Japanese Language and Culture  
 AP Psychology [P]  
 AP Spanish Language  
 AP Studio Art: Drawing  
 AP United States History  
 AP World Hist  
 Art Advanced [P]  
 Art of Video Productions (ROP)  
 ASB Leadership [P]

### B

Band Symphonic [P]  
 Begin Art [P]  
 Biology SL [P]  
 Biology [P]  
 Biotechnology I [P]  
 Broadcast Journalism [ROP]

### C

Career Guidance  
 Chemistry [P]  
 Community Based Skills Instruction  
 Concert Band [P]  
 CSU Exp Reading & Writing 3.0 (12th)

### D

Dance Composition 1 [P]  
 Dance Production [P]  
 Digital Art Designs the Web 1 [P]  
 Digital Arts Web Design I (ROP)  
 Domestic Life Skills

### E

Economics SL [P]  
 Economics [P]



## EL CERRITO HIGH SCHOOL

ELD 1A  
 ELD 1B  
 ELD 2A  
 ELD 2B  
 ELD 3A  
 ELD 3B  
 ELD 4 [P]  
 English 1 [P]  
 English 2 [P]  
 English 3 [P]  
 English 4 [P]  
 English Skills  
 Ethnic Studies [P]  
 Ethnic Studies SL [P]

**F**  
 Financial [P]  
 French 1 [P]  
 French 2 [P]  
 French 3 [P]  
 French 4 [H]  
 Functional Academic English Skills  
 Functional Academic Math Skills  
 Functional Academic Skills

**G**  
 Generic English  
 Generic Social Sci  
 Geometry SL [P]  
 Geometry [P]  
 Gnrc Sci-Life [P]

**I**  
 Info Systems Design & Management 2 (ROP)  
 Information Systems Design & Mngmt (ROP)

**J**  
 Japanese 1 [P]  
 Japanese 2 [P]  
 Japanese 3 [P]  
 Japanese 4 [H]  
 Jazz Band [P]  
 Jazz Dance 1 [P]  
 Jazz Dance 2 [P]  
 Jazz Ensemble [P]

**M**  
 Math  
 MultiMedia [P]

**O**  
 One Goal 101 [P]  
 One Goal 201 [P]

**P**

P. E.  
 PE Core Prgm -Gr9  
 PE Weight Training  
 Photography Advanced [P]  
 Photography [P]  
 Physics of the Universe SL [P]  
 Physics of the Universe [P]  
 Physics [H]  
 Physiology [P]  
 Pre-Calculus [H]  
 Probability & Statistics [P]

**R**  
 Recreation and Leisure Skills

**S**  
 Skills For Living  
 Spanish 1 [P]  
 Spanish 2 [P]  
 Spanish 3 [P]  
 Spanish 4 [H]  
 Student Assistant

**T**  
 Theater 1 [P]  
 Theater 2 [P]  
 Theater Advance [P]  
 Tutorial

**U**  
 US History [P]

**V**  
 Vocational Educational Skills

**W**  
 Wind Ensemble [P]  
 Work Experience  
 World History [P]  
 World War II [P]

## HERCULES HIGH SCHOOL

**A**  
 Adv Visual Arts [P]  
 Algebra 1 [P]  
 Algebra 1 SL [P]  
 Algebra 2 [P]  
 Amer Govt [P]

## HERCULES HIGH SCHOOL

Adv Visual Arts [P]  
 Algebra 1 [P]  
 Algebra 2 [P]  
 American Gov [P]  
 Anatomy & Physiology [P]  
 AP Biology  
 AP Calculus AB  
 AP Computer Science A PLTW  
 AP Computer Science Principles PLTW  
 AP English Language and Composition  
 AP English Literature and Composition  
 AP Government & Politics United States  
 AP Psychology [P]  
 AP Spanish Language  
 AP Studio Art: 2-D Design  
 AP United States History  
 AP World History  
 App Res Methods For Cont Issues [P]

**B**

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 Band Symphonic [P]  
 Begin Art [P]  
 Biology [P]

**C**

---

 Chemistry [P]  
 Community Based Skills Instruction  
 Computer Science Essentials PLTW [P]  
 Concert Choir [P]  
 CSU Exp Reading & Writing 3.0 (12th)  
 CSU Expository Reading & Writing (11th)  
 Cybersecurity PLTW [P]

**D**

---

 Daily Living Skill  
 Dance Production [P]  
 Digital Photography (ROP)  
 Domestic Life Skills

**E**

---

 Economics  
 Economics [P]  
 ELD 3A  
 ELD 4 [P]  
 Eng/Read (R180)  
 English 1 [P]  
 English 2 [P]  
 English I Advanced [P]  
 English II Advanced [P]

**F**

---

 French 1 [P]  
 French 2 [P]  
 French 3 [P]  
 French 4 [H]

Functional Academic English Skills  
 Functional Academic Life Science  
 Functional Academic Math Skills  
 Functional Academic Physical Science  
 Functional Academic Skills  
 Functional Academic Social Studies

**G**

---

 Geometry SL [P]  
 Geometry [P]

**J**

---

 Jazz Dance 1 [P]  
 Jazz Dance 2 [P]

**L**

---

 Leadership

**M**

---

 Medical Careers [P]  
 Music Appreciation [P]

**O**

---

 Orchestra Advanced [P]  
 Orchestra [P]

**P**

---

 PE Core Prgm -Gr9  
 PE Individual Sprt  
 PE: Conditioning  
 Personal Care Skill  
 Physics [P]  
 Pre Calculus [P]  
 Probability & Statistics [P]  
 Psychology [P]  
 Publications

**R**

---

 Recreation and Leisure Skills  
 Rehabilitation Therapy Services [P]

**S**

---

 Spanish 1 [P]  
 Spanish 2 [P]  
 Spanish 3 [P]  
 Spanish 4 [H]

**T**

---

 Theater 1 [P]  
 Tutorial

**U**

---

 US History [P]

**V**

---

 Vocational Educational Skills

**HERCULES HIGH SCHOOL**

**W**

World History [P]

**JOHN F. KENNEDY HIGH SCHOOL**

**A**

Advanced Algebra w/ Financial Apps [P]  
 Advanced Piano [P]  
 Algebra 1 SL [P]  
 Algebra 1 [P]  
 Algebra 2 SL [P]  
 Algebra 2 [P]  
 Amer Govt [P]  
 American Gov SL[P]  
 AP English Language and Composition  
 AP English Literature and Composition  
 AP Environmental Science  
 AP Government & Politics United States  
 AP Spanish Language  
 AP Spanish Literature  
 AP Statistics  
 AP Studio Art: Drawing  
 AP United States History  
 Art Advanced [P]  
 ASB Leadership [P]

**B**

Band Beginning [P]  
 Band Symphonic [P]  
 Begin Art [P]  
 Beginning Piano [P]  
 Biology SL [P]  
 Biology [P]  
 Business Computer Applications [P]

**C**

Chemistry SL [P]  
 Chemistry [P]  
 Community Based Skills Instruction  
 Construction Tech  
 CSU Exp Reading & Writing 3.0 (12th)  
 CSU Expository Reading & Writing (11th)

**D**

Dance Production [P]  
 Digital Arts Designs the Web 1 [P]  
 Domestic Life Skills

**E**

Economics SL [P]  
 Economics [P]

ELD 1A  
 ELD 1B  
 ELD 2A  
 ELD 2B  
 ELD 3A  
 ELD 4 [P]  
 Engineer Your World [P]  
 English  
 English 1 [P]  
 English 2 [P]  
 English 4 [P]  
 Ethnic Studies [P]

**F**

French 1 [P]  
 French 2 [P]  
 French 3 [P]  
 French 4 [H]  
 Functional Academic English Skills  
 Functional Academic Life Science  
 Functional Academic Physical Science  
 Functional Academic Math Skills  
 Functional Academic Skills  
 Functional Academic Social Studies

**G**

Geometry SL [P]  
 Geometry [P]  
 Graphics & Digital Arts [P]  
 Guitar Advanced [P]  
 Guitar Beginning [P]

**I**

Info Systems Design & Management 2 (ROP)  
 Information Systems Design & Mngmt (ROP)

**J**

Jazz Band [P]  
 Jazz Dance 1 [P]  
 Jazz Dance 2 [P]

**P**

PE Core Prgm -Gr9  
 PE Core Program  
 PE Weight Training  
 PE: Athletics  
 PE: Conditioning  
 Personal Care Skills  
 Physics [P]  
 Pre-Calculus [H]

**R**

Recreation and Leisure Skills

**S**

Spanish 1 [P]  
 Spanish 2 [P]

**JOHN F. KENNEDY HIGH SCHOOL**

Spanish 3 [P]  
Spanish 4 [H]  
Spanish for Spanish Speakers 1 [P]  
Spanish for Spanish Speakers 2 [P]  
Student Assistant

**T**  
Tutorial

**U**  
US History SL [P]  
US History [P]

**V**  
Vocational Educational Skills

**W**  
Web Page Design 1.2 [DE]  
Welding Fabrication & Application 2 [P]  
Welding Fabrication & Application [P]  
Woodworking 1 [P]  
Work Experience  
World Hist SL [P]  
World History [P]

**Y**  
Yearbook [P]

**MIDDLE COLLEGE HIGH SCHOOL**

**A**  
Administrative Justice 120 CCC  
African American 110  
Algebra 1 [P]  
Algebra 2 Trig [P]  
Algebra 2 [P]  
Amer Govt [P]  
Anthro 140 CCC  
Art Advanced [P]

**B**  
Biology 110 CCC  
Biology [P]  
Business Office Technology 210A CCC

**C**  
Chemistry 119 CCC  
CIS 135 CCC

Computer Apps  
Concepts of Criminal Law [P]  
Counseling 120 CCC

**D**  
Drama 101 CCC  
Drama 122 CCC

**E**  
EC Seminar  
Econ 221 CCC  
Economics [P]  
English 1 [P]  
English 1A CCC  
English 1 C CCC  
English 2 [P]  
English 3 [P]  
English 4 [P]

**G**  
Generic Elective  
Generic English  
Generic Social Sci  
Geometry [P]  
Gnrc Sci-Phys

**H**  
Health 120 CCC  
Health Science  
History 110 CCC  
History 120 CCC  
History 121 CCC  
History 122 CCC  
History 123 CCC  
History 127 CCC  
Humanities 113 CCC  
Humanities 120 CCC

**I**  
Intro to Law [P]

**K**  
Keyboarding/Comput

**L**  
La Raza 113 CCC  
La Raza 125  
La Raza 127 CCC  
La Raza 130 CCC  
Leadership

**M**  
Math 120 CCC  
Math 121 CCC  
Math 135 CCC  
Math 164 Prob/Stat CCC  
Math 171 CCC

**MIDDLE COLLEGE HIGH SCHOOL**

Math 185 Discrete Math CCC  
 Math 190 CCC  
 Math 191 CCC  
 Math 200 Linear Algebra CCC  
 Math 290 CCC  
 Math 292 CCC  
 Minorities in Amer  
 Music 120 CCC

**P**

PE Core Program  
 PE Individual Sprt  
 PE: Conditioning  
 Physics 110 CCC  
 Political Science 125 CCC  
 Pre-Calculus [H]  
 Psychology 220 CCC

**S**

Senior Project  
 Skills For Success  
 Sociology 220 CCC  
 Spanish 1 [P]  
 Spanish 2 [P]  
 Spanish 3 [P]  
 Speech 120 CCC  
 Speech 122 CCC

**T**

Theater 1 [P]  
 Theater Production

**U**

US History [P]

**W**

World History [P]

**PINOLE VALLEY HIGH SCHOOL**

**A**

Advanced Photography (ROP)  
 Advanced Piano [P]  
 African Am Lit [P]  
 Algebra 1 SL [P]  
 Algebra 1 [P]  
 Algebra 2 SL [P]  
 Algebra 2 [P]  
 Am Sign Lang 1 [P]  
 Am Sign Lang 2 [P]  
 Amer Govt [P]  
 American Gov SL [P]  
 American Sign Language 3 [P]

American Sign Language IV [H]  
 AP Biology  
 AP Calculus AB  
 AP English Language and Composition  
 AP Government & Politics United States  
 AP Statistics  
 AP Studio Art: Drawing  
 ASB Leadership [P]

**B**

Band Symphonic [P]  
 Begin Art [P]  
 Beginning Piano [P]  
 Biology SL [P]  
 Biology [P]

**C**

Career Guidance  
 Ceramics 1 [P]  
 Chemistry SL [P]  
 Chemistry [P]  
 Civil Engineering & Architecture (PLTW)  
 Civil Engineering & Architecture [H] PLTW  
 Computer Integrated Manufacturing [P]  
 Computer Integrated Manufacturing [H] PLTW  
 Computer Programming ROP  
 Concert Band [P]  
 Concert Choir [P]  
 Criminal Justice [P]  
 CSU Exp Reading & Writing 3.0 (12th)

**D**

Digital Arts Designs the Web 1 [P]  
 Domestic Life Skills

**E**

Economics SL [P]  
 Economics [P]  
 ELD 1A  
 ELD 1B  
 ELD 2A  
 ELD 2B  
 ELD 3A  
 ELD 4 [P]  
 English 1 [P]  
 English 2 [P]  
 English 3 [P]

**F**

Functional Academic English Skills  
 Functional Academic Life Science Skills  
 Functional Academic Math Skills  
 Functional Academic Physical Science  
 Functional Academic Social Studies Skills

**G**

Geometry SL [P]

## PINOLE VALLEY HIGH SCHOOL

Geometry [P]

### H

Human Body Systems PLTW  
Human Body Systems [H] PLTW

### I

IB Biology HL1  
IB English HL1  
IB History HL1  
IB History of the Americas HL1  
IB Math Application & Interpretation HL1  
IB Math Application & Interpretation SL1  
IB Psychology SL  
IB Spanish HL1  
IB Theory of Knowledge  
IB Visual Arts HL1  
Introd to Engineering Design (PLTW) [P]  
Introd to Engineering Design [H] PLTW

### J

Jazz Ensemble [P]

### L

Law & Justice [P]

### M

Mandarin 1 [P]  
Mandarin 2 [P]  
Medical Interventions (PLTW)  
Medical Interventions [H] PLTW  
Mex-Amer Lit [P]

### P

PE Core Prgm -Gr9  
PE Sports Non-Cont  
PE Weight Training  
Photography [P]  
Physics of the Universe [P]  
Physics [H]  
Physics [P]  
Pre-Calculus [P]  
Principles of the Biomedical Sciences [H] PLTW  
Principles of Engineering (PLTW)  
Principles of Engineering [H] PLTW  
Protective Services Academy (UCCI) [P]  
Publications ROP [P]

### R

Recreation and Leisure Skills

### S

Spanish 1 [P]  
Spanish 2 [P]  
Spanish 3 [P]

Spanish 4 [H]

### T

Tutorial

### U

US History SL [P]  
US History [P]

### W

World Hist SL [P]  
World History [P]

## RICHMOND HIGH SCHOOL

### A

Academic English Essentials [P]  
Adaptive Phys Ed  
Advance Algebra w/ Financial Apps [P]  
Advanced Media Communication [P]  
Algebra 1 SL [P]  
Algebra 1 [P]  
Algebra 2 SL [P]  
Algebra 2 [P]  
Amer Govt [P]  
American Gov SL [P]  
Analytical Forensic Science [P]  
AP Art History  
AP Calculus AB  
AP English Language and Composition  
AP English Literature and Composition  
AP Environmental Science  
AP Macroeconomics  
AP Microeconomics  
AP Physics C: Mechanics  
AP Spanish Language  
AP Statistics  
AP United States History  
Art Advanced [P]  
ASB Leadership

### B

Band Symphonic [P]  
Begin Art [P]  
Biology SL [P]  
Biology [P]  
Broadcast Journalism (ROP)  
Broadcast Journalism 2 [P]

### C

Chemistry SL [P]  
Chemistry [P]  
Community Based Skills Instruction  
Computer Integrated Manufacturing [H] PLTW  
Computer Science Principles PLTW [P]

**RICHMOND HIGH SCHOOL**

Concert Band [P]  
 Constitutional Law Advanced [P]  
 Court Studies [P]  
 Creative Writing [P]  
 CSU Exp Reading & Writing 3.0 (12th)

**D**  
 Dance Production [P]  
 Domestic Like Skills

**E**  
 Economics SL [P]  
 Economics [P]  
 Economics/Socio Economic Justice [P]  
 ELD 1A  
 ELD 2A  
 ELD 3A  
 ELD 4 [P]  
 English 1 [P]  
 English 2 [P]  
 English 3 [P]  
 Ethnic Studies [P]  
 Ethnic/Soc Justice Mod Wld History [P]

**F**  
 Financial Literacy [P]  
 Functional Academic Skills

**G**  
 Generic English  
 Generic Math  
 Generic Science-Li  
 Generic Social Sci  
 Geometry [P]

**I**  
 Intro Ethnic Studies & Social Justice [P]  
 Intro to Computer Applications [P]  
 Intro to Law [P]  
 Introd To Engineering Design (PLTW) [P]  
 Introduction to Health Careers [P]

**J**  
 Jazz Band [P]  
 Jazz Dance 1 [P]  
 Jazz Dance 2 [P]  
 Journalism 1 [P]  
 Journalism 2 [P]

**L**  
 Law & Democracy [DE]  
 Law & Justice [P]  
 Literature African American Diaspora [P]

**M**

Marching Band I [P]  
 Marching Band II [P]  
 Mind Matters [H]  
 Multimedia [P]  
 Music Production [P]

**O**  
 OneGoal 101 [P]  
 One Goal 201 [P]  
 Orchestra [P]

**P**  
 PE Core Prgm -Gr9  
 PE Core Program  
 Personal Care Skills  
 Photography [P]  
 Physics of the Universe [P]  
 Physics [P]  
 Physiology [P]  
 Pre-Calculus [H]  
 Principles of Engineering (PLTW)  
 Psychology [P]  
 Public Health Solutions [P]

**R**  
 Recreation and Leisure Skills

**S**  
 Spanish 1 [P]  
 Spanish 2 [P]  
 Spanish 3 [P]  
 Spanish 4 [H]  
 Student Assistant

**T**  
 Tutorial

**U**  
 U.S. History & Public Health [H]  
 Urban Agriculture [P] Farm to Table  
 US History & Ethnic Studies [P]  
 US History SL [P]

**V**  
 Vocational Educ  
 Vocational Educational Skills

**W**  
 Women’s Studies [P]

**Y**  
 Yearbook Advanced [P]  
 Yearbook [P]  
 Youth Mentorship & Activism [P]

**SYLVESTER GREENWOOD ACADEMY**

**A**  
Academic Tutorial  
Adv English & Public Health (UCCI) [H]  
Algebra 1 [P]  
Amer Govt [P]

**B**  
Begin Art [P]  
Biology [P]  
Body Systems for Health Sci Careers [P]

**C**  
Chemistry [P]  
College and Career Readiness [P]

**E**  
Economics [P]  
ELD 3B  
ELD 4  
English 1 [P]  
English 2 [P]  
English 3 [P]  
English 4 [P]

**G**  
Geometry [P]

**P**  
PE Individual Sprt

**S**  
Spanish 1 [P]

**T**  
Tutorial

**U**  
U.S. History & Public Health [P]  
US History [P]

**W**  
World History [P]

**VISTA HIGH SCHOOL**

**A**  
African Am Lit [P]  
Algebra 1 [P]  
Algebra 2 [P]  
Amer Govt [P]  
AP English Language and Composition  
Art Advanced [P]

**B**  
Begin Art [P]  
Biology [P]

**C**  
Chemistry [P]  
College and Career Readiness [P]  
Computer Apps  
Computer Science [P]  
Concert Choir [P]  
Creative Writing [P]  
CSU Expository Reading and Writing

**E**  
Economics [P]  
ELD 3A  
ELD 4 [P]  
English 1 [P]  
English 2 [P]  
English 3 [P]  
English 4 [P]  
English/Reading  
Environmental Science I [P]  
Environmental Science II [P]

**F**  
Family Life Education  
Foods and Nutrition I  
Foundations: Cultural Geography [P]  
French 1 [P]  
French 2 [P]  
French 3 [P]

**G**  
Geography [P]  
Geometry [P]

**H**  
Homeroom/Advisory

**I**  
Introduction to Law [P]



**L**

Laboratory Assistant  
Law and Justice [P]

**M**

Math Academic Support

**P**

P. E.  
PE Aerobics  
PE Core Prgm -Gr9  
PE Individual Sports  
PE Team Sports  
PE Weight Training  
Photography [P]  
Physical Science [P]  
Physics [H]  
Physiology [P]  
Pre-Calculus [H]  
Psychology [P]

**S**

SAT Preparation  
Service Learning  
Spanish 1 [P]  
Spanish 2 [P]  
Spanish 3 [P]  
Spanish 4 [H]  
Student Assistant

**U**

US History [P]

**W**

Work Experience  
World History [P]

**LEGEND**

[AP]	Advanced Placement Course / Meets UC/CSU Requirements
BL	Bilingual Speaker Course
ELD	English Language Development Course
[H]	Honors Level Course / Meets UC/CSU Requirements
[P]	College Preparatory Course / Meets UC/CSU Requirements
ROP	Regional Occupational Program Course
SL	Sheltered English Course—also known as Specially-Designed Academic Instruction English (SDAIE)

# LIST OF COURSE OFFERINGS



## CONTENT SUBJECT AREAS

### CAREER TECHNOLOGY EDUCATION

#### **Art of Video Production (ROP)**

Course ID# 2015R

Grades: 12

Course Length: Year

Graduation: Satisfies high school elective requirement for graduation

**Description:** Students acquire the visual arts skills to create quality video productions. There will be an emphasis on the uses of communication (speech, language, and writing) and organizational skills. The course includes aesthetics, cultural aspects and the history of television and video production. The course begins with a comparison of the mediums of film, television and video. Students learn the basic skills to produce their own videos and then take an in-depth look at the nature of video communication. After exploring aspects of pre-production and script writing, students learn more complex skills associated with camera-work, lighting, and sound. They study the arts of directing and editing, applying them to produce a variety of projects for the teacher, themselves and the school.



#### **Computer Applications**

Course ID# 30950

Grades: 10-12

Course Length: Year

Graduation: Satisfies elective requirement for high school graduation

**Description:** Computer Applications is a hands-on introduction to computer hardware and software that focuses on the Microsoft Office Suite (word processing, spreadsheets, and databases). Class assignments are focused directly on keyboard performance, basic desktop publishing tasks and expectations that students may encounter in the classroom and workplace.

#### **Computer Programming (ROP)**

Course ID #: 3055R

Grades: 11-12

Course Length: Year

Graduation: Satisfies elective requirement for high school graduation

Meets the UC/CSU (g) requirement

**Description:** Students learn object-oriented programming language. Instruction includes problem-solving and algorithm development, as well as data structures and design. This course is designed to provide the skills for an entry-level position in computer programming or provide a foundation for further studies in computer science at the college level.

#### **Constitutional Law Advanced [P]**

Course ID # 75488

Grades: 11-12

Course Length: Half Year

Graduation: Satisfies UC/CSU (A) and elective graduation requirements

**Description:** Constitutional Law challenges students to become experts on the United States Constitution and to view the American political landscape through a Constitutional lens. This course will focus on the policy making institutions established in first three Articles of the Constitution: Congress, the Presidency, and the Federal Judiciary. Furthermore, this course will examine how the Constitution allows for linkage institutions (media, interest groups, political parties, and elections) that connect the American people to the federal government. Students will develop critical thinking skills including decision-making, public speaking, and analysis in the areas of domestic policy (e.g. the federal budget) and foreign policy (e.g. wars and armed conflicts).

#### **Construction Technology**

Course ID # 21230

Grades: 10-12 (must be 16 years of age or older)

Course Length: Year

Graduation: Satisfies elective requirement for WCCUSD graduation

**Description:** Students will have hands-on opportunities to learn all phases of basic residential construction, including carpentry, drawing and reading blueprints, drywall, electrical, flooring, painting, plumbing, roofing, tile setting, and welding. Students will make practical application at a field-site construction project.

#### **Digital Art, Design for the Web 1 [P]**

Course ID# 24900

Meets the UC/CSU (f) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** The course is designed to provide the necessary skills and training for an entry-level position in the field of Web Design. The class will focus on Web page planning, basic design, layout, construction, setup and maintenance of a Web site, including the use of HTML, CSS, and JavaScript, and various Web pages and image creation tools, such as Dreamweaver, Photoshop, and Illustrator. This course may be taught in either a PC or a Macintosh environment; all skills are transferable between the two systems. Integrated throughout the course are career technical education standards which include basic academic skills, communication, career planning, technology, problem-solving, safety, responsibility, ethics, teamwork, and technical knowledge.

#### **Digital Arts Web Design 1 (ROP)**

Course ID# 2117R

Meets the UC/CSU (f) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Digital Arts: Designs for the Web 1 is a college preparatory course integrating the California Visual and Performing Arts Standards. This sequence of classes will enable students to achieve an understanding and appreciation of artistic expression and be able to use that expression to enhance communication. Students will create original digital art using new and contemporary media techniques. Outside research is part of the curriculum. Students are required to critique their work and the works of others and maintain portfolios of their artwork and writing. Integrated throughout the course are career preparation standards as well as visual art and academic standards.

#### **Digital Photography (ROP)**

Course ID# 8271R

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Photography allows students to increase their visual perceptions and provides a medium for creative expression. Students will use software programs to create artful digital images and they will learn the history of photography and the use of digital images in advertising and commercials. They will also critique and create a portfolio.

#### **Health Rec & Computer Apps [DE]**

Course ID # 678DE

Meets the UC/CSU (g) requirement

Grades: 11-12

Course Length: Half Year

Prerequisite: Medical terminology [DE]

Graduation: Satisfies UC/CSU and high school elective requirement for graduation.

**Description:** Contra Costa College Department & Number: MEDIC 206, Course Title: EHRs and Computer Applications. This course was selected to be used as a Dual Enrollment Course for students in the Health Pathway.

This course navigates students through the operations of a web-based Electronic Health Records (EHR) and Total Practice Management system. Students will be able to create and

exchange patient and practice-related health information in a Connect-platform electronic environment, and will understand the role EHR practice management plays in improving the delivery and quality of health care, reduction in care-related costs, prevention of medical error, improvement of clinical and administrative efficacy, and improvement of affordable health care. Topics include, but are not limited to: scheduling appointments, applying patient check-in procedures, managing health/follow-up data, payment procedure management, HIPAA (Health Insurance Portability and Accountability Act) procedures regarding sharing of confidential patient health information (PHI), ethics, and applicable employment readiness training. Student learning will be facilitated via lecture, online research/reading, written assignments/projects; group assignments/projects, use of software simulation, and visiting guest lecturers.

### ***Into to Computer Applications [P]***

Course ID# 31500

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for high school graduation

Description: This is a computer course designed to give students a comprehensive knowledge of computer use with a functional level of computer ability. The course teaches operating system and file maintenance, keyboarding, beginning through advanced operating skills plus application level knowledge of the Microsoft Office Suite. Technical reading and writing are a key component of the course. Instructional units include email & personal information management, word processing & formatting, business correspondence, spreadsheet creation and manipulation, multimedia presentations, and introduction to database use.

### ***Introduction to Engineering Design (PLTW)[P]***

Course ID # 6878R

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school elective requirement for graduation.

Description: This course is designed to provide students who are interested in pursuing careers in engineering early exposure to engineering and its links to science. As engineering is interdisciplinary, this course embraces a wide variety of topics from different areas of study. This is a projects-based course, where students will develop their critical thinking skills by designing and performing experiments that simulate real world engineering experiences.

### ***Introduction to Engineering Design [H] PLTW***

Course ID # 68789

Grades: 10-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school elective requirement for graduation.

Prerequisites: Algebra 1 (or equivalent) (Required)

PLTW Introduction to Engineering Design or PLTW Principles of Engineering (Required)

Description: Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

### ***Intro to Humanities: Imagination, Invention & Creativity [DE]***

Course ID # 787DE

Grades: 11,12

Course Length: Half Year

Prerequisite: Eng 2 Required

Graduation: Satisfies UC/CSU and high school elective requirement for graduation.

This course is a study of creativity and imaginative expression in a variety of disciplines. Students will study the methods used by artists, inventors, and innovators in many fields to discover what they can do to build stronger channels to their own inner creative resources. Course activities will include lectures, films about creative people drawn from a wide variety of cultures, discussions of readings, hands-on exercises in developing creativity, and an examination of how culture interacts with society.

### ***Journalism 1 [P]***

Course ID# 36710

Meets the UC/CSU (g) requirement

Grades: 11-12

Course length: Year

Graduation: Satisfies UC/CSU and high school elective requirements for graduation.

Description: The course is a survey of the basic concepts of reporting, as well as a hands-on experience in the process of producing a newspaper, serving as a prerequisite to Journalism II. Journalism implements a Common Core framework while engaging students and applying the skills behind the framework. Students will be trained in the best practices of print and online journalism in the areas of reporting and editing with an emphasis on news writing, sports writing, opinion writing and AP style through an intensive study.

### ***Journalism 2 [P]***

Course ID# 36710

Meets the UC/CSU (g) requirement

Grades: 11-12

Course length: Year

Graduation: Satisfies UC/CSU and high school elective requirements for graduation.

Description: The course is designed to continue the study of journalism that was begun in Journalism 1. It will teach students to be consumers of media and to understand and perform news-gathering and production. They will be exposed to more advanced news, feature, sports, opinion and editorial writing, reporting, interviewing and editing. The course will deepen their understanding of journalism in modern American life and its implications to American and global society.

### ***Law & Democracy [DE]***

Course ID # 75450

Grades: 12

Course Length: Half Year

Prerequisite: Intro to Law, Analytical Forensic Sci & Law and Justice

Graduation: Satisfies UC/CSU and high school elective requirement for graduation.

Description: This college-level course will cover the evaluation, debate and critical analysis of law and legal issues that affect individuals, families, employees and communities. Students will learn about practical aspects of civil, criminal, constitutional, family, immigration, and consumer law in a diverse society. The course will include involvement in the local community.

### ***Medical Careers P]***

Course ID# 23990

Grades: 9-12

Course Length: Year

Graduation: Satisfies UC/CSU (g) category and high school elective requirement for graduation

Description: Students learn about the structure and function of human systems in health and disease, human inheritance and change, and the role of humans in ecological systems. They develop problem-solving skills as they design and conduct their own experiments and develop critical-thinking skills through

research and discussion about issues related to the health industry and community health.

### **Medical terminology [DE]**

Course ID # 223DE

Meets the UC/CSU (g) requirement

Grades: 11-12

Course Length: Half Year

Prerequisite: Health Science Emergency Medicine and Biology

Graduation: Satisfies UC/CSU and high school elective requirement for graduation.

Description: Contra Costa College, Department & Number: MEDIC 150. Course Title: Medical Terminology. This course was selected to be used as a Dual Enrollment Course for students in the Health Pathway.

This course presents the language of medicine (medical terminology) relevant to allied health fields, and covers competencies that align with the Career Technical Educational Model Curriculum Standards and the Common Core State Standards. It provides students with a fundamental understanding of medical terminology through the construction, pronunciation, definition, spelling and common usage for all medical terms in anatomy, physiology, pathology, and patient care as each relates to human body systems and their interrelation to one another. Students will learn medical terminology in context of experiential activities that provide a basic understanding of the structures and functions of the human body and its systems. They will deepen their understanding through structured dialog, team research, and reading & writing assignments.

### **Multimedia [P]**

Course ID# 22571

Meets the UC/CSU (f) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU fine arts and high school arts requirement for graduation

Description: Students will acquire knowledge and skills in graphic development and manipulation, basic video and desktop multimedia production, project planning, beginning web design, animation, interactive authority and critical analysis of student and professional multimedia work. Students will learn to create multimedia stories, messages and imagery using (and combining) film, text, visual effects, graphics, animation, special effects, and sound.

### **Web Page Design 1.2 [DE]**

Course ID# 897DE

Grades: 10-12

Course Length: Year

Prerequisite: Digital Arts Design the Web

Graduation: Satisfies UC/CSU and high school elective requirements for graduation.

Description: Web Design explores the historical and rapidly changing trends in the field of design for the web. Through design projects for the web, students develop problem-solving skills, artistic perception, critical thinking and self reflection. Students will also learn methods and theory such as the elements of art and principles of design. Students will explore web page design, planning, layout and construction, set up and maintenance of a website, HTML, CSS and Photoshop. The primary focus during the first semester is the use of HTML and CSS with a free text editor and the use of Photoshop. Students will explore page layout and design concepts. Basic computer, principles behind the Internet and the history of the Internet are also introduced. During the second semester, students are exposed to advanced HTML concepts like server side includes, forms and styles and gain exposure to website development as opposed to web page development. Students will use Photoshop more extensively to produce graphics that display more depth and to design overall layouts. Students will also begin to upload their work to a web server and learn how to update existing sites. Web Design explores the historical and rapidly changing trends in the field of design and development. Through design and development projects for the web, students develop problem-solving skills,

artistic perception, and critical thinking. The course focuses on both artistic design for the web and web page development. Students learn the design of web pages through the artistic use of color theory, texture, typography, and other design principles (shape, uniformity, repetition, contrast, space, alignment, proximity).

Students will explore web page design, planning, layout, and construction, setup and maintenance of a web site, HTML, XHTML, SSI, and Photoshop. Students will also learn data management, back-end management of servers and technologies, and high-end software.

### **Welding Fabrication & Application [P]**

Course ID # 22800

Grades: 10-12

Course Length: Year

Prerequisite: Algebra Recommended

Graduation: Satisfies UC/CSU and high school elective requirements for graduation.

Description: In this course, students will build on the knowledge and skills relating to the transfer of matter and energy through electrical, fluid, thermal and mechanical systems. Welding Fabrication & Application is a study of the interaction of science and technology. They will also study more advanced fundamentals of mechanical and structural systems and facilities. Students will be engaged in a theoretical program that integrates academic study with technical skills. Students will explore professional opportunities in the field of engineering and welding. Students will research and write their findings in essay form throughout the program. They will also present power-point presentations validating their research. Integral to this will also be the opportunity to participate in activities developed through a student leadership organization. By participating in this program, students will prepare to matriculate into post-secondary Welding/ Engineering programs such as those offered at the University of California, Davis and Cal Poly, San Luis Obispo. Additionally, this course may be a gateway program for those students interested in pursuing a post-secondary study in mechanical or structural engineering.

### **Welding Fabrication & Application 2 [P]**

Course ID # 22810

Grades: 11-12

Course Length: Year

Prerequisite: Welding & Fabrication [P] Recommended

Graduation: Satisfies UC/CSU and high school elective requirements for graduation.

Description: Welding and Metal Fabrication 2 is a two-semester, second year course in the Career Technical Education program. As a continuation of Welding and Metal Fabrication 1, this course expands the fundamental concepts of welding and fabrication by introducing students to new and more complex types of welding equipment, processes, and materials relevant to the industry: Gas Tungsten Arc Welding (GTAW), Oxy-Fuel Welding (OFW), and Oxy-Fuel Cutting (OFC) processes as they are prescribed in the (AWS) American Welding Society Training Qualification (QC 10) entry level standards. This class also widens the academic scope of the work by including a stronger emphasis on metallurgy, engineering, the history of welding, and a deeper look into the critical thinking and problem solving concerning the future of the industry with career searches as a focal point.

### **Woodworking 1 [P]**

Course ID# 50250

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for high school graduation as well as UC/CSU elective requirement

Description: *Woodworking* is a course designed to introduce students to general woodworking practices. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will be expected to *learn* about and safely use hand tools, power tools, and woodworking machinery.

**Yearbook**

Course ID# 83600

Grades: 10-12

Course Length: Year

Graduation: Satisfies WCCUSD elective credit for graduation

Description: A two-dimensional art class. Students enrolled in Yearbook Design create and produce the school annual. The student staff is responsible for publishing, planning, writing, editing copy, designing and photographing pages, and obtaining funding through book and advertising sales.

**Youth Mentorship & Activism [P]**

Course ID# 58470

Grades: 11-12

Course Length: Year

Graduation: Satisfies WCCUSD elective credit for graduation

Description: Youth Mentorship and Activism is a two-semester course that combines high-level critical thinking, writing, and analytical skills with mentorship and entrepreneurial project experiences and implementation. Students will participate in research and evaluation, project planning and execution, as well as leadership and critical thinking-based activities in order to further develop these key skills in tandem with mentorship and counseling of fellow students. Students will understand their role as mentors to be a way to engage in community activism geared towards care for each other as community members.

Students will learn vital theoretical lessons in the areas of interpersonal communications, diversity and inclusion, marketing, advertising, and pedagogy. Findings from these experiences will lead students to become empathic and responsible citizens who can apply their knowledge to larger-scale future projects as their ages, resources, and scopes increase. Students will be taught best practices in business development involving budgeting, marketing, target audience research, reporting, and pitching ideas for their projects; subsequently, students will implement these concepts as they craft and execute their events, projects, and presentations. This class will require students to synthesize information obtained in core classes as well as work both individually and collaboratively. Youth Mentorship and Activism is intended to give students an opportunity to explore interpersonal and mass communications as they assist in ameliorating the school community through mentorship of 9th grade students.

**ENGLISH AND LANGUAGE ARTS**

**Adv English & Public Health (UCCI) [P]**

Course ID# 38150

Meets the UC/CSU (b) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies the English requirement for UC/CSU and high school graduation.

Description: **Advanced English and Public Health** is an English course for 11th or 12th graders with integrated CTE standards as related to the Health Science and Medical Technology pathways. Content will include the ELA Common Core Standards integrated in conjunction with, and careers while also focusing on communication as it relates to our global world. Students will be exposed to a rigorous upper graduate English course while learning the career technical education focus of medical pathways.

**Advanced English and Public Health** is a college and career preparatory English course which integrates both the Common Core Standards for ELA and the CTE standards for the Health Science & Medical Technology industry sector. **Advanced English and Public Health** is focused on the unifying theme of Public Health and related issues. It requires students to answer numerous essential questions divided by thematic CTE units -- health ethics, communication, health care, epidemiology and careers -- while applying their developing knowledge and skills in reading, writing, listening, and speaking. Upon completion of the **Advanced English and Public Health course**, students

will have answered numerous unit-based essential questions. As an example, students will be guided in determining the variables affecting making an informed decision on a given current health care issue, requiring them to determine which actions should be taken for appropriate health care from the perspective of the culture, society, family, and individual (as deliverer or receiver). Essential questions address foundational health care standards necessary for a comprehensive understanding of Public Health and the surrounding issues within today's society.

**African American Literature [P]**

Course ID# 34600

Meets the UC/CSU (b) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies one year of the English requirement for high school graduation.

Description: This course is an introductory survey of African American texts beginning with African mythology and ending with Post Modern African American texts. Its focus is on written and oral response to texts in the form of analysis, reflection, exposition, and narrative. Students must read and respond to as well as create texts which reflect the African American literary tradition; including but not limited to, oral histories, poetry, fables, epics, narratives, biography, autobiographies, short stories, fiction, drama and narrative non-fiction.

**AP English Language and Composition**

Course ID# 36000

Meets the UC/CSU (b) requirement

Grades: 11/12

Course Length: Year

Graduation: Satisfies one year of the English requirement for high school graduation as well as UC/CSU requirement

Description: This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. This course allows students to write in a variety of forms, narrative, exploratory, expository, argumentative—and on a variety of subjects from personal experience to public policies, from imaginative literature to popular culture. Students will write effectively and confidently. The curriculum follows the rigorous demands of the College Board.

**AP English Literature and Composition**

Course ID# 36100

Meets the UC/CSU (b) requirement

Grades: 12

Course Length: Year

Graduation: Satisfies one year of the English requirement for high school graduation as well as UC/CSU requirement

Description: Students engage in the careful reading and critical analysis of imaginative literature. They deepen their understanding of the ways writers use language to provide both meaning and pleasure to their readers. Students consider a work of literature's structure, style and theme, figurative language, imagery, symbolism and tone. The course is both wide and deep in the analysis of literature. From 16<sup>th</sup> to 20<sup>th</sup> century works of literature will be analyzed to explore multiple genres, periods and culture. The curriculum follows the rigorous demands of the College Board.

**Creative Writing [P]**

Course ID# 34700

Meets the UC/CSU (g) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for high school graduation as well as UC/CSU elective requirement

Description: Students will study aspects of writing in journals, memoir writing, writing poetry, short



stories, drama and creative non-fiction. Students will read extensively in all of these genres and write creatively in each genre. Students will explore writing and the arts in the community at large by attending poetry readings, dramatic productions and short story readings.

### ***CSU Expository Reading & Writing 3.0 (12th)***

Course ID# 38930

Meets the UC/CSU (b) requirement

Grades: 12

Course Length: Year

Prerequisite: Completion of 11th grade "B" English course (Required); Completion of CSU Expository Reading & Writing (11th) (Recommended)

Graduation: Satisfies one year of the English requirement for high school graduation as well as *UC/CSU* requirement

Description: The grade 12 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 40 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from three categories: 1) Shakespeare drama; 2) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an "arc" from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing.

### ***CSU Expository Reading & Writing (11th)***

Course ID# 38920

Meets the UC/CSU (b) requirement

Grades: 11

Course Length: Year

Prerequisite: English 10

Graduation: Satisfies one year of the English requirement for high school graduation as well as *UC/CSU* requirement

Description: The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from four categories: 1) American foundational documents; 2) American drama; 3) full-length books; and 4) contemporary issues (two to three modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an "arc"

from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing.

### ***English 1 [P]***

Course ID# 34900

Meets the UC/CSU (b) requirement

Grades: 9

Course Length: Year

Graduation: Satisfies one year of the English requirement for high school graduation as well as *UC/CSU* requirement

Description: Students demonstrate their ability to read, analyze, and evaluate major world literary works, seminal U.S. documents of historical significance, and other informational texts at a college preparatory level. They will engage in a range of collaborative discussions and their writing of narratives, explanatory and informative compositions, and arguments that support claims using vocabulary and language skills appropriate to the grade 9-10 standards of English Language Arts.

### ***English I Advanced [P]***

Course ID# 38700

Meets the UC/CSU (b) requirement

Grades: 9

Course Length: Year

Graduation: Satisfies one year of the English requirement for high school graduation as well as *UC/CSU* requirement

Description: This course is more rigorous than the English 1 [P] class. Students have more extensive reading assignments that include major works of literature and informational texts. Students demonstrate their ability to read, analyze, and evaluate selected texts at an accelerated college preparatory level. They will engage in a range of collaborative discussions and the also demonstrate their writing of narratives, explanatory and informative compositions, and arguments that support claims using vocabulary and language skills appropriate to the grade 9-10 standards of English Language Arts.

### ***English 2 [P]***

Course ID# 35100

Meets the UC/CSU (b) requirement

Grades: 10

Course Length: Year

Graduation: Satisfies one year of the English requirement for high school graduation as well as *UC/CSU* requirement

Description: Students demonstrate their ability to read important world literature, literature from our own period and culture, seminal U.S. documents of historical significance, and other informational texts at a college preparatory level. Students use classic and contemporary literature and informational text as vehicles for understanding our own period, values and cultures. Through discussions, oral presentations, journal entries and papers, students also demonstrate knowledge of literary terms and techniques, as well as the principles of composition and language study appropriate to the grade 9-10 standards of English Language Arts.

### ***English II Advanced [P]***

Course ID# 38800

Meets the UC/CSU (b) requirement

Grades: 10

Course Length: Year

Graduation: Satisfies one year of the English requirement for high school graduation as well as *UC/CSU* requirement

Description: This course is more rigorous than the English 2 [P] class. Students enrolled in this class will read major works of literature that will prepare them in grade 11 to take an Honors

level class. Full works of literature are included in addition to anthology and complex informational text assignments. Students demonstrate their ability to read important world literature, as well as literature from our own period and culture, at a college preparatory level. Students use classic and contemporary literature and informational texts as vehicles for understanding our own period, values and cultures. Through discussions, oral presentations, journal entries and papers, students also demonstrate knowledge of literary terms and techniques, as well as the principles of composition and language study appropriate to the grade 9-10 standards of English Language Arts. Students will demonstrate their ability to work independently and be self-motivated.

### **English 3 [P]**

Course ID# 35400

Meets the UC/CSU (b) requirement

Grades: 11

Course Length: Year

Graduation: Satisfies one year of the English requirement for high school graduation as well as *UC/CSU* requirement

Description: This college preparatory course introduces students to a survey of American Literature, culture and traditions and incorporates seminal U.S. informational texts. Students engage in academic discourse and complete writing assignments that demonstrate their ability to delineate, analyze, and evaluate these text selections using vocabulary and language skills appropriate to the grade 11-12 standards of English Language Arts.

### **English 4 [P]**

Course ID# 35600

Meets the UC/CSU (b) requirement

Grades: 12

Course Length: Year

Graduation: Satisfies one year of the English requirement for high school graduation as well as *UC/CSU* requirement

Description: This college preparatory course introduces students to a range of important world literary works, cultures and traditions, and incorporates seminal informational texts that support the analysis and application of themes and essential questions being explored. Students engage in rigorous academic discourse and complete writing assignments that demonstrate their ability to delineate, analyze, and evaluate these text selections using rhetorical devices specific to the task and intended audience.

### **Film as Literature [DE]**

Course ID# 226DE

Meets the UC/CSU (b) requirement

Grades: 11, 12

Course Length: Half Year

Prerequisite: English 2 (Required)

Graduation: Satisfies one year of the English requirement for high school graduation as well as *UC/CSU* requirement

Description: An overview of the art, history, and techniques of film. Students become familiar with the basic terminology and elements of filmmaking and narrative structure, as well as read and engage with theory and criticism of film to improve their critical thinking and academic writing. Through in-class and assigned viewing of complete films, film excerpts, and associated readings, students examine concepts such as the aesthetic, compositional, technical, and sensory properties of film. This is a writing-heavy course, with a special emphasis on expository writing, analysis, and synthesis. Students will complete two formal, expository essays that require synthesis of films and informational texts, and one research paper, as well as dialectical journals, quick writes, and other short written responses. Students analyze films and study filmmakers from various cultures and eras, examine literary adaptations, and apply critical lenses when analyzing filmmakers' works.

### **Literature of the African American Diaspora [P]**

Course ID# 37810

Meets the UC/CSU (b) requirement

Grades: 11-12

Course Length: Semester

Graduation: Literature of the African American Diaspora [P] is a survey-style, college preparatory course which presents the U.S. black experience as a journey that is traced through literature. Set on a forward-moving time line along which eleventh- and twelfth-grade scholars will read, discuss, and otherwise respond to key literary and informational texts, this course will offer students regular and rigorous practice with the skills of close reading, critical thinking, and academic discussion. Maximizing its provision of ongoing practice in the rites of the scholarly community, this course's ultimate aim is to provide young scholars with a guided opportunity to acquire the skills to become critical consumers and knowledgeable celebrants of African American literature and culture.

### **Literature & Identity: Search for Social Justice [P]**

Course ID# 78500

Meets the UC/CSU (b) requirement

Grades: 11-12

Course length: Year

Graduation: Satisfies UC/CSU and high school elective requirements for graduation.

Description: This year-long course examines the idea "self," one's own voice, inclusion, and the social and political issues and moral responsibilities associated with identity and social justice. Topics include race, gender, sexuality, culture, class, and religion. Readings include works by seminal writers representative of each of these identities. Students analyze a variety of fiction and non-fiction readings and other forms of media as a foundation for in-depth conversations and substantial personal and analytical writing. Students will grapple with essential questions about human relationships, action vs inaction, and social justice.

### **Mexican-American Literature [P]**

Course ID# 37100

Meets the UC/CSU (b) requirement

Grades: 11-12

Course Length: Semester

Graduation: Satisfies English UC/CSU requirement and high school requirement

Description: This course surveys the history, art and oral traditions of Mexican, Mexican American and Latino cultures through the lens of literature. Course will include literary techniques, modes of expression, trends in Chicano/Latino creativity and will expose students to the richness and diversity that Mexican-American and other Latino cultures have to offer.

## **ELD - ENGLISH LANGUAGE DEVELOPMENT**

### **English Language Development (ELD 1A, 2A, 3A)**

Course ID# 13100

Course ID# 13300

Course ID# 13510

Grades: 9-12

Course Length: Year

Graduation: Satisfies WCCUSD graduation requirement for English credit

Description: Intended for non-English or limited-English speaking students. This course develops students' abilities to use English as their everyday means of communication. It consists of speaking, reading, and writing English based on daily experiences. Taken concurrently with ELD 1B, 2B, 3B.

### **English Language Development Reading (ELD 1B, 2B, 3B)**

Course ID# 13200

Course ID# 13400

Course ID# 13520



Grades: 9-12

Course Length: Year

Graduation: Satisfies WCCUSD graduation requirement for English credit

Description: Intended for those who need additional language instruction. This course follows the main sequential skills of reading with an emphasis on second language acquisition. Vocabulary development and conversation are stressed. Taken concurrently with ELD 1A, 2A, or 3A

### **English Language Development (ELD 4) [P]**

Course ID# 13530

Meets the UC/CSU (b) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school English requirement for graduation

Description: Intended for limited-English speaking students. This course develops abilities to read and write English as an everyday communication. It consists of learning to write using proper sentence structure.

## **MATHEMATICS**

The sequence of high school mathematics courses are Algebra I, Geometry, and Algebra 2. Thereafter, students can decide to take a calculus pathway of Pre-calculus and AP Calculus AB (or BC), or take the statistics pathway of Probability and Statistics or AP Statistics. All students can have the option to take a higher level math course in high school, regardless of which math course is taken as a freshman.

### **Advanced Algebra w/ Financial Apps [P]**

Course ID# 52000

Meets the UC/CSU (c) requirement

Grades: 11-12

Course Length: Year

Prerequisite: Alg 2 Required

Graduation: Satisfies one year of the math requirement for both UC/CSU and high school graduation

Description: Financial Applications is a mathematical modeling course that is algebra-based, applications-oriented, and technology-dependent. The course addresses college preparatory mathematics topics from Advanced Algebra, Statistics, Probability, Pre-calculus, and Calculus under seven financial umbrellas: Banking, Investing, Credit, Employment and Income Taxes, Automobile Ownership, Independent Living, and Retirement Planning and Household Budgeting. The course allows students to experience the interrelatedness of mathematical topics, find patterns, make conjectures, and extrapolate from known situations to unknown situations. The mathematics topics contained in this course are introduced, developed, and applied in an as-needed format in the financial settings covered. Students are encouraged to use a variety of problem-solving skills and strategies in real-world contexts, and to question outcomes using mathematical analysis and data to support their findings.



The course offers students multiple opportunities to use, construct, question, model, and interpret financial situations through symbolic algebraic representations, graphical representations, geometric representations, and verbal representations. It provides students a motivating, young-adult centered financial context for understanding and applying the mathematics they are guaranteed to use in the future, and is thusly aligned with the recommendations of the Common Core State Standards, as stated in this excerpt:

"...all students should be strongly encouraged to take math in all years of high school. ...An array of challenging options will keep math relevant for students, and give them a new set of tools for their futures..." (From the Common Core State Standards)

### **Algebra I [P]**

Course ID# 51000

Meets the UC/CSU (c) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies one year of the math requirement for both UC/CSU and high school graduation

Description: There are four critical areas to the CCSS-M-aligned Algebra I curriculum: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.

### **Geometry [P]**

Course ID# 51800

Meets the UC/CSU (c) requirement

Grades: 9-12

Course Length: Year

Prerequisite: Algebra I

Graduation: Satisfies one year of the math requirement for both UC/CSU and high school graduation

Description: For the CCSS-M-aligned Geometry course, instructional time should focus on six critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilations and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; (5) prove basic geometric theorems; and (6) extend work with probability.

### **Algebra 2 [P]**

Course ID# 51150

Meets the UC/CSU (c) requirement

Grades: 11-12

Course Length: Year

Prerequisite: Geometry

Graduation: Satisfies one year of the math requirement for both high school graduation and UC/CSU math requirement.

Description: For the CCSS-M-aligned Algebra II course, instructional time should focus on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability and explore a variety of data collection methods. This course prepares the student for all higher level mathematics courses.

### **Pre Calculus [P]**

Course ID# 53400

Meets the UC/CSU (c) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies one year of the math requirement for UC/CSU and high school graduation.

Description: This course weaves together previous study of algebra, geometry, and mathematical functions into a preparatory course for calculus. The course focuses on mastery of critical skills and exposure to new skills necessary for success in subsequent math courses.

### **Probability and Statistics [P]**

Course ID# 52950

Meets the UC/CSU (c) requirement

Grades: 11 or 12

Course Length: Year

Prerequisite: Algebra II

Graduation: Satisfies one year of math requirement for both UC/CSU and high school graduation.

Description: This CCSS-M-aligned course will introduce the student to basic statistical theory. Topics such as data analysis (gathering, displaying and summarizing of data), probability (laws of chance) and statistical inference (drawing conclusions from data) Students will apply these theories to a wide variety of

situations where statistics plays a crucial role in the modern world. This course is intended for students interested in social science-related fields.

**AP Statistics**

Course ID# 52960

Meets the UC/CSU (c) requirement

Grades: 10-12

Course Length: Year

Prerequisite: Algebra II

Graduation: Satisfies one year of math requirement for both UC/CSU and high school graduation

Description: The expectations of this course is ensure the same level of depth and rigor as are entry-level college and university statistics and probability courses. Mastery of this academic content should prepare the student to take this course's AP examination. There are three big ideas in this course:

**Variations and Distribution** (understanding the different distribution measures, how it varies based on the sample, and whether the variation is random or meaningful), **Patterns and Uncertainty** (use statistical tools to represent and describe patterns in data and to classify departures from patterns, and use reasoning to anticipate patterns in data and likelihood of errors in inference.) and **Data-based Predictions, Decisions and Conclusions** (use models to describe relationships between variables and for making predictions, and collect data using random sampling to make generalizations and data-based decisions).

**AP Calculus AB**

Course ID# 51400

Meets the UC/CSU (c) requirement

Grades: 12

Course Length: Year

Prerequisite: Pre-calculus

Graduation: Satisfies one year of the math requirement for both UC/CSU and high school graduation

Description: This course is considered the equivalent of *one semester's worth* of college-level calculus and the same level of depth and rigor are expected. Mastery of this academic content should prepare the student to take this course's AP examination. There are three big ideas in this course: **Change, Limits, and Analysis of Functions**. Topics include: definition and properties of differentiation, applications of differentiation, integration and its applications, accumulation of change, and differential equations.

**AP Calculus BC**

Course ID# 51450

Meets the UC/CSU (c) requirement

Grades: 12

Course Length: Year

Prerequisite: Pre-calculus

Graduation: Satisfies one year of the math requirement for both UC/CSU and high school graduation

Description: This course is considered the equivalent of *one year's worth* of college-level calculus and the same level of depth and rigor are expected. Mastery of this academic content should prepare the student to take this course's AP examination. There are three big ideas in this course: **Change, Limits, and Analysis of Functions**. Topics include all that are expected in Calculus AB, and additionally: parametric equations, polar coordinates, vector-valued functions, and infinite sequences and series.

**PHYSICAL EDUCATION**

**Physical Education Aerobics**

Course ID# 64100

Grades: 10-12

Course Length: Year

Prerequisite: Grade 'C' or better in 9th grade P. E. Core

Graduation: Satisfies graduation requirement for P.E. or elective credit

Description: Cardiovascular exercises and routines which may be

performed to music. The students will gain cardiovascular and muscular endurance, strength, balance, flexibility, rhythm, and timing. The course will emphasize physical fitness and weight control.

**Physical Education Core Gr 9**

Course ID# 64600

Grades: 9

Course Length: Year

Graduation: Satisfies graduation requirement for P.E.

Description: Required for all 9th grade students. All students must pass two years of physical education before graduation. This class will cover a wide variety of team and individual sports.

**Physical Education Core**

Course ID# 64650

Grades: 10

Course Length: Year

Graduation: Satisfies graduation requirement for P.E.

Description: Required for all 10th grade students. All students must pass two years of physical education before graduation. This class will cover a wide variety of team and individual sports.

**Adaptive Physical Education**

Course ID# 64000

Grades: 9-10

Course Length: Year

Graduation: Satisfies graduation requirement for P.E.

Description: Students with IEP's that stipulate adaptive physical education may take this course instead of the regular PE required for graduation.

**Physical Education Sports Non-Contact**

Course ID# 65100

Grades: 9-11

Course Length: Year

Graduation: Satisfies graduation requirement for P.E. or elective credit

Description: All students must pass two years of physical education before graduation. This class will cover a wide variety of team and individual sports.

**Physical Education Athletics**

Course ID# 64300

Grades: 10-12

Course Length: Year

Graduation: Satisfies graduation requirement for P.E. or elective requirement

Description: For students who are on interscholastic athletic teams to provide advanced training in team and individual sports.

**Physical Education Conditioning**

Course ID# 64500

Grades: 10-12

Course Length: Year

Graduation: Satisfies graduation requirement for P.E. or elective requirement

Description: Focus on muscular strength and endurance.

**Physical Education Weight Training**

Course ID# 65300

Grades: 10-12

Course Length: Year

Graduation: Satisfies P.E. or elective requirement for high school graduation

Description: This course will provide the student with instruction in proper methods of running, weight lifting, weight workouts, and competition lifting in the appropriate weight class.

**Physical Education: Individual Sports**

Course ID# 64900

Grades: 10-12

Course Length: Year

Graduation: Satisfies graduation requirement for P.E. or elective credit



Description: In this course, students will learn individual sports that they may use their entire life.

### **Physical Education: Team Sports**

Course ID# 65200

Grades: 10-12

Course Length: Year

Graduation: Satisfies graduation requirement for P.E. or elective credit

Description: This unit is designed to introduce and provide opportunities for students to develop the basic and intermediate skills in a variety of sports and activities that they will be able to participate in now and in the future. Students will be exposed to the basic skills, strategies and etiquette of the various activities. The components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular fitness will be emphasized throughout the year .

### **Sports Medicine (ROP) [P]**

Course ID#6570R

Meets the UC/CSU (g) requirement

Grades: 11-12

Course Length: Year

Prerequisite: Grade "C" or better in 9th grade P.E. Core

Graduation: Satisfies elective requirement for high school graduation and UC/CSU

Description: This course is designed to explore human anatomy and physiology, and lays the foundations for further study of these sciences. Students learn how systems of the body function and interact through physical activity and develop a thorough understanding of the structure and function of the musculoskeletal system. This knowledge serves as a platform for understanding the physiological response to injury and improving performance.

## **SCIENCE**

### **AP Biology**

Course ID# 66000

Meets the UC/CSU (d) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school life science or elective requirement for graduation

Description: Introductory college-level course in biology with lab work, field trips, guest speakers, and class discussions. Provides students with challenging and stimulating coursework and a current approach to research. Students learn about new developments in various areas of biology, including genetics, recombinant DNA techniques, the immune system, and the brain. Fulfills UC Lab Science requirement. Students who pass the Advanced Placement test qualify for transferable college credit.



### **AP Chemistry**

Course ID# 66600

Meets the UC/CSU (d) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies Physical Science lab requirement for UC/CSU and high school physical science or elective requirement for graduation

Description: A college level chemistry course. Students study general chemical concepts in greater depth than in first-year chemistry, and are introduced to the most recent developments in the field. The treatment of the topics in this course is qualitatively different from that in chemistry with regard to calculations and the mathematical foundation of chemical principles. Students completing this course are encouraged to take the Advanced Placement exam and will transferable college credit if passed at a "3" or higher.

### **AP Environmental Science**

Course ID# 67250

Meets UC/CSU (d) requirement

Grades: 12

Course Length: Year

Graduation: Satisfies Physical Science or Life Science lab requirement for UC/CSU and high school science requirement for graduation

Description: Designed to be equivalent to a one-semester, introductory college course in environmental science enabling students to undertake, as first-year college students, a more advanced study in environmental science, or to fulfill a basic requirement for a laboratory science. Provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems both human-made and natural; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and for preventing them. There is a student designed, year-long project that requires a strong laboratory and field investigation component. The course is integrated with other Academy courses. Priority given to students enrolled in the Academy for placement into Environmental Science 3 AP.

### **AP Physics C: Mechanics**

Course ID# 68900

Meets UC/CSU (d) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies Physical Science or Life Science lab requirement for UC/CSU and high school science requirement for graduation

Prerequisite: Algebra 1

Description: The AP Physics C: Mechanics course outlined in this framework reflects a commitment to what physics teachers, professors, and researchers have agreed is the main goal of a college-level physics course: to help students develop a deep understanding of the foundational principles that shape classical mechanics. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices, such as creating and analyzing representations of physical scenarios, designing experiments, analyzing data, and using mathematics to model and to solve problems.

### **Biology [P]**

Course ID# 66300

Meets the UC/CSU (d) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school life science requirement for graduation

Description: The study of life from the molecular level, cellular level to the whole organism. Includes the study of interactions and interrelationships of living things and their environment. This course is designed to equip the student with independent study skills and basic background to compete successfully in higher lab science courses in high school.

### **Biomedical Science [P]**

Course ID# 62588

Meets the UC/CSU (d) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school life science requirement for graduation

Description: The study of life from the molecular level, cellular level to the whole organism. Includes the study of interactions and interrelationships of living things and their environment. This course is designed to equip the student with independent study skills and basic background

### **Biolotechnology I [P]**

Course ID# 66050

Meets the UC/CSU (d) requirement

Grades: 10-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU

and high school life science requirement for graduation

Description: Pending

### ***Body Systems for Health Science Careers [P]***

Course ID# 67750

Meets the UC/CSU (d) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school science requirement for graduation

Description: This course focuses on applying knowledge of human body systems to twelve health science career fields: biotechnology research and development, biomedical engineering, clinical lab practices, dentistry, emergency medical technicians, environmental health and safety, forensics, medical imaging, mental health, sports medicine, therapeutic services, and veterinary medicine. The course provides foundational knowledge and skills of a healthcare worker that include the following: human body pathologies, health care careers, public health, medical terminology, and skills such as reading and interpreting vital signs (e.g. blood pressure), chain of infection, and basic CPR/first aid. Weekly medical terminology tests are administered to ensure students are able to interact using relevant academic vocabulary during laboratory activities.

### ***Chemistry [P]***

Course ID# 66700

Meets the UC/CSU (d) requirement

Grades: 10-12

Course Length: Year

Graduation: Satisfies Physical Science lab requirement for UC/CSU and high school physical science requirement for graduation

Description: Students study of the structure and properties of matter and the changes it undergoes. It emphasizes the development of chemical principles and theories on the basis of experimental data and includes many laboratory experiments and demonstrations.

### ***Environmental Science I***

Course ID# 67210

Grades: 10-12

Course Length: Year

Graduation: Satisfies elective credit or science requirement for graduation

Description: The first of three sequential environmental science courses intended for three-year Environmental Studies Academy program. Course content and goals are integrated with the other Academy courses and covers fundamental principles of biology, chemistry and physics required in environmental science. There is an emphasis on environmental chemistry and mapping. Topics include water chemistry, soil structure, chemistry of metal refining, petroleum chemistry, and park design. Course requires off-campus field research trips including field investigations of Pinole Creek.

### ***Environmental Science II [P]***

Course ID# 67230

Meets UC/CSU (d) requirement

Grades: 11

Course Length: Year

Graduation: Satisfies Physical Science or Life Science lab requirement for UC/CSU and high school science requirement for graduation

Description: A continuation of Environmental Science 1, this course is intended for the three-year Environmental Studies Academy program. The course content and goals are integrated with the other courses in the Academy. Although many principles of biology, chemistry and physics are covered, this course offers a concentration on the fundamental principles of ecology. Topics include community structure, biodiversity, energy flow and pyramids, and ecological productivity. This course requires several off campus field trips, including field investigations of Pinole Creek and Wetlands.

### ***Human Body Systems PLTW***

Course ID# 67651

Meets UC/CSU (d) requirement

Grades: 10-12

Course Length: Year

Prerequisites: Biology (Required)

PLTW Principles of Biomedical Science (Recommended)

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school science requirement for graduation

Description: Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

### ***Human Body Systems [H] PLTW***

Course ID# 67654

Meets UC/CSU (d) requirement

Grades: 10-12

Course Length: Year

Prerequisites: Biology (Required)

PLTW Principles of Biomedical Science (Recommended)

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school science requirement for graduation

Description: In the Human Body Systems course, students examine the interactions of body systems as they examine identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to think critically, develop planning, documentation, communication, and other professional skills.

### ***Medical Interventions (PLTW)***

Course ID# 2273R

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU (d) and high school life science requirement for graduation

Description: This course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail.

### ***Medical Interventions [H] PLTW***

Course ID# 22740

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU (d) and high school life science requirement for graduation

Prerequisites: Biology (Required); PLTW Principles of Biomedical Science (Recommended); PLTW Medical Interventions (Recommended)

Description: Medical Interventions allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. Utilizing a "How-To" manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Each family case scenario will introduce multiple types of interventions, reinforce concepts learned in the previous two courses, and present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions will be showcased across the generations of the family and will provide a look at the past, present, and future of biomedical science. Lifestyle choices and preventive measures

are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future. Students practice problem solving with structured activities and progress to open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

### ***Physics [P]***

Course ID# 68700

Meets the UC/CSU (d) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school physical science or elective graduation requirement

Description: Fundamental principles governing physical processes in the universe. Topics included are the study of motion, Newtonian mechanics, conservation of momentum and energy, thermodynamics and heat, waves, sound, light, electricity and magnetism, atomic and nuclear physics. Emphasizes conceptual understanding of principles and mathematical problem solving skills. This course is for students completing a major in biological or physical sciences, engineering, medicine, or advanced technology, etc.

### ***Physics [H]***

Course ID# 68650

Meets the UC/CSU (d) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school physical science or elective requirement for graduation

Description: Advanced principles governing physical processes in the universe. Topics included are the study of motion, Newtonian mechanics, conservation of momentum and energy, thermodynamics and heat, waves, sound, light, electricity and magnetism, atomic and nuclear physics. Emphasizes conceptual understanding of principles and mathematical problem solving skills. This course is for students completing a major in biological or physical sciences, engineering, medicine, or advanced technology, etc.

### ***Physics of the Universe [P]***

Course ID# 68490

Meets the UC/CSU (d) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school physical science or elective graduation requirement

Description: Physics of the Universe is a course designed for the high school NGSS 3-course model, with a recommended co-requisite of Algebra 1. The course will cover core concepts relating to force and motion, impulse and momentum, energy, magnetism, electricity, forces at a distance, formation of the universe, processes that change the Earth, and waves. The performance expectations focus on several SEPs including, developing and using models, planning and conducting investigations, analyzing and interpreting data, and constructing explanations.

### ***Physical Science [P]***

Course ID# 68500

Meets the UC/CSU (g) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies Physical Science requirement for graduation and (g) requirement for UC/CSU.

Description: Physical Science is a year long college preparatory science laboratory course designed to introduce students to the physical sciences and prepare them for courses in chemistry and physics. Students will gain an understanding of how these scientific disciplines are interrelated and how the advances made in each area of study impact our society. Students will learn of the medical and technological advances made because of the

concepts they are learning and how these inventions impact our health and wellbeing. The course includes written lab reports, individual presentations, internet simulations, research papers and outside activities. It covers the foundational California state standards for physics and chemistry as well as the science standards for investigation and experimentation. Students will be engaged in activities that increase their knowledge and skills in using the scientific method, designing experiments, and scientific modeling. The class provides the student with instruction and opportunities to use critical thinking, analysis and problem solving.

### ***Physiology [P]***

Course ID# 68800

Meets the UC/CSU (d) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school science graduation requirement

Description: A detailed study of the functions of the human body that includes the study of cell structure and specialization, the skeletal system, muscles, nervous system, digestion, respiration, circulation, the skin, excretion, endocrine system, reproduction and heredity, including the latest information on the structure and function of DNA. There will be extensive lab work in animal dissection and microscopic investigation.

### ***Principles of Biomedical Sciences PLTW***

Course ID# 62590

Meets the UC/CSU (d) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school science graduation requirement

Description: The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems.

### ***Principles of Biomedical Sciences [H] PLTW***

Course ID# 62591

Meets the UC/CSU (d) requirement

Grades: 10-12

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school science graduation requirement

Description: The Principles of Biomedical Science (PBS) course provides an introduction to biomedical science through exciting hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems.

## **SOCIAL SCIENCE**

### ***AP Government and Politics United States***

Course ID# 72850

Meets the UC/CSU (a) requirement

Grades: 12

**Course Length:** Semester

**Graduation:** Satisfies the American Government requirement for UC/CSU and high school social science requirement for graduation

**Description:** An in-depth survey of the structure and functions of federal, state, and local governments, including extended units on constitutional underpinnings of US democracy; political beliefs and behavior, political parties and interest groups; Congress; the federal branches of government; civil rights; and other government issues and arenas. Designed to prepare students for the Advanced Placement examination in American Government.

**AP Micro economics**

**Course ID#** 73850

Meets the UC/CSU (g) requirement

**Grades:** 11-12

**Course Length:** Semester

**Graduation:** Satisfies the Economics requirement for high school and UC/CSU elective requirement

**Description:** This is a semester course covering Microeconomics. The course is designed to prepare the students to take the AP Exam in May. The class follows the curriculum of the college board AP schedule and all teachers of the course have been trained by the College Board institutes. Students complete a rigorous level of coursework with past AP free response questions, multiple choice exams and economic activities. Macroeconomics is taken in the next semester.

**AP Macroeconomics**

**Course ID#** 73800

Meets the UC/CSU (g) requirement

**Grades:** 11-12

**Course Length:** Semester

**Graduation:** Satisfies the Economics requirement for high school and UC/CSU elective requirement

**Description:** This is a semester course covering Macroeconomics. The course is designed to prepare the students to take the AP Exam in May. The class follows the curriculum of the college board AP schedule and all teachers of the course have been trained by the College Board institutes. Students complete a rigorous level of coursework with past AP free response questions, multiple choice exams and economic activities. Students take this course in the second semester after completing Microeconomics.

**AP U.S. History**

**Course ID#** 75500

Meets the UC/CSU (a) requirement

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies the U. S. History requirement for UC/CSU and high school social science requirement for graduation

**Description:** Covers American history from colonial times to the present. In-depth reading in American history with written book reviews, practice essays and lectures designed to prepare students to take the Advanced Placement Exam.

**AP World History**

**Course ID#** 75960

Meets the UC/CSU (a) requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies the requirement of UC/CSU and high school World History requirement for graduation

**Description:** This course follows the Advanced Placement guidelines and curriculum. Extensive reading and research is required. Survey of the history of the world, its civilizations, people, geography, and development, beginning with the Renaissance. Emphasis is on modern times and the origins and roots of current situations and problems. This course will include rigorous reading and writing assignments and should be taken by students who plan on taking AP US History and AP American Government.



**American Government [P]**

**Course ID#** 72800

Meets the UC/CSU (a) requirement

**Grades:** 12

**Course Length:** Semester

**Graduation:** Satisfies the American Government requirement for UC/CSU and high school American Government requirement for graduation

**Description:** A one semester course on the American system of government, beginning with theoretical foundations, comparative political systems and historical origins. Basic units will include the study of the executive, legislative and judicial branches, the American political process, civil rights, domestic issues, international problems, and state, county and local governments and follows the California State Framework for Social Science. This class is paired with Economics in the alternate semester.

**Economics [P]**

**Course ID#** 74000

Meets the UC/CSU (g) requirement

**Grades:** 12

**Course Length:** Semester

**Graduation:** Satisfies the Economics requirement for high school and UC/CSU elective requirement

**Description:** A study of the principles of economics. Students will explore how our limited resources are used to satisfy wants, how goods and services are produced and distributed, and how the economic system of the United States compares with other systems. This class is paired with American Government in the alternate semester.

**Foundations: Cultural Geography [P]**

**Course ID#** 75360

Meets the UC/CSU (a) requirement

**Grades:** 9

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school social science requirement for graduation

**Description:** An in depth examination of the interchanges among members of various cultures who have settled in the Bay Area from early times to today. The course builds upon the identities of the students in the high schools and supports them in understanding self and others. The course builds upon the ideas and academic standards found in the History/Social Science State framework (9th grade electives section) as well as the California standards for Historical and Social Science Analysis Skills. Students will better understand the world's cultural geography through looking at major waves of immigration in the Bay Area.

**Geography [P]**

**Course ID#** 74350

Meets the UC/CSU (a) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school social science requirement for graduation

**Description:** A survey course in which students study the relationship between earth and its people. The framework includes three main areas of inquiry: how various geographic features influence the development of civilization: how the study of geography to predict future social, political and economic trends occurs; and how geography affects cultural ethnicity, language and religion.

**World History [P]**

**Course ID#** 75900

Meets the UC/CSU (a) requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies the requirement for UC/CSU and high school requirement for graduation

**Description:** Survey of the history of the world, its civilizations, people, geography, and development, beginning with the Renaissance. Emphasis is on modern times and the origins and roots of current situations and problems. This class meets the California State Framework for Social Science.

**U.S. History [P]**

Course ID# 75600

Meets the UC/CSU (a) requirement

Grades: 11

Course Length: Year

Graduation: Satisfies the U.S. History requirement for UC/CSU and U.S. History requirement for graduation

Description: An overview of American history with emphasis on significant people, groups, institutions, events, and places from the post-Civil War period to the present, and follows the California State Framework for Social Science.

**ELECTIVE CLASSES/SOCIAL SCIENCE**

**AP Psychology [P]**

Course ID# 75505

Meets the UC/CSU (g) requirement

Grades: 10-12

Course Length: Year

Graduation: Satisfies the elective requirement for UC/CSU and high school graduation

Description: This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.

**Criminal Justice [P]**

Course ID #8350V

Meets UC/CSU (g) requirement

Grades: 10-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school elective requirements for graduation

Description: Criminal Justice engages students in examining the history, philosophy, structures, and functions of the American criminal justice system and juvenile justice systems, how they interact in the administration of justice, and their relationship to life in our society. Students will also explore and analyze the three major components of the criminal justice system: the police (including community-based approaches to policing), the courts, and corrections. Emphasis is also placed on constitutional issues related to criminal justice (primarily those arising under the Fourth, Fifth, and Sixth Amendments) and on students acquiring and demonstrating knowledge and skills in legal research, legal reasoning, and legal advocacy.

**Ethnic Studies [P]**

Course ID# 78411

Meets the UC/CSU (g) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies the elective requirement for UC/CSU and high school graduation

Description: This Ethnic Studies course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally and globally so as to foster active social engagement and community building. Honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula, this course aims to provide students with a holistic analysis of community and self.

By analyzing and interpreting historical documents, students will discuss the possible motivations and evident impacts of different historical junctures. Students will focus on the way that different historical events continue to impact us today, particularly in terms of race, class, and gender dynamics. Students will engage in conversations on best ways to positively impact the world for all.

The course aims to produce students with an analytical

understanding of race, class, and gender relations in the US-- both historically and contemporarily. Students will develop academic skills in reading, writing, and public speaking. Students will ultimately gain a critical perspective into understanding the complex and rich social, political, and economic dynamics of the local community and the US.

**Intro to Law [P]**

Course ID# 73450

Meets the UC/CSU (g) requirement

Grades: 10-11

Course Length: Year

Graduation: Satisfies UC/CSU and high school elective requirements for graduation

Description: This course introduces students to legal concepts, principles and procedures. The course is designed to provide students with an understanding of the structure of the U.S. legal system including the role of the judicial, legislative and executive branches; the history of law in the United States; the role of attorneys, law enforcement and other legal professionals; categories of law; litigation principles; and alternative dispute resolution. The course involves substantial reading and writing. Students also participate in trial simulations, debates and have opportunities to work with legal professionals.

**Leadership**

Course ID# 74600

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective credit for high school graduation

Description: Leadership students distinguish themselves by their desires to be involved in school community activities and to have an impact on their society. Besides initiating, coordinating, and evaluating school activities and community projects, students also develop leadership skills in communication, decision-making, time management, goal setting, leadership styles, conflict management, team building, and delegation of duties. District and league exchange days with other schools are planned.

**Law and Justice [P]**

Course ID# 74550

Meets the UC/CSU (g) requirement

Grades: 10-12

Course Length: Year

Graduation: Satisfies elective credit for UC/CSU and high school graduation.

Description: This is the study of the history and philosophy of justice as it has evolved throughout the world as well as an in-depth study of the American justice system and its various sub-systems. The course covers the interrelationships of criminal justice agents and their relationships in society; concepts of crime causation, punishments, and rehabilitation; ethics, education; and training for professionalism in the social system.

**Psychology [P]**

Course ID# 75000

Meets the UC/CSU (g) requirement

Grades: 10-12

Course Length: Year

Graduation: Satisfies the elective requirement for UC/CSU and high school graduation

Description: This course is a general introduction to the science of human behavior with focus on the individual. The course considers personality, growth and development, classic theories (Freud, Adler, Rogers, etc.) and psychological disorders. Emphasis will be placed on classroom experiments and project-based learning.

**Women's Studies [P]**

Course ID # 33500

Meets the UC/CSU (g) requirement

Grades: 11-12

Course Length: Year

Prerequisites: Completion of Eng. 1 and 2 Recommended

Graduation: Satisfies high school elective requirement for graduation and elective requirement for UC/CSU

**Description:** This course will begin with students analyzing intersectionality and its impact on women today, it will then move into units focused around gender norms, violence and trauma towards women, stereotypes around the "hysterical" female, and analyzing the realities of being a woman in the world today. The course will culminate in a project where students choose a specific issue we have studied and choose a way to address it, through activism, spreading awareness, giving tips to women for how to handle these issues, etc.

### **World War II [P]**

**Course ID # 76100**

Meets the UC/CSU (g) requirement

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies high school elective requirement for graduation and elective requirement for UC/CSU

**Description:** Offers students an opportunity to expand their knowledge of World and US History by engaging in a deep learning experience. They will conduct research to explore the destabilization of Germany between the World Wars following the ratification of the Treaty of Versailles, the rise of National Socialism through violence and bigotry, and the establishment of a genocidal dictatorship bent on world-wide political and economic domination. Through the examination of primary and secondary sources including personal narratives, wartime literature, historical documents, photographs, artwork, and film, students will learn the extent of human dignity violation imposed by the NAZI regime and reflect on strategies to actively support democratic principles and institutions in the present day. Guest speakers may be invited to deepen students' understanding of the issues as applicable and available.

## **VISUAL AND PERFORMING ARTS**

### **A Cappella [P]**

**Course ID# 55500**

Meets the UC/CSU (f) requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirements for graduation

**Description:** A Cappella is open to students who enjoy singing and desire A Cappella choir is an advanced level choir for music students that display knowledge of musicianship and the ability to sing with a high level of technical accuracy. Throughout the year students will be exposed to a variety of music through the performance repertoire: concert, jazz, folk and contemporary. Students will be challenged through comprehensive instruction in music theory and practice in advanced level sight reading. Performances throughout the year will connect learning to real world musical experiences.

### **Advanced Media Communication [P] (ROP)**

**Course ID# 8108R**

Meets the UC/CSU (f) requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** This course is a college preparatory interdisciplinary approach to multi media communications, which builds on student proficiency in journalistic writing, photography, video, and design concepts. This class integrates research and writing techniques with artistic creation and expression. Students receive an advanced understanding and appreciation of technology used as a tool in artistic expression, and they continue to strengthen their analytical reading and expository writing skills as well as their critical thinking skills in this cross-disciplinary approach.

### **Advanced Piano [P]**

**Course ID# 58600**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirements for graduation

**Description:** An intermediate advanced music class. The course includes intermediate, advanced applications on the piano, the study of the fundamentals of music, and the study of music styles, form and history. There will be intensive study of music reading and notation. Students in this course give recitals in which participation is required.

### **Advanced Photography (ROP)**

**Course ID# 8270R**

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies the fine art requirement for high school graduation.

**Description:** In this course students will work with the elements of art and principles of design. They discuss, analyze, and synthesize those principles, applying them to create their own works of art in the medium of photography, reflecting craftsmanship and technical skill. Instruction can also include studio and field techniques, photojournalism, fashion photography, commercial, portrait, scientific, nature, wildlife and sports photography.

### **Advanced Visual Arts [P]**

**Course ID# 83450**

Meets the UC/CSU (f) requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Students will study vocabulary unique to art and will apply the elements of art and principles of design to their creations. In their original work they will communicate meaning, intent, feeling and emotions using a variety of media. Students will learn how history and culture has influenced art and artists worldwide. The class is a combination of studio work, written and reading homework assignments, and the compilation of an individual portfolio of each student's work.

### **AP Art History**

**Course ID# 80160**

Meets the UC (f) requirement

**Grades:** 11-12

**Course Length:** Year

**Prerequisite:** Eng 1 or 2; World or US Hist. (depending on grade level)

**Graduation:** Satisfies both UC/CSU and high school fine arts requirement for graduation.

**Description:** The AP Art History course welcomes students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. The study of art history invites students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.

### **AP Studio Art: Drawing**

**Course ID# 80160**

Meets the UC (f) requirement

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies both UC/CSU and high school fine arts requirement for graduation.

**Description:** This course is designed to have the student recognize quality in his/her work, the student will also concentrate on a sustained investigation of a particular visual interest or problem and a range of approaches to the formal, technical and expressive means of the artist.

### **Art Advanced [P]**

**Course ID# 80100**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts



requirement for graduation

**Description:** Advanced Art is a secondary-level visual art course, designed for students with some developed practice in Visual Art. Students in Advanced Art will create original artistic work while practicing the Elements of Art and Principles of Design. Students will further refine their work within drawing, painting, printmaking, photography and sculpture. Students will participate in critiques to further develop aesthetic awareness while using the classroom space as a creative lab. Projects will be more complicated in design and technical challenge to help students build upon existing skills. Students will participate in a group mural; or other large-scale collaborative work; to be completed by the end of the course.

### ***Art of Video Production (ROP)***

**Course ID# 2015R**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** This course allows students to compare the media of film, television, and video including aesthetics, cultural aspects, and history. Students develop skills to produce their own videos, and take an in-depth look at the nature of video communication, exploring aspects of pre-production and post-production, script writing, camera-work, lighting and sound. They utilize skills in directing and editing to produce a variety of projects, including school newscasts, documentaries, and video productions.

### ***Band Beginning [P]***

**Course ID# 56800**

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies fine arts requirement for high school graduation

**Description:** This course is designed to give students technical instruction on their instruments while performing as a group or individually. The students will receive instruction in the theoretical aspects of written music and the background of the different forms of music in today's society.

### ***Band Symphonic [P]***

**Course ID# 56300**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirements for graduation

**Description:** The Symphonic Band is an advanced ensemble open to students with a strong instrumental background who wish to be part of a quality-performing group. This performance-based ensemble performs 6 – 10 mandatory performances and studies standard band repertoire from all areas of music. Regular practice is a requirement of this course. Performance opportunities may include Winter and Spring Concerts, District/area festivals, home football games, solo/ensembles, feeder school concerts, and graduation.

### ***Beginning Art [P]***

**Course ID# 80000**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Beginning Art is an entry-level survey course in Visual Art. This course exposes students to the Elements of Art and Principles of Design, and allows students to demonstrate their knowledge of these disciplines through a variety of media. Students will develop proficiency in several basic technical skills of the visual arts, including drawing, painting, printmaking, sculpture. Students will develop understanding and practice of visual communication skills through the design, creation and production of various projects. Coursework includes connections to art history, contemporary studies in the arts, careers in the

visual arts, and technology.

### ***Beginning Piano [P]***

**Course ID# 58750**

Meets UC/CSU (f) requirements

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Beginning Piano is an introductory-level music class that surveys a variety of basic piano techniques and the fundamentals of music, including a beginning study of music notation. By the end of this course, students will acquire the skills to be able to read piano sheet music and play proficiently. They will experience and learn to play piano music of various historical musical styles. Students in this course will give one or more recitals per quarter, for which attendance is required.

### ***Ceramics 1 [P]***

**Course ID# 80550**

Meets the UC/CSU A-G requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies fine arts or elective requirement for high school graduation

**Description:** Ceramics 1 is a basic, exploratory course in ceramics, with emphasis on hand-building techniques. Pinch, coil, slab and slip molding methods will be explored. Introduction to wheel throwing, glazing and decorating are presented. The works of historic and contemporary ceramic artists are presented. There is a fee for materials.

### ***Concert Band [P]***

**Course ID# 55900**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Prerequisite:** Middle School Experience Recommended

**Description:** Concert band is an intermediate performance ensemble that will develop student awareness and appreciation of band music through performance. This course serves as preparation for Symphonic Band and Wind Ensemble, and through daily class rehearsals will introduce, reinforce, and challenge students to develop skills that will allow them to perform, compose and listen to music with a better technical, historical and theoretical understanding of music as an art form. Marching techniques may be incorporated and students may opt to develop skills on a second instrument. Performance is required, and active participation expected on a daily basis.

### ***Concert Choir [P]***

**Course ID# 56900**

Meets UC/CSU (f) requirements

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** This performing ensemble allows students to explore a wide variety of vocal music from classical to pop while mastering proper rehearsal etiquette, performance etiquette, and audience etiquette. Members will become skilled in reading and performing intermediate to advanced level repertoire and become skilled in sight-singing, interval recognition, and understanding of chord progressions. Musicians will learn about the history of choral music from antiquity through the modern era as well as be exposed to career path opportunities and professionals associated with music and the arts. Students will be required to perform at all concerts, community events, and any chosen festivals throughout the school year.

### ***Dance Production [P]***

**Course ID# 54600**

Meets the UC (f) requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU fine arts or elective credit for graduation and either fine arts, P.E., or elective requirement for high school graduation.

**Description:** For students of intermediate and advanced technical ability with emphasis on choreography, development of stage presence and performance. Successful completion requires students to attend all rehearsals, to participate in outside work, i.e. dance workshops, seminars, master classes, and attend a minimum of three outside performances and write a critique based on designated criteria, to read all resource materials, to be able to demonstrate and verbalize movement based on modern jazz and ballet techniques, and to develop critical listening and viewing skills. All student work will be video recorded. Students are responsible for designing and providing costumes for their performances

***Dance Composition 1 [P]***

**Course ID# 54650**

Meets the UC (f) requirement

**Grades:** 10-12

**Course Length:** Year

**Prerequisite:** Jazz Dance 1 recommended

**Graduation:** Satisfies UC/CSU fine arts or elective credit for graduation and either fine arts, P.E., or elective requirement for high school graduation.

**Description:** Dance Composition 1 [P] is an intermediate level course in dance technique and composition. This course is designed as a continuation of dance education that will allow students a deeper understanding of dance, along with developing technical accuracy, performance experience, and choreographic prowess. This course encourages the development of compositional techniques to move students beyond an advanced level of mastery and create an awareness of principles such as form, context, purpose, weight, space, time, effort, and shape, introducing elements, methods and structures of dance composition in small and large group ensembles. The course will culminate with a student performance which will showcase the students technical growth and original choreography.

***Guitar Beginning [P]***

**Course ID# 57500**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation.

**Description:** Guitar Beginning is a course open to students 9-12. Students will learn basic comprehensive skills and applications that relate to the overall concepts of guitar technique and performance. Students will develop aesthetic and cultural values thru listening to various genres of guitar music. Students will address criteria for critically judging the quality of performances and compositions that derive from social and historical influence. Students will learn to strum and pick a wide range of music from a variety of American genres, i.e. Jazz, Folk, Rock, Pop. From the study of these various styles, students will attain enhanced awareness of the history and events surrounding the development of guitar literature (20th Century). Work outside of class involves project preparation, written assignments, and exploration of school-to career possibilities.

***Jazz Band [P]***

**Course ID# 56100**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** This course provides instruction in commercial styles of music, music theory, and career opportunities pertaining to instruments in an ensemble situation. Students will be involved in performances.

***Jazz Dance 1[P]***

**Course ID# 54800**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies either a second year of physical education (grades 10-12) or fine arts requirement for high school graduation and satisfies UC/CSU fine arts requirement for graduation

**Description:** This course is for students with little or no jazz dance training. Students will study various jazz styles, techniques, and characteristics of jazz dance. The fundamentals of jazz dance will be covered along with the history and development of jazz dance in America and its influence on other styles of dance. Students will write one research paper on jazz dance and see one local performance. Videos and films will supplement required readings.

***Jazz Dance 2 [P]***

**Course ID# 54900**

Meets the UC/CSU (f) requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts or physical education requirement for graduation

**Description:** This course is for students of intermediate ability. Students must be able to verbalize and demonstrate movement based on jazz techniques. An understanding of dance terminology and vocabulary is also essential. The course will emphasize intense study of jazz styles, characteristics, and expanding techniques. Students will develop their artistic abilities through choreography and/or participation in in-class performances. Students will view and critique at least one local performance. Videos and films will augment required readings distributed by the teacher. Participation in performances is required.

***Jazz Ensemble***

**Course ID# 57700**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirements for graduation

**Description:** This ensemble performs standard repertoire for all genres of Jazz and improvisation. This group performs 6 – 10 mandatory performances. Instrumentation is limited to Trumpet, Trombone, Saxophone, Guitar, Bass, Piano and Drums with few exceptions made for ensemble needs.

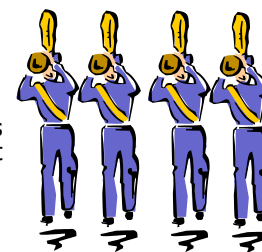
***Marching Band I [P]***

**Course ID# 56210**

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU electives and high school fine arts requirement for graduation



***Marching Band II [P]***

**Course ID# 56220**

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU electives and high school fine arts requirement for graduation

**Description:** Students in Advanced Marching Band will learn, memorize and perform selected literature for the season. Students will be able to play pieces of music grades 3 and above from memory, with expression and musicality, concentrating on rhythmic accuracy, precision, tempo. Advanced Marching Band students will be expected to lead the band, confidently and accurately playing their parts and teaching them to underclassmen.

***Music Appreciation [P]***

**Course ID# 58770**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirements for graduation

**Description:** This course is designed to give students an understanding and appreciation of music notation, music theory, music history, musical forms, musical styles, and world music. Students will be able to recognize and use music notation through vocal and instrumental performance. Through the use of various pitched and non-pitched percussion, recorders, and keyboards, the students will learn to analyze music reflective of various cultures and time periods. The students will be able to discuss music in modern society, the evolution of music, and how music is used in cultures around the world. The students will also do research papers on various musical topics. This course was designed using the California Standards for Music Education grades 9-12.

***Orchestra [P]***

**Course ID# 58500**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirements for graduation

**Description:** The Orchestra consists exclusively of string instruments used in a standard symphony orchestra: violin, viola, cello and bass. Since other instrumentalist are used only on occasion, wind (woodwinds and brasses) and percussion players may not enroll, but rather, will be drawn from the Symphonic Band class when needed for orchestra literature.

***Orchestra Advanced***

**Course ID #: 58590**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Students have the opportunity to develop musical skills and knowledge that can only be learned through involvement in the orchestral ensemble. Students learn music theory and develop cultural understanding. They are expected to continually demonstrate their musical growth in orchestral playing primarily through performance in class evaluations, graded assignments, and other performances.

***Photography [P]***

**Course ID# 82600**

Meets the UC/CSU (f) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Students in Photography will develop and expand their skills in producing artistic photographs using DSLR cameras and equipment. Students learn to take digital photos following rules of composition, light, exposure, elements of art and principles of design which also enhances their ability to produce quality work. Adapting and updating student's skill set to the ever changing software and hardware technology is a constant goal. Students will use oral presentation and peer critiques after every project using a rubric. Their critiques will focus on composition, project requirements, technical skill, and creativity. The use of oral presentation is a 21st Century skill and guidelines for presenting their work will be discussed. Students will be graded using the same rubric they use to evaluate each other and themselves. Students will explore evidence of the social, political, and scientific effects of photography on our society. They will analyze famous photographers and their work. Analysis will involve social/cultural context, significance, and the work's formal qualities.

They will become familiar with camera settings that are necessary to take a quality photograph using the exposure triangle (shutter speed, aperture, and ISO), as well as learn to read technical material.

***Photography Advanced [P]***

**Course ID# 82700**

Meets the UC/CSU (f) requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** This course is designed for students interested in continuing studies of the art of traditional black and white photography and the exploration of emerging technologies in digital photography. Students will also learn about continued, advanced, and alternative techniques in the uses of the camera, accessories and darkroom techniques.

***Theatre 1 [P]***

**Course ID# 62100**

Meets UC/CSU (f) requirements

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Theatre 1 provides an introduction to theatre as a discipline and art form. Through theatre games and improvisation exercises, students will develop confidence, trust, and voice and movement skills. As they give and receive criticism on performances in and outside of class, students will apply evaluation criteria and appreciate excellence in performance. By studying theatre as an expression of both history and culture, students will explore the way in which theatre affects and is affected by its societal context.

***Theatre 2 [P]***

**Course ID# 62200**

Meets UC/CSU (f) requirements

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Theatre 2 builds on knowledge and skills introduced in Theatre 1. Students develop more specific skills in the areas of: acting, design, playwrighting, script analysis, research, directing, and presentation. This course focuses on the performance aspect of drama such as improvisation, monologues, and ensemble acting. Emphasis will be placed on learning, performing, and understanding Shakespeare with regards to writing style and a focus on a specific play. Students will learn in depth the fundamentals of theater including: theater terms, the development of theater over time, acting techniques, character analysis, stage movement, prop and costume usage. Students will also be able to develop the ability to self-correct in response to suggestions, demonstrate the ability to establish aesthetic criteria and apply it in evaluating their own work and that of others, and demonstrate an understanding of theater in various cultures and historical periods.

***Theatre Advanced [P]***

**Course ID# 62300**

Meets UC/CSU (f) requirements

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirement for graduation

**Description:** Theatre Adv is a course on the deeper mechanics, techniques, and theories of the art of theatre. There are three major components to this course, which culminate in the learner's individual ability to produce a meaningful piece of theatre. One focus of the course is an acting intensive, using a well-researched, respected technique. The second focus is on the study of the scene as a cohesive unit of theatre. The third is the analysis of a complete play script, from the points of view of actor, director, and designer.

***Wind Ensemble [P]***

**Course ID # 57250**

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school fine arts requirements for graduation

**Description:** This course is for students who have been highly

successful in Band 1, Band 2 Band 3 or the equivalent and want to continue on their instrument. Students will continue their core instrument practices but also focus heavily on music history and performance aesthetics.

## **WORLD LANGUAGES**

The ability to speak a foreign language is becoming increasingly important in our interdependent world. Students entering a foreign language program are encouraged to continue it through the four-year sequence. Courses out of the normal sequence do not count for Cal State or University of California earned credit.

### ***American Sign Language I [P], II [P]***

Course ID# 41000, Course ID# 41200

Meets the UC/CSU (e) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: Students will learn the basic receptive and expressive structure of the language and will develop an in-depth understanding of the language. The primary objective is the ability to converse in the language as well as learn about and understand the culture of the hearing impaired.

### ***American Sign Language 3 [P]***

Course ID# 41300

Meets the UC/CSU (e) requirement

Grades: 10-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: Students will build off the knowledge and skills learned in American Sign Language 1 and 2. The course will focus more heavily on the following: significant historical figures and events, cultural norms and stereotypes, effects of technology on Deaf culture, read and discuss culturally appropriate texts, stating opinions and points of view through the use of ASL. Skills will be developed from an informal to formal presentation style to explain and articulate complex ideas and concepts.

### ***American Sign Language IV [H]***

Course ID# 41400

Meets the UC/CSU (e) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: This course is a continuation of the study of ASL. ASL IV will include lessons on Deaf History, Culture, Literature, Poetry, classifiers, gloss and the linguistics of ASL. Prerequisite: Completion of ASL III with a grade of C- or better.

### ***AP French Language***

Course ID# 42500

Meets the UC/CSU (e) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: Students will study advance language structures, read advanced literature and non-fiction texts, participate in analytic discussions, improve their ability to comprehend native French speakers, and write well-developed, cohesive paragraphs and essays. Class is conducted entirely in French. The reading materials include poetry, drama, short stories and novels by important French and Francophone authors. Students will complete the College Board- approved course of study that includes preparation for the AP exam in the four modes of communication: reading, writing, listening and speaking. Students completing this course are encouraged to take the Advanced Placement French Language Test and will earn transferable college credit if passed at a "3" or higher.

### ***AP Japanese Language and Culture***

Course ID# 44300

Meets the UC/CSU (e) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: Develop your Japanese language skills and learn about Japanese culture. You'll practice communicating in Japanese and you'll engage with real-life materials such as newspaper articles, films, music, and books.

### ***AP Spanish Language***

Course ID# 45800

Meets the UC/CSU (e) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: Students will study advance language structures, read advanced literature and non-fiction texts, participate in analytic discussions, improve their ability to comprehend native Spanish speakers, and write well-developed, cohesive paragraphs and essays. Class is conducted entirely in Spanish. The reading materials include poetry, drama, short stories and novels by important Spanish and Latin American authors. Students will complete the College Board-approved course of study that includes preparation for the AP exam in the four modes of communication: reading, writing, listening and speaking. Students completing this course are encouraged to take the Advanced Placement Spanish Language Test and will earn transferable college credit if passed at a "3" or higher.

### ***AP Spanish Literature***

Course ID# 45900

Meets the UC/CSU (e) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: Students will gain a proficiency in language skills that enables them to read and comprehend representative works of Spanish literature and express critical opinions in correct oral and written Spanish. Students will acquire the basic concepts and terminology of textual analysis. Class is conducted entirely in Spanish. Students will complete a College Board-approved course of study that is designed to introduce students who have advanced language skills to the formal study of a representative body of literary texts. Students completing this course are encouraged to take the Advanced Placement Spanish Literature Test and will earn transferable college credit if passed at a "3" or higher.

### ***French 1[P], 2[P], 3[P]***

Course ID# 42000, Course ID# 42200, Course ID# 42300

Meets the UC/CSU (e) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: Students will develop an understanding and appreciation of the cultural diversity of the French-speaking world. Students will develop proficiency in the four modes of communication: listening, reading, writing, and speaking. Students will comprehend and acquire knowledge through authentic written texts and aural materials, e.g., videos, music, and internet resources, at increasing levels of difficulty and will learn to express themselves in oral and written French. Materials and expected proficiency in the language are determined by the level of the class. Advancement to the next course requires a mark of 'C' or better.

### ***French 4 [H]***

Course ID# 42400

Meets the UC/CSU (e) requirement

Grades: 11-12

**Course Length:** Year

**Graduation:** Satisfies foreign language requirement for both UC/CSU and high school graduation

**Description:** Students will develop an understanding and appreciation of the literary and cultural heritage of the French-speaking world. Students will advance their proficiency in the four modes of communications: listening, reading, writing, and speaking. Authentic reading materials will include poetry, drama, short stories and novels by important French and Francophone authors. Listening comprehension skills will be developed through the inclusion of French videos, music, and various internet resources. Students will demonstrate their proficiency through advanced writing, discussion, and oral presentations. French 4 meets the University of California honors requirements.

**Japanese 1 [P], 2 [P], 3 [P]**

**Course ID# 44100, Course ID# 44150, Course ID# 44200**

Meets the UC/CSU (e) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies foreign language requirement for both UC/CSU and high school graduation

**Description:** **Japanese 1:** Students will mainly learn the basic Japanese writing system, Hiragana. Two additional written systems, Katakana and basic Kanji (Chinese characters), will also be introduced. Students will learn about Japanese culture, customs, and etiquette. The goal of this course is to provide and develop basic skills and knowledge of Japanese culture and language (reading, writing, speaking, and listening). Through learning and experiencing new language and culture, students will discover multiple ways of viewing the world and become culturally sensitive and respectful of diversity. Advancement to the next course requires a mark of 'C' or better.

**Japanese 2** is designed for those who have taken Japanese 1 or who have the equivalent knowledge and skills. New vocabulary, Katakana (phonetic alphabet) and Kanji, Chinese characters, will be introduced in this course. Students will also learn about Japanese culture, customs, and etiquette. The goal of this course is to provide and develop advanced skills and knowledge of Japanese culture and language. The students will develop all four language skills; listening, writing, speaking and reading through oral drills, communicative activities, games, and writing workbook. Through learning and experiencing new language and culture, students will discover multiple ways of viewing the world and become culturally sensitive and respectful of diversity. Advancement to the next course requires a mark of 'C' or better.

**Japanese 3** is designed for those who have taken Japanese 2 or who have the equivalent knowledge and skills. About 60 more Kanji, Chinese characters, will be introduced in this course. Students will also learn about Japanese culture, customs, and etiquette. Many lessons take students out into the community with Ken and Mari (main characters in the textbook) to use Japanese in real-life situations, e.g., at a Japanese restaurant, speaking with Japanese tourists, giving directions, etc. There are also topics drawn from school life, which as sports, illness, and school rules. Through learning and experiencing new language and culture, students will discover multiple ways of viewing the world and become culturally sensitive and respectful of diversity. Advancement to the next course requires a mark of 'C' or better.

**Japanese 4 [H]**

**Course ID# 44250**

Meets the UC/CSU (e) requirement

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies foreign language requirement for both UC/CSU and high school graduation

**Description:** Japanese 4 [H] is designed for students who have successfully completed Japanese 3 or have equivalent knowledge and skills. Over 60 Kanji (Chinese characters), will be introduced in this course, including review of some AP level Kanji. In the process, students will learn about high school life in Japan, discuss and experience the entertainment world in Japan, and use Japanese to discuss weather, geography, mathematics, technology, housing and real estate, and more. Class activities

will encourage students to make comparisons between their own culture and Japanese culture. Japanese honors students will study and apply advanced language structures and communication skills as they read and/or listen to and analyze advanced, varied, and culturally authentic literature, newspaper and magazine articles, film and television, textbook audio recordings, and news broadcasts on the Internet. Classes will be conducted in Japanese with the curriculum aligned to the 5 ACTFL National Standards for the Learning of Japanese: Communication, Culture, Connections, Comparisons and Communities (5 Cs). It is also aligned to Common Core expectations that all students are "college-, career-, and world-ready".

**Mandarin 1 [P]**

**Course ID# 42991**

Meets the UC/CSU (e) requirement

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies foreign language requirement for both UC/CSU and high school for graduation.

**Description:** Mandarin 1 [P] is designed as an introductory course to the study of Mandarin. Students will gain a foundational understanding of Mandarin language phonology, structure, syntax, and semantics. In the process of acquiring these skills, they will be exposed to Chinese traditions, culture and modes of thought, allowing them to engage in oral and written communications that are culturally appropriate. As they acquire the language structure and vocabulary necessary to communicate in Chinese, they will engage in conversations about things relevant to their daily lives, including but not limited to meeting and greeting people, using numbers, making phone calls, telling time and talking about calendars and schedules, asking and replying to questions, describing people, things and places, and asking for and giving directions. As students delve deeper into Chinese customs and traditions, they will also explore essential questions related to 'mianzi' (face or dignity), Sheng Xiao (the Chinese Zodiac), and the concept of 'flat world' in terms of globalized economies, social interactions, knowledge acquisition, and education. Students in Mandarin 1 will learn the basics of reading and writing using the Pinyin alphabet and simplified Chinese characters, and be able to read selected traditional Chinese characters.

**Mandarin 2 [P]**

**Course ID# 42992**

Meets the UC/CSU (e) requirement

**Grades:** 9-12

**Course Length:** Year

**Prerequisites:** Mandarin 1

**Graduation:** Satisfies foreign language requirement for both UC/CSU and high school for graduation.

**Description:** Mandarin 2 is the continuation of Mandarin 1 and designed for students who have developed strong basic skills, and are ready to continue further study to improve proficiency in speaking, listening, reading and writing in Mandarin. Students will gain strong understanding of proper usage of Mandarin language with real-life related reading dialogues. In the process of acquiring these skills, they will be exposed to Chinese traditions, culture and modes of thought, allowing them to engage in oral and written communications that are culturally appropriate. As they acquire the language structure and vocabulary necessary to communicate in Chinese, they will engage in conversations about things relevant to their daily lives, including but not limited to introducing themselves, families, friends and talking about weather, habits, lifestyles, asking and replying to questions, describing people, things and places, parts of the body and asking for and giving directions. As students delve deeper into Chinese customs and traditions, they will also explore essential questions related to 'mianzi' (face or dignity), Sheng Xiao (the Chinese Zodiac), and the concept of 'flat world' in terms of globalized economies, social interactions, knowledge acquisition, and education. Students in Mandarin 2 will further learn reading and writing using the simplified Chinese characters, and be able to communicate with native speakers and other students in Mandarin.

**Mandarin 3 [P]**

Course ID# 42993

Meets the UC/CSU (e) requirement

Grades: 9-12

Course Length: Year

Prerequisites: Mandarin 2

Graduation: Satisfies foreign language requirement for both UC/CSU and high school for graduation.

Description: Mandarin 3 is designed for students who have developed strong basic skills and are ready to continue further study to improve proficiency in speaking, listening, reading, and writing in Mandarin. As students acquire the language structure and vocabulary necessary to engage in conversations about things relevant to their daily lives, they will delve deeper into Chinese customs and traditions. Rigorous higher-level communication activities applying spoken and written Chinese will be complemented by intensive practice to fine-tune pronunciation and writing skills, expand vocabulary, and internalize more complex grammatical constructions. Special emphasis will be given to developing greater fluidity and flexibility in expression and response. Students will also engage with supplementary reading materials, such as short stories, to deepen their understanding and appreciation of Chinese culture.

**Spanish 1[P], 2[P], 3[P]**

Course ID# 45300, Course ID# 45500, Course ID# 45600

Meets the UC/CSU (e) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: Students will develop an understanding and appreciation of the cultural diversity of the Spanish-speaking world. Students will develop proficiency in the four modes of communication: listening, reading, writing, and speaking. Students will comprehend and acquire knowledge through authentic written texts and aural materials, e.g., videos, music, and internet resources, at increasing levels of difficulty and will learn to express themselves in oral and written Spanish. Materials and expected proficiency in the language are determined by the level of the class. Advancement to the next course requires a mark of 'C' or better.

**Spanish 4 [H]**

Course ID# 45700

Meets the UC/CSU (e) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: Students will develop an understanding and appreciation of the literary and cultural heritage of the Spanish-speaking world. Students will advance their proficiency in the four modes of communications: listening, reading, writing, and speaking. Authentic reading materials will include poetry, drama, short stories and novels by important Spanish and Latin American authors. Listening comprehension skills will be developed through the inclusion of Spanish videos, music, and various internet resources. Students will demonstrate their proficiency through advanced writing, discussion, and oral presentations. Spanish 4 meets the University of California honors requirements.

**Spanish for Spanish Speakers 1 [P]**

Course ID# 45990

Grades: 9-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: The focus of this class is reading and writing in the Spanish language. Content includes the study in Spanish of the cultures and history of Spanish-Speaking countries. Students will interpret works on a variety of topics and concepts integrated with the core curriculum, such as history, government, science, economics, and literature. Students will discover Hispanic contributions to humanity through reading and research as well as the influences of humanity upon the various cultures leading

to a better understanding of and appreciation for themselves and their heritage.

**Spanish for Spanish Speakers 1 [P]**

Course ID# 45992

Grades: 10-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

Description: The course is designed for students fluent in conversational Spanish, and provides instruction to improve students' reading, listening, speaking and writing skills. It is a continuation course and students will take it once they complete Spanish for Spanish Speakers 1 course. The course is conducted solely in Spanish and students will be expected to communicate using both formal and informal Spanish by completing various types of writing and presentations. Grammar, reading analysis and communicative skills will also be areas of focus.

**OTHER COURSES**

**Aerospace IV Airforce JROTC**

Course ID# 8758J

Grades: 12

Course Length: Year

Graduation: Satisfies graduation requirement for elective credit.

Description: Students will be allowed to manage the entire corps during their fourth year in the Air Force JROTC program. This hands-on experience affords the students the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills.

**AFJROTC Aerospace**

Course ID# 8755J

Grades: 9-10

Course Length: Year

Graduation: Satisfies graduation requirement for elective credit.

Description: This is the recommended first course for all new cadets. Students will learn aviation history, focusing on the development of flight throughout the centuries. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force. There are readings, videos, hands-on activities, and in-text and student workbook exercises to guide the reinforcement of the materials.

**AFJROTC Leadership Education**

Course ID# 8756J

Grades: 9-10

Course Length: Year

Graduation: Satisfies graduation requirement for elective credit.

Description: Students (cadets) will learn the history, organization, mission, traditions, goals, and objectives of JROTC for all services. Lessons will cover how to be emotionally, mentally, and physically healthy. The course also covers an introduction to civics and the national government, including a historical understanding of the American flag and other important national symbols. Students (cadets) will also be taught about the U.S. Constitution and how it protects citizens' rights and freedoms.

**AFJROTC Wellness Program**

Course ID# 8757J

Grades: 9-11

Course Length: Year

Graduation: Satisfies graduation requirement for elective credit.

Description: Students (cadets) will utilize the time to learn the importance of keeping themselves well and helping others to stay well. They will work together in flights or teams during friendly team oriented competitions, practice drill commands, and exercise in preparation for undertaking the United States

Presidential Physical Fitness Exam.

### ***Analytical Forensic Science [P]***

Course ID# 83700

Grades: 9-12

Course Length: Year

Graduation: Satisfies the UC/CSU and graduation requirement for elective credit.

Description: This course has an emphasis on understanding the underlying scientific theories of forensic science. The class will build upon students' prior knowledge of biology and chemistry, using chemistry techniques to analyze and identify trace evidence, including DNA. Students will evaluate the constituents of materials by organic, inorganic, and biochemical analysis, and apply their academic and laboratory skills to develop a deeper understanding of science.

### ***Anatomy & Physiology [P]***

Course ID# 62980

Grades: 9-12

Course Length: Year

Graduation: Satisfies the UC/CSU and graduation requirement for elective credit.

Description: An elective course that is designed to teach high school level students about the structure and function of each organ system in the human body including the cellular level. This course touches on the common functions and diseases that can occur within each body system.



### ***Applied Research Methods for Contemporary Issues [P]***

Course ID# 89785

Grades: 9-12

Course Length: Year

Graduation: Satisfies the UC/CSU and graduation requirement for elective credit.

Description: An elective course that prepares students to conduct interdisciplinary research as part of a career pathway. This course is specifically aligned with the Information and Communications Technologies Career pathway. Students will use technology to access primary and secondary resources and to facilitate inquiries into contemporary issues and challenges, both local and global.

### ***AP Computer Science A (C) [H]***

Course ID# 30310

Grades: 11-12

Course Length: Year

Graduation: Satisfies the UC/CSU and graduation requirement for math (C).

Description: Get familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks.

### ***AP Computer Science A PLTW***

Course ID# 30320

Grades: 10, 11 & 12

Course Length: Year

Graduation: Satisfies the UC/CSU and graduation requirement for math (C)

Description: Computer Science A focuses on further developing computational thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course.

### ***AP Computer Science (ROP)***

Course ID# 3037R

Grades: 9-12

Course Length: Year

Graduation: Satisfies the UC/CSU and graduation requirement for elective credit.

Description: pending a course description.

### ***AP Computer Science Principles (d) [P]***

Course ID# 30399

Grades: 9-12

Course Length: Year

Graduation: Satisfies the UC/CSU and graduation requirement for elective credit.

Description: AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the Internet, and the global impact of computing. The course helps address traditional issues of equity and access, while providing a strong and engaging introduction to fundamental areas of the discipline. In this course, students develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

### ***AP Computer Science Principles PLTW***

Course ID# 30370

Grades: 9-12

Course Length: Year

Prerequisite: HS Algebra Recommended

Graduation: Satisfies the UC/CSU and graduation requirement for elective credit.

Description: Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. PLTW is recognized by the College Board as an endorsed provider of curriculum and professional development for AP® Computer Science Principles (AP CSP). This endorsement affirms that all components of PLTW CSP's offerings are aligned to the AP Curriculum Framework standards and the AP CSP assessment.

### ***ASB Leadership [P]***

Course ID# 74650

Grades: 9-12

Course Length: Year

Graduation: Satisfies the UC/CSU and graduation requirement for elective credit.

Description: Leadership is a project-based course aimed at increasing students' leadership capabilities. Through the planning and execution of numerous events for the school, students will discover how to best effect change in their communities. Students will read extensively about the nature of leadership and its different styles. Additionally, students write frequently—critically, reflectively, persuasively—and speak about the real world issues that arise from the planning of events. Students will also learn about how to take their leadership skillset into the community. They will learn the basics of community organizing and civic engagement. Community build and community organizing will help take student leadership in a new direction and create a new career pathway for future leaders.

**Broadcast Journalism (ROP)**

Course ID# 2256R

Grades: 11-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: This course focuses on the analysis and practice of electronic news gathering (ENG), media production and presentation from a variety of theoretical, philosophical, artistic and historical perspectives.

**Broadcast Journalism 2 [P]**

Course ID# 22560

Grades: 10-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: Students in this class have satisfied the pre-requisite course of "Broadcast Journalism" and have demonstrated competency in the basics of Video Production. Throughout this one year mostly "Project-Based" course students will be utilizing critical thinking and interpersonal skills to develop and produce video based projects. The course teaches students advanced skills in TV/Video Production and Broadcast Journalism with an emphasis on producing a variety of projects in events coverage, broadcast news, entertainment reports, and commercial production. Students will develop advanced skills in producing projects from concept to completion in three standard phases of production: 1. Pre-Production: producing, planning and writing. 2. Production: field location and studio shooting. 3. Post-Production: editing and distribution. Students will practice and develop their advanced skills in script writing, as well as video editing skills on industry standard Adobe Creative Cloud Suite emphasizing on Premiere Pro and After Effects software. Students will learn about the production industry in the fields of news and sports, and will be introduced to Professional Industry standards and practices along with ethics in reporting. Students will be introduced to what the Broadcast Industry requires in terms of skills and training for potential future employment. For each topic covered in the course, the instructor presents professional examples and students discuss how the industry creates pro-level content and why it's produced and created in that manner. To included daily announcements and reporting on school events.

**Business Computer Applications [P]**

Course ID# 23110

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: Business Computer Applications [P] is an introduction to computer applications as it relates to business and home use. The course introduces software topics in Microsoft Windows, Microsoft Office, Internet, World Wide Web, electronic mail, file management, and data communications. Hardware topics include PC system components and troubleshooting issues. Other topics include computer-based careers and trends, electronic computing issues, terminology, electronic communication skills, ethics, security, and netiquette in today's business computing environment. Business Computer Applications will provide students with computer knowledge and skills to increase their productivity which will give them a competitive advantage in the job market.

**Civil Engineering & Architecture (PLTW)**

Course ID# 8265R

Grades: 11-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: This class provides an overview of civil engineering and architecture, emphasizing how they are related and interdependent. The curriculum covers topics such as the roles civil engineers and architects play, project planning, site planning, building design, project documentation and presentation. Project based learning activities employ state of the art CAD and stress analysis software, surveying instruments, soil testing equipment and applied computation formulas to structural engineering principles to allow students to gain a solid understanding of the skill bank required of Civil Engineers and Architects.

**Civil Engineering & Architecture [H] PLTW**

Course ID# 82650

Grades: 10-12

Course Length: Year

Prerequisites: Algebra 1 (or equivalent) (Required)

PLTW Introduction to Engineering Design or PLTW Principles of Engineering (Required)

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: Civil Engineering and Architecture students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Students will develop skills in engineering calculations, technical representation and documentation of design solutions according to accepted technical standards, and use of current 3D architectural design and modeling software to represent and communicate solutions. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common design and development protocols such as project management and peer review.

**College and Career Readiness [P]**

Course ID# 81007

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: This is a two semester course designed to help students learn and practice valuable skills to help them be college and career ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format.

**Computer Integrated Manufacturing [P]**

Course ID# 30650

Grades: 11-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: Computer Integrated Manufacturing (CIM) is the study of manufacturing planning, integration, and implementation of automation. The course explores manufacturing history, individual processes, systems, and careers. ... CIM is one of the specialization courses in the Project Lead The Way high school engineering program.

**Computer Integrated Manufacturing [H] PLTW**

Course ID# 30655

Grades: 10-12

Course Length: Year

Prerequisites: Elementary Algebra (or equivalent) (Required)

PLTW Introduction to Engineering Design or PLTW Principles of



**Engineering (Required)**

**Graduation:** Satisfies elective requirement for UC/CSU and high school graduation

**Description:** Computer Integrated Manufacturing is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems. Throughout the course students learn about manufacturing processes and systems. This course culminates with a capstone project where students design, build, program, and present a manufacturing system model capable of creating a product.

**Computer Science [P]**

**Course ID# 30400**

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies elective requirement for UC/CSU and high school graduation

**Description:** CS Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

**Computer Science Adv [P]**

**Course ID# 30200**

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies elective requirement for UC/CSU and high school graduation

**Description:** CS Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

**Computer Science Essentials PLTW [P]**

**Course ID# 31025**

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies science (d) requirement for UC/CSU and high school graduation.

**Description:** CS Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language. The

course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today. The following is a list of the units of study in the course.

**Computer Science Principles PLTW [P]**

**Course ID# 30210**

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies D requirement for UC/CSU and electives for high school graduation

**Description:** PLTW Computer Science Principles is designed to cover all the learning objectives in the College Board's AP CS Principles framework and prepare students to do well on the AP assessment. In the course, students practice problem solving with structured activities. Students then progress to open-ended projects and more-challenging problems that require them to develop planning, documentation, communication, and other professional skills. When completing the projects and problems, students create artifacts and associated writing as practice for the AP CSP Performance Tasks that can be submitted to the College Board. Each unit focuses on one or more computationally intensive career paths and builds students' awareness of the tremendous demand for computer specialists and for professionals in all fields that have computational skills. The course also aims to engage students to consider issues raised by the present and future societal impact of computing.

**Court Studies [P]**

**Course ID# 73820**

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies elective requirement for UC/CSU and high school graduation

**Description:** pending

**Creative Writing [P]**

**Course ID #34700**

Meets UC/CSU (g) requirement

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school elective requirements for graduation

**Description:** Creative Writing offers experiences in reading, writing, and publishing, so that students perceive themselves as writers who can be published. Students read extensively in short fiction and poetry, and write frequently, participating in the campus literary magazine. Students will author a web site to publish their own work. In addition, students will participate in a public poetry reading and submit their work to at least one contest and publication outside the school community. This course prepares students for entry-level positions in the desktop publishing industry. Integrated throughout the course are career preparation standards which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology and employment .

**Cybersecurity PLTW [P]**

**Course ID #60007**

Meets UC/CSU (D)/Computer Science requirement

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and high school elective requirements for graduation

**Description:** Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as

consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

**Engineer Your World [P]**

Course ID# 81005

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: This course is a year long high school engineering curriculum course. Students will learn more about engineering and its role in shaping our world. Developed by University of Texas faculty and NASA engineers working in collaboration with experienced secondary teachers and curriculum developers, this hands-on course engages students in authentic engineering practices in a project based environment. By scaffolding student learning over a series of engaging and socially relevant design challenges, the curriculum tells students the story of engineering as they develop design skills and engineering habits of mind.

**Economics/Socio Economic Justice [P]**

Course ID# 74200

Grades: 11-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: This course satisfies the graduation requirement in Economics in one semester and also teaches students about the legal concepts of local economic development and socio economic justice. This course provides students with opportunities to prepare for engaged citizenship and to contribute individually and collaboratively in order to address the challenges of a dynamic and diverse world. To these ends, students will be offered meaningful learning experiences to enable themselves to develop historical habits of mind including critically analyzing information, identifying bias, and engaging with multiple sources. Learning experiences focus variously on microeconomics and macroeconomics. The course focuses on economic principles, economic systems, supply & demand, GDP and measuring the economy, globalization, and income inequality.

**Ethnic/Soc Justice Modern World History [P]**

Course ID# 78440

Grades: 9-10

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: This course is designed to view the historical journey of US from a non-colonial perspective while honoring the rich and diverse heritage of the many cultures that make up America. It will also introduce an anti-racism framework. This class will critically examine the idea and constructed concept of race, understanding ethnicity as it relates race, and how these terms have been used to justify false assumptions. The class will weave in the richness, strength, and heritage of Native tribes of the Americas, African Americans, and Asian Immigrants affirming these cultures and their influence before the period of European exploration, colonialism, discrimination, and US economic practices. Students will explore and understand how these cultures changed and faced challenges with the growth and development of the US in size, economically, and socially while examining how different groups fought to establish justice and recognition in America in the face of opposition. Students will also reflect on current social issues in their community and plan an action research project to address these issues.

**English/Reading**

Course ID# 36300

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for high school graduation

Description: This course supplements English Language Arts courses and focuses on a student’s continued development of reading fluency, comprehension, and vocabulary acquisition.

**Family Life Education**

Course ID# 32650

Grades: 10-12

Course Length: Year

Graduation: Satisfies elective requirement for high school graduation

Description: In this course students may study relationships, prenatal development, childbirth, nutrition, and child growth and development.

**Financial Literacy [P]**

Course ID# 23150

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU and graduation requirement for elective credit

Description: This course, Business and Financial Literacy, is designed to provide students with an analytical perspective as to how today’s organizations operate and to provide an overview of the financial operations of a business. The course attempts to emulate the academic rigor of a college class, while simultaneously studying the basic business principles essential to understanding and navigating the future of business. Upon completion of this course, students are expected to demonstrate a clear understanding of basic accounting principles, fundamentals of economics, business plan development, financial and career planning, and money management strategies. Students will gain highly marketable skills that will prepare them for postsecondary education, advanced training and/or employment. Students will gain a solid understanding of both business and personal finances.

**Foods and Nutrition**

Course ID# 32800

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for high school graduation

Description: In this course students conduct research to learn about specific topics in foods and nutrition as they relate to one’s health.



**Health Science Emergency Medicine [P]**

Course ID# 83505

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: This course is a contemporary-based, preparatory course for the EMT (Emergency Medical Technician) program and is designed to prepare students for both entry-level positions into the health care industry and for success in postsecondary education. Students are engaged in learning about the philosophy, history, future, and components of the emergency system, the well being of the first responders, the responsibility of emergency services in a community, and legal issues related to emergency services.

**Info Systems Design & Management 2 (ROP)**

Course ID# 2483R

Grades: 10-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: An advanced course in information systems that adheres to State of California Career Technical Education (CTE) Information Technology Standards, and to the new California Common Core Standards. Students in this course will move on to topics in programming, and assembling and programming robots. Lectures from the industry professionals discuss careers in the information technology industry.

**Information Systems Design & Management (ROP)**

Course ID# 2478R

Grades: 10-12

Course Length: Year

**Graduation:** Satisfies elective requirement for UC/CSU and high school graduation  
**Description:** This course provides an opportunity for students to explore concepts and theories essential to the modern computer, computer systems, computer networks, and computer information systems.

## ENGLISH LANGUAGE LEARNERS

### **Laboratory Assistant**

**Course ID#** 32800

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies elective requirement for high school graduation

**Description:** Assists in setting up labs, organizing storeroom, and other duties as assigned by the teacher.

### **Math Academic Support**

**Course ID#** 53710

**Grades:** 9

**Course Length:** Year

**Graduation:** Satisfies elective requirement for high school graduation

**Description:** This course is designed for students to strengthen basic math concepts and skills.

### **Mind Matters [H] UCCI**

**Course ID#** 84505

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies elective requirement for UC/CSU and high school graduation

**Description:** In this upper level health sciences course, students will explore mental and behavioral health through a variety of disciplines including reading and writing, mathematics, history, and lab science. They will define mental illness, differentiate between myths and truths about mental health, and identify how the anatomy and physiology of the nervous system relates to physical, mental, and emotional health. Students will have the opportunity to assess their own mental and behavioral health status. Students will take on multiple roles within the healthcare system to practice preventing, diagnosing, and treating mental and behavioral illnesses, will debate the ethics of different situations surrounding mental illness, and will look at the system-wide successes and barriers to healthcare on a national and international scale. Throughout the year, students will become an "expert" on one chosen mental illness and will relate each unit's topic back to this illness. Students will create a comprehensive patient report for their illness at the end of the first semester and a presentation about the future of healthcare as it relates to this illness at the end of the course.

### **OneGoal 101 [P]**

**Course ID#** 80310

**Grades:** 11

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and graduation requirement for elective credit

**Description:** The OneGoal class is offered as a daily, credit-bearing in school course, for a total of 3 3/4 hours a week, during student's junior and seniors of high school. This proposal is for the Year one class. In Year 1 (Junior year) and Year 2 (Senior year), teachers who we call Program Directors, are fostering the development of the Pillars of Fellow Success in students: Values and Purpose, Social belonging, Self Awareness, Self Efficacy, Growth Mindset, Academic Approach, College Identity, and Agency. In Year 3 (freshman year of college) Program Directors continue to support their cohorts of students via intensive, remote coaching to ensure that students demonstrate the academic, financial, and social indicators of college success, driven by utilizing their non-cognitive skills, in the critical first year of college. Typically, students receive about 2 hours of weekly support by their OneGoal Teacher during Year

3, with support usually in the form of text messaging, emails, social-media touch points and phone calls.

### **OneGoal 201 [P]**

**Course ID#** 80320

**Grades:** 12

**Course Length:** Year

**Prerequisites:** OneGoal 101

**Graduation:** Satisfies UC/CSU and graduation requirement for elective credit

**Description:** The OneGoal class is offered as a daily, credit-bearing in school course, for a total of 3 3/4 hours a week, during student's junior and seniors of high school. This proposal is for the Year one class. In Year 1 (Junior year) and Year 2 (Senior year), teachers who we call Program Directors, are fostering the development of the Pillars of Fellow Success in students: Values and Purpose, Social belonging, Self Awareness, Self Efficacy, Growth Mindset, Academic Approach, College Identity, and Agency. In Year 3 (freshman year of college) Program Directors continue to support their cohorts of students via intensive, remote coaching to ensure that students demonstrate the academic, financial, and social indicators of college success, driven by utilizing their non-cognitive skills, in the critical first year of college. Typically, students receive about 2 hours of weekly support by their OneGoal Teacher during Year 3, with support usually in the form of text messaging, emails, social-media touch points and phone calls.

### **Principles of Engineering (PLTW)**

**Course ID#** 6879R

**Grades:** 9-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and graduation requirement for elective credit

**Description:** This course exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science and technology.

### **Principles of Engineering [H] PLTW**

**Course ID#** 68979

**Grades:** 10-12

**Course Length:** Year

**Graduation:** Satisfies UC/CSU and graduation requirement for elective credit

**Prerequisites:** Algebra 1 (or equivalent) (Required)

**Description:** Students in Principles of Engineering explore a broad range of engineering topics, including mechanisms, energy and power, materials and structures, automation, statistics, and kinematics. Students investigate thermal energy and alternative energy applications and explore solar hydrogen systems. They use analysis of beam deflection as a context for learning about material properties and calculating the internal and external forces on an object. Students learn to control mechanical systems by investigating computer inputs and outputs and understanding hydraulic and pneumatic fluid power. Students design a projectile motion device to use as a basis for data collection, organization, and interpretation of results.

### **Rehabilitation Therapy Services [P]**

**Course ID#** 82405

**Grades:** 11-12

**Course Length:** Year

**Graduation:** Satisfies elective requirement for UC/CSU and high school graduation

**Description:** This course provides students with specific skills training while exposing students to rehabilitation therapy careers and preparing them to begin the college level requirements for registered physical, occupational or rehabilitation therapy programs.

### **Protective Services Academy (UCCI) [P]**

**Course ID#** 84000

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU (g) requirement and graduation requirement for elective credit

Description: Students will demonstrate the skills, abilities and knowledge to enter a peace officers field-training program, and execute the duties of a peace officer in society.

**Publications ROP [P]**

Course ID#: 8362R

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU (g) requirement and graduation requirement for elective credit

Description: This course enables students to participate in the production of the school yearbook and is journalistic in nature. Students learn layout design, write and fit copy, captions, headlines, and create mini-biography modules, sell advertisements, learn basic photography skills, and strengthen technical computer skills.

**Public Health Solutions [P]**

Course ID#: 82505

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU (g) requirement and graduation requirement for elective credit

Description: Using an interdisciplinary approach to the subject of Public Health, students sharpen their reasoning and analytical skills to become effective researchers and advocates for public health in their community. The course, Public Health Solutions presents seven thematic units that hone student's ability to read, research, write and create a variety of texts and multimedia presentations for a variety of audiences including those who directly benefit from public health services to the political, government and community leaders who have the ability to change attitudes and policies. A discussion of Public Health is not complete without an introduction to Epidemiology, the science of Public Health. Students gain an understanding of the identifying associations that affect the health of their communities including culture, socioeconomic factors, community, personal behaviors, medical care, and the environment. As a result of their examinations, research, and collaborations, students generate a variety of projects that address and evaluate health promoting and disease preventing interventions appropriate to the needs of their community.

**SAT Prep**

Course ID#: 90430

Grades: 12

Course Length: Semester

Graduation: Satisfies elective requirement high school graduation

Description: This course utilizes the College Board materials: the SAT website, Khan Academy, and the SAT Student Guide to prepare students for taking the SAT.

**Student Assistant**

Course ID#: 58001

Grades: 12

Course Length: Year

Graduation: Satisfies elective requirement high school graduation

Description: A period where a student serves as an assistant to a teacher (either during a course where the teacher is providing instruction to other students or during a teacher preparation period) and is not receiving educational content for which they receive credit toward graduation.

**Urban Agriculture [P]: Farm to Table**

Course ID#: 69750

Grades: 9-12

Course Length: Year

Graduation: Satisfies elective requirement for UC/CSU and high school graduation

Description: The Urban Agriculture course is set up in partnership with non-profit community urban agriculture entities

(such as Urban Tilth in Richmond). During the school year, the course offers a two semester immersion into growing healthy food, healthy students, and healthy campus community culture. This is accomplished utilizing place-based learning modules, experiential learning activities, cooking activities, and civic engagement projects where students are charged with putting their home grown knowledge to use tackling the local issues of food insecurity, malnutrition, and healthy food access.

**SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE) COURSES**

**Algebra 1 SL [P]**

Course ID#: 15180

Meets UC/CSU (c) requirement

Grades: 9-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school math requirement for graduation

Description: This is a first year algebra course in which students will learn how to solve problems with the first semester focused on linear equations and constant rates of change followed by problems that involve quadratic functions and systems of linear equations. They will use reasoning skills, their knowledge of properties of numbers, inverse operations, graphing and other algebraic techniques to solve linear equations and quadratic equations, as well as connect those solutions to their corresponding graphs. Students will know that functions have multiple representations: a set of points, a graph, an equation, and a situation. The course also includes exponents, polynomial arithmetic, rational expressions and ratio and proportion. This course is intended for students with limited math and English proficiency. This is the first course in a series required by the UC/CSU admissions' system.

**Algebra 2 SL [P]**

Course ID#: 15190

Meets the UC/CSU (c) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school math requirement for graduation

Description: This is a course that completes all topics of second-year Algebra: linear functions, systems of linear equations and inequalities, quadratic functions and complex numbers, exponential and logarithmic functions, rational and irrational algebraic functions, quadratic relations, higher degree functions and polynomials, sequences and series, introduction to probability and statistic. The course includes mathematical modeling of real-world problems. Appropriate technology: graphing calculators, and computer software, is used to further explore and deepen mathematical understanding of concepts presented by the course. This course is intended for English learners.

**American Government SL [P]**

Course ID#: 17270

Meets the UC/CSU (a) requirement paired with Economics

Grades: 12

Course Length: Semester

Graduation: Satisfies UC/CSU and high school requirement for graduation

Description: The theory and structure of the American political and legal systems; including the study of the executive, legislative, and judicial branches, the American political process, and state, country, local governments. This course is intended for non-English or limited English speakers.



**Biology SL [P]**

Course ID# 16470

Meets the UC/CSU (d) requirement

Grades: 9-12

Course Length: Year

**Graduation:** Satisfies Life Science lab requirement for UC/CSU and high school life science requirement for graduation**Description:** The study of life from the molecular level, cellular level to the whole organism including the study of interactions and interrelationships of living things and their environment. This course is designed to equip the student with independent study skills and basic background to compete successfully in higher lab science courses in high school. This course is intended for English learners.**Chemistry SL [P]**

Course ID# 16550

Meets the UC/CSU (d) requirement

Grades: 10 -12

Course Length: Year

**Graduation:** Satisfies Physical Science lab requirement for UC/CSU and high school physical science requirement for graduation**Description:** This course introduces students to the study of the structure and properties of matter and the changes it undergoes. It emphasizes the development of chemical principles and theories on the basis of experimental data and includes many laboratory experiments and demonstrations. This course is intended for English learners.**Economics SL [P]**

Course ID# 17370

Meets the UC/CSU (g) requirement

paired with American Government

Grades: 12

Course Length: Semester

**Graduation:** Satisfies both WCCUSD and UC/CSU graduation requirements**Description:** The theory and structure of reciprocal economic systems as influenced by American domestic and foreign policy decisions as well as political, legal, and socioeconomic issues. This course is intended for non-English or limited English speakers.**Ethnic Studies SL [P]**

Course ID# 78412

Meets the UC/CSU (g) requirement

Grades: 11-12

Course Length: Year

**Graduation:** Satisfies the elective requirement for UC/CSU and high school graduation**Description:** Satisfies the elective requirement for UC/CSU and high school graduation**Description:** This Ethnic Studies course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying the histories of race, ethnicity, nationality, and culture, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally and globally so as to foster active social engagement and community building. Honoring the historical legacy of social movements and mass struggles against injustice, including the establishment of ethnic studies programs in public schools and university curricula, this course aims to provide students with a holistic analysis of community and self.

By analyzing and interpreting historical documents, students will discuss the possible motivations and evident impacts of different historical junctures. Students will focus on the way that different historical events continue to impact us today, particularly in terms of race, class, and gender dynamics. Students will engage in conversations on best ways to positively impact the world for all.

The course aims to produce students with an analytical understanding of race, class, and gender relations in the US-- both historically and contemporarily. Students will develop

academic skills in reading, writing, and public speaking. Students will ultimately gain a critical perspective into understanding the complex and rich social, political, and economic dynamics of the local community and the US.

**Geometry SL [P]**

Course ID# 15270

Meets the UC/CSU (c) requirement

Grades: 9-12

Course Length: Year

**Graduation:** Satisfies UC/CSU and high school math requirement for graduation**Description:** This course focuses on problem solving within the setting of Euclidean and coordinate geometry. Important skills and concepts include: angle relationships within plane figures and those of lines cut by a transversal; distance, area, surface area and volume; triangle similarity and proportion; similarity and congruence of polygons; and transformations. Students will learn the subtleties of the Pythagorean Theorem through its proof and applications. They will learn and apply right triangle trigonometry. Students will develop their ability to construct and articulate logical, convincing arguments that includes a facility with formal proof and deductive reasoning, and recognizing the patterns of inductive reasoning. This course is intended for limited English learners.**U.S. History SL [P]**

Course ID# 17550

Meets the UC/CSU (a) requirement

Grades: 11-12

Course Length: Year

**Graduation:** Satisfies UC/CSU and high school history requirement for graduation**Description:** Intended for students with a limited background in US History and limited English proficiency. The course begins with early American history and is limited to the most important historical events and ideas. A greater emphasis is placed on the period of history since the Civil War. This course is intended for English Learners.**World History SL [P]**

Course ID# 17850

Meets the UC/CSU (a) requirement

Grades: 9-10

Course Length: Year

**Graduation:** Satisfies UC/CSU and high school history requirement for graduation**Description:** Intended for students with a limited English proficiency. This class serves as an introduction to the social sciences with area studies of Europe, Asia, Latin America and Africa. This course is intended for English learners.**MIDDLE COLLEGE COURSES****African American 110**

Course ID# 310CC

Grades: 9-12

Course Length: Semester

**Graduation:** This course will provide students with a historical awareness and a multidisciplinary overview of African American studies as an academic discipline. It will focus on the sociopolitical and cultural experience of African Americans in the United States. Topics to be covered include philosophy, history, religion, sociology, political economy, psychology and creative arts.**Anthro 140 CCC (Intro to Physical Anthropology)**

Course ID# 465CC

Grades: 9-12

Course Length: Semester

**Graduation:** Satisfies one semester of elective requirement high school graduation**Description:** This course is an introductory physical anthropology

course that deals with the theory and method of anthropology in the study of organic evolution as it relates to humans. The biological nature of humankind is studied through concepts of genetics, evolution and comparative anatomy.

### ***Biology 110 CCC (Intro to Biological Science)***

Course ID# 142CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the life science requirement for high school graduation

Description: This course covers the principles and concepts of general biology through a study of the cell and its molecular nature, genetics, evolution, and a brief survey of the plant and animal kingdoms.

### ***Biology 132 (Human Anatomy)***

Course ID# 132CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the life science requirement for high school graduation

Description: Human Anatomy is a course in the structure or morphology of the human body, covering basic cytology, histology and all major organs and organ systems. In addition, the two main integrative systems of the body, the nervous and endocrine systems are also covered, with a greater emphasis on neuroanatomy than on endocrinology. The course is taught both systemically and regionally, with developmental anatomy added when applicable. The muscles, bones, nerves and circulation of the limbs and back are approached regionally so as to better integrate all structures for student comprehension and retention. Organs, organ systems and neuroanatomy are taught from a systemic perspective. Course material progresses from a cellular and tissue level to an organ and organ system level. As each region or organ system is completed, its relationship to other organs systems and the whole organism is stressed. Specific functions especially as they are related intimately to structure are also studied. For example, the presentation of the heart and of the Central Nervous System includes information on function.

### ***Business Office Technology 210A CCC***

Course ID# 210CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course is designed for the student to learn to key (type) using the touch system on a computer keyboard. Instruction includes basic operating systems commands, word processing commands, Internet research, email, and correct formats for correspondence and reports.

### ***Chemistry 119 CCC***

Course ID# 119CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the physical science requirement for high school graduation

Description: This course introduces the elementary principles of chemistry from a conceptual approach, focusing on the concepts of chemistry with little emphasis on the calculations. This course serves as a first course in chemistry.

### ***Chemistry 120 (General College Chemistry)***

Course ID# 120CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the physical science requirement for high school graduation

Description: This course is the first semester of general college chemistry, equivalent to CHEM 001A at the University of California, Berkeley. It covers chemical concepts including elements, atoms, molecules, chemical reactions, chemical calculations, gases and gas laws, thermo chemistry, quantum theory, chemical bonding, pure phases and solutions, and an introduction to acids, bases and chemical equilibrium.

### ***CIS 135 CCC***

Course ID# 835CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course will familiarize the business person, first-time computer user, and transfer student with the skills needed to successfully operate a personal computer using commercially available software. Computer history, hardware, software and social issues are discussed, and students will be able to demonstrate computer literacy upon successful completion of this course. Students are introduced to general Windows operations, the Internet/Web, Microsoft Word, Microsoft Excel, Microsoft Access and BASIC programming.

### ***Concepts of Criminal Law [P]***

Course ID# 73350

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course is an introduction to the historical development, philosophy, and basic legal concepts of criminal law. The course includes an examination of constitutional provisions, legal research, legal analysis, and the functioning of criminal law as a social force.

It also includes a detailed examination of legal definitions, classifications of law, penalties, corpus delicti, criminal intent, parties to a crime, defenses to crime, and a brief introduction to laws of arrest and judicial procedure.

### ***Counseling 120 CCC***

Course ID# 820CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course is designed to assist students in obtaining the knowledge and skills necessary to successfully achieve their educational goals and effectively manage life challenges and transitions. Topics such as motivation and attitudes, time management, decision-making processes, goal-setting, critical thinking skills, study skills, and interpersonal communication will be explored. Students will evaluate their own skills and behaviors in relation to these topics and learn strategies to make meaningful choices about their education, career and personal goals.

### ***Drama 101 CCC (Intro to Theater)***

Course ID# 101CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the visual and performing arts requirement for high school graduation

Description: This course focuses on the relationship of theatre to various cultures throughout history, and on the contributions of significant individual artists. This course introduces students to elements of the production process including playwriting, acting, directing, design, and criticism. Students will also survey different periods, styles and genres of theatre through play reading, discussion, films and viewing and critiquing live theatre, including required attendance of theatre productions.

### ***English 1A***

Course ID# 355CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course involves intensive training in writing, reading, research, and critical thinking. It is designed to help students write effectively in other college courses and later in their professional lives. It requires students to read and understand extended and often difficult texts from diverse perspectives, and to write substantial essays of at least 750

words about issues raised in those texts. ENGL 1A helps students develop their command of rhetorical strategies that will enable them to present their ideas cogently and persuasively.

**Health 120 CCC**

Course ID# 615CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course introduces the student to a new broad understanding of health, not as the absence of disease, but as an experience of well-being or wellness. Major concepts and issues pertaining to health will be presented and analyzed. Each student will be expected to explore his/her present lifestyle, and through the use of various classroom techniques, participants will be encouraged to establish behavior leading to improving the following: interpersonal relations, physical fitness/exercise, stress management, nutrition, practice of safe sex, family planning, violence, reproductive health, aging, environmental hazards and safety, prevention of heart disease, substance abuse, cancer, and efficient utilization of the health care system.

**History 110 (History of African Civilization)**

Course ID# 410CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This is a survey course which covers the origins of humanity in east Africa and the civilizations in various regions of Africa before slavery and colonialism. It examines ideas on the evolution of humanity among the Mbuti, Batwa, and San people, as well as the origins of the advanced Nile Valley civilizations of Kush (Ethiopia), Nubia, and Egypt. It also covers the civilization of Great Zimbabwe, and the influential Mali empire with its seafaring tradition and Timbuktu university system, and its influence in southern Europe.

**History 120 (History of US Colonial to 1865)**

Course ID# 420CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course covers the development of the United States of America after the Civil War. This survey course stresses an understanding of Reconstruction, the growth of big business, and domestic and foreign problems to provide a basis for a comprehensive and intelligent evaluation of current problems. The cultural, social, economic, geographic, diplomatic, and political factors involved in the evolution of American society are also analyzed through a variety of chronological reports. The historical development of the following national, ethnic, and racial groups such as American Indians, Europeans, Latinos, Africans, and Asians as well as women are also examined.

**History 121 (History of US 1865-Present)**

Course ID# 421CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course covers the development of the United States of America after the Civil War. This survey course stresses an understanding of Reconstruction, the growth of big domestic and foreign problems to provide a basis for a comprehensive and intelligent evaluation of current cultural, social, economic, geographic, diplomatic, and political factors involved in the evolution of American society are also analyzed through a variety of chronological reports. The historical development of the following national, ethnic, and



racial groups such as American Indians, Europeans, Latinos, Africans, and Asians as well as women are also examined.

**History 122 (History of African Americans in the US)**

Course ID# 122CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the social requirement for high school graduation

Description: This course is a survey of Africans' role in American history which covers pre-colonial to 1865. Students will gain a deeper understanding of the geographic migrations of African people to the United States. Students will analyze the development of African American economic, social, and political institutions, as well as the U.S. Constitution. The historical development and contributions of Africans and other ethnic groups including Native Americans, Latinos, Asians, and Europeans will also be examined.

**History 123 (History of African Americans in the US (Pre-Colonial -1865))**

Course ID# 123CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the social science requirement for high school graduation

Description: This course is a survey of Africans' role in American history which covers pre-colonial to 1865. Students will gain a deeper understanding of the geographic migrations of African people to the United States. Students will analyze the development of African American economic, social, and political institutions, as well as the U.S. Constitution. The historical development and contributions of Africans and other ethnic groups including Native Americans, Latinos, Asians, and Europeans will also be examined.

**Humanities 120 (Intro to Humanities)**

Course ID# 121CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course is a study of creativity and imaginative expression in a variety of disciplines. Students will study the methods used by artists, inventors, and innovators in many fields to discover what they can do to build stronger channels to their own inner creative resources. Course activities will include lectures, films about creative people drawn from a wide variety of cultures, discussions of reading and exercises in developing creativity and an examination of how culture interacts with society.

**Humanities 113 (African American Humanities)**

Course ID# 113CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course presents an integrated and historical study of African American culture and African Americans' influence upon American life. Emphasis will be upon philosophy, fine and applied arts, and ways by which they reflect the social, political, and economic realities of a culture.

**La Raza 127 CCC (History of Latinos in the US 1846-Present)**

Course ID# 435CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course covers US history from 1846 to present with an emphasis on Latinos and will cover the Mexican War, Civil War, Great Depression, labor movement history, the cold war, and the Latino struggles or civil rights. The course will emphasize Latino interactions with Africa Americans, Native Americans, Europeans, and Asian Americans. Students will

analyze the development of American economic, social, and political institutions, as well as the United States constitution.

**La Raza 130 CCC (Contemporary Chicano/Latino Literature)**

Course ID# 351CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the social science or elective requirement for high school graduation

Description: This course will provide a survey of contemporary literature written by Chicano/Latino authors in the U.S. and Latin America. This course will explore the diversity of social, political, economic, personal, cultural, and gender-based experiences of Chicano/Latino people through the use of poetry, novels, short stories, and essays written by such authors. The course will also explore issues of identity and challenge students to examine their own identity within their culture, whatever this may be.

**Math 135 CCC (College Algebra)**

Course ID# 135CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the math requirement for high school graduation

Description: The course content will include elements of coordinate geometry, algebraic functions, exponential and logarithmic functions, inverse functions and applications including curve sketching.

**Math 164 (Introduction to Probability and Statistics)**

Course ID# 164CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course introduces the theory of probability and study of descriptive statistics and statistical inference. Included will be a general study of measure of central tendency and dispersion, probability models, random variables, probability distributions, and hypothesis testing. This is designed to serve as an introductory course in statistics for the student in business, psychology, life sciences, and social sciences.

**Math 171 (Precalculus)**

Course ID# 171CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the honors math requirement for high school graduation

Description: This course presents the elements of coordinate geometry: algebraic and transcendental functions, including polynomial, rational, exponential, logarithmic, trigonometric and other algebraic functions; inverse functions; and curve sketching.

**Math 180 CCC (Applied Calculus)**

Course ID# 380CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the math requirement for high school graduation

Description: This course presents a study of the techniques of calculus with emphasis placed on the application of these concepts to business and management related problems. The applications of derivatives and integrals of functions including polynomials, rational, exponential and logarithmic functions are studied.

**Math 190 (Analytic Geometry and Calculus)**

Course ID# 190CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the math requirement for high school graduation

Description: The course content will include elements of analytic geometry, functions of a single variable, limits, techniques of differentiation, integration and applications.

**Math 191 (Analytic Geometry and Calculus)**

Course ID# 191CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the math requirement for high school graduation

Description: A continuation of the study begun in MATH 190, this course will cover elements of analytic geometry, differential and integral calculus, infinite series and their applications. Integration techniques, transcendental functions, and improper integrals will be included.

**Math 290 (Analytic Geometry and Calculus)**

Course ID# 290CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the math requirement for high school graduation

Description: This course further develops differential and integral calculus, with emphasis on functions of several variables, vectors, partial derivatives, multiple integrals, vector integration and vector fields, line and surface integrals, Green's theorem, Stoke's theorem, and divergence theorem.

**Math 292 (Introduction to Differential Equations)**

Course ID# 292CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the math requirement for high school graduation

Description: This course presents ordinary differential equations of first and second order, series solutions, linear differential equations, Laplace transforms and numerical solutions, as well as an introduction to Fourier series.

**Minorities in America**

Course ID# 17950

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course examines the experiences of U.S. minority groups and the relationships between minorities and "dominant group members," those that hold power and privilege, in the general areas of race, class, and gender. A sociological framework is used to understand these dynamics, both currently and historically.

**Physics 110 CCC**

Course ID# 610CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the physical science requirement for high school graduation

Description: This course presents a descriptive study of the fundamental laws of forces, motion, heat, electricity, magnetism, optics, and modern physics, with discussions and experimental illustrations. The emphasis will be on the impact of physics on the layman. This course is not open to students who have completed any course in college physics.

**Physics 130 (General Physics)**

Course ID# 130CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the physical science requirement for high school graduation

Description: For students majoring in engineering, physics and chemistry, this course presents a lecture and laboratory study of mechanics and properties of matter, statics and dynamics of translation and rotation, fluid mechanics, wave motion and sound.

**Physics 230 (General Physics)**

Course ID# 230CC



Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the physical science requirement for high school graduation

Description: This course is a continuation of PHYS 130. The fundamentals of electricity and magnetism will be presented, including study of electric fields, potential, resistance, current electricity, DC networks, magnetism, inductance, alternating current, electromagnetic waves and electronics.

### ***Political Science 125 CCC***

Course ID# 825CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of an elective requirement for high school graduation

Description: This course examines the U.S. Constitution and the U.S. system of government at the national and state levels; the course covers both U.S. and California political processes and institutions. The rights, obligations and participation of citizens will be discussed. The course will also highlight contemporary relationships of state and local government, rights and liberties established by the U.S. Constitution, including key U.S. Supreme Court cases, the resolution of conflict, and the establishment of cooperative processes under the constitutions of both the state and the nation and the political processes involved. Significant events since the American Revolution and the contributions of women and ethnic groups will also be examined. The cultural diversity of the U.S. and California will be emphasized.

### ***Psychology 220 CCC***

Course ID# 220CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of an elective requirement for high school graduation

Description: This course presents an introduction to the discipline of psychology as a science. It includes the scientific approach and the research methods used and ethical considerations in order to investigate basic aspects of behavior and mental processes. This includes critical thinking, learning, memory, sensation, perception, motivation, adjustment, emotion, personality, related physiological and anatomical factors, as well as social-cultural influences.

### ***Speech 120 CCC (Public Speaking)***

Course ID# 120CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the English requirement for high school graduation

Description: This course provides students the opportunity to gain confidence in a variety of speaking formats, including informative, persuasive, impromptu and narrative presentations. Students will gain proficiency in listening to and evaluating public speeches. They will develop a personal style of speaking in public. This course presents the principles of good oral communication, with attention given to research and delivery techniques and critical evaluation of public communication

### ***Speech 122 (Intercultural Communication)***

Course ID# 122CC

Grades: 9-12

Course Length: Semester

Graduation: Satisfies one semester of the elective requirement for high school graduation

Description: This course provides students the opportunity to learn the theory and process of communicating with people of various cultures, races and ethnicities. The specific focus for this course will be to develop the ability to acknowledge and understand the unique voices of people who have roots in different cultures.

## IB INTERNATIONAL BACCALAUREATE

### ***IB Biology HL 1***

Course ID# 633IB

Meets the UC/CSU (d) requirement

Grades: 11

Course Length: Year

Graduation: Satisfies Life Science lab requirement for UC/CSU and high school life science or elective requirement for graduation

Description: Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

### ***IB English 11 HL1***

Course ID# 340IB

Meets the UC/CSU (b) requirement

Grades: 11

Course Length: Year

Graduation: Satisfies the English requirement for UC/CSU and high school graduation.

Description: The language A: language and literature course aims at studying the complex and dynamic nature of language and exploring both its practical and aesthetic dimensions. The course will explore the crucial role language plays in communication, reflecting experience and shaping the world, and the roles of individuals themselves as producers of language. Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning.

Through close analysis of various text types and literary forms, students will consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate meanings for texts.

### ***IB History of the Americas HL1***

Course ID# 751IB

Meets the UC/CSU (a) requirement

Grades: 11

Course Length: Year

Graduation: Satisfies the U.S. History requirement for UC/CSU and U.S. History requirement for graduation

Description: The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

**IB Math Application & Interpretation HL1**

Course ID# 571IB

Meets the UC/CSU (c) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies one year of the math requirement for both UC/CSU and high school graduation

**Description:** The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

**IB Math Application & Interpretation SL**

Course ID# 572IB

Meets the UC/CSU (c) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies one year of the math requirement for both UC/CSU and high school graduation

**Description:** The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

**IB Math Application & Interpretation SL1**

Course ID# 573IB

Meets the UC/CSU (c) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies one year of the math requirement for both UC/CSU and high school graduation

**Description:** The IB DP Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-

world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

Students should expect to develop strong technology skills, and will be intellectually equipped to appreciate the links between the theoretical and the practical concepts in mathematics. All external assessments involve the use of technology. Students are also encouraged to develop the skills needed to continue their mathematical growth in other learning environments. The internally assessed exploration allows students to develop independence in mathematical learning. Throughout the course students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas.

**IB Psychology SL**

Course ID# 700IB

Meets the UC/CSU (g) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies the elective requirement for UC/CSU and high school graduation

**Description:** At the core of the DP psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields. The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the four options in the course, focusing on areas of applied psychology: abnormal psychology, developmental psychology, health psychology, and the psychology of relationships. The options provide an opportunity to take what is learned from the study of the approaches to psychology and apply it to specific lines of inquiry.

**IB Spanish HL1**

Course ID# 451IB

Meets the UC/CSU (e) requirement

Grades: 11

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

**Description:** Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture (s).

**IB Spanish SL**

Course ID# 450IB

Meets the UC/CSU (e) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies foreign language requirement for both UC/CSU and high school graduation

**Description:** Language acquisition consists of two modern language courses—language ab initio and language B—designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

Language B is a language acquisition course designed for students with some previous experience of the target language. Students further develop their ability to communicate through

the study of language, themes and texts. There are five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture (s).

**IB Theory of Knowledge**

Course ID# 842IB

Meets the UC/CSU (g) requirement

Grades: 12

Course Length: Year

Graduation: Satisfies the elective requirement for UC/CSU and high school graduation

Description: Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the DP by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students, and schools are required to devote at least 100 hours of class time to the course. The overall aim of TOK is to encourage students to formulate answers to the question "how do you know?" in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

**IB Visual Arts HL1**

Course ID# 800IB

Meets the UC/CSU (f) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school fine arts requirement for graduation

Description: The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

**IB Visual Arts SL**

Course ID# 801IB

Meets the UC/CSU (f) requirement

Grades: 11-12

Course Length: Year

Graduation: Satisfies UC/CSU and high school fine arts requirement for graduation

Description: The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary

practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

**SPECIAL EDUCATION**

Students who are eligible for special education, and have a current Individualized Education Plan (IEP), may receive special education services in a variety of ways: in a general education class with support from a special education teacher, in a tutorial or academic success class taught by a special education teacher, individually or in a small group in a special education classroom with a special education teacher for a part of a school day, or in a Self Contained Class (SCC) with core academics taught by a special education teacher. Scheduling for any of these options is based on the services outlined in a student's IEP and coordinated by the student's special education case manager in conjunction with the counseling office.

**\*9000(k)** courses are used for students on Certificate Track. These courses do not count towards a high school diploma.

- Community Based Skills Instruction 9004K
- Domestic Life Skills 9001K
- Functional Academic English Skills 9011K
- Functional Academic Life Science 9014K
- Functional Academic Math Skills 9010K
- Functional Academic Physical Science 9016K
- Functional Academic Skills 9002K
- Functional Academic Social Studies 9015K
- Personal Care Skills 9009K
- Recreation and Leisure Skills 9003K
- Vocational Educational Skills 9005K

**Functional Academics Course Description:**

The purpose of the Functional Academics domain is to stress academic skills necessary to participate in everyday life with goals for maximum independence. To be functional, these skills must be related to some real activity that the student encounters in daily living. Functional academic skills are learned and applied in a variety of environments. Instruction occurs in both classroom and community settings. Includes skills necessary to allow the student more functional academic Independence. Focus of the activities includes math, reading, and language arts, local Geography, and current events, as well as how these skills apply to the community.

**Domestic Domain Course Description:**

The purpose of the Domestic domain is to prepare students to become as independent as possible in their living environments. Instructions in the areas of personal care, food preparation, and housekeeping skills are included in this domain. Includes skills necessary to allow the student more independence in home/personal management. Focuses on personal health care, responsibility, home management, family/social life, and interpersonal relationships, as well as how these skills apply to the community.

**Community Domain Course Description:**

The purpose of the Community domain is to prepare students to

access and use community environments as independently and completely as possible. Instructions in the areas of shopping, traveling, eating out, and using public services are included in this domain. Includes skills necessary for the student to participate in campus, neighborhood, and community environments with successful interdependence. Addresses mobility skills, access to community services, and purchasing skills, as well as how these skills apply to the community.

**Vocational Domain Course Description:**

The purpose of the Vocational domain is to increase the likelihood of students functioning as contributing adults within our society and increase their opportunities to obtain employment. Instructions in the areas of work-related skills, job-seeking skills, and job skills training are included in this domain. Includes skills necessary for students to attain employment and perform meaningful work. Activities include on-campus career occupation experience and training, employment skills, and access to the transition and off-campus work experience program, as well as the practical application of these skills in the community.

**Recreation & Leisure Domain Description:**

The purpose of the Recreation & Leisure domain is to enable students to engage in constructive and personally satisfying leisure activities in school, at home, and in the community. Includes skills necessary to allow students more social independence in their personal lives. Focuses on games, puzzles, hobbies, social gatherings, personal interests, self-regulating behaviors, and how these skills apply within the community.



**LEGEND**

[AP]	Advanced Placement Course / Meets UC/CSU Requirements
BL	Bilingual Speaker Course
ELD	English Language Development Course
[H]	Honors Level Course / Meets UC/CSU Requirements
[P]	College Preparatory Course / Meets UC/CSU Requirements
ROP	Regional Occupational Program Course
SL	Sheltered English Course—also known as Specially-Designed Academic Instruction English (SDAIE)
IB	International Baccalaureate Diploma Programme