1

2024-2025 West Contra Costa Unified School District High School Course Catalog..

West Contra Costa Unified School District
1108 Bissell Avenue, Richmond, California 94801
Phone: (510) 231-1100 · Website: www.wccusd.net

2024 | 2025

HIGH SCHOOL COURSE CATALOG

2

2024-2025 West Contra Costa Unified School District High School Course Catalog...

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

OFFICE OF EDUCATIONAL EQUITY

Announcement of Non-Discrimination/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 support 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: Jose Espinoza, Director, Office of Educational Equity/Title IX Coordinator/Equity Compliance Officer, 1108 Bissell Ave Richmond, CA 94801, Tel: (510)231-1118, Email: jespinoza2@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 a 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	TITLE II, TITLE IV, TITLE VI	SECTION 504
Jose Espinoza	**Dr. Paul Mansingh**	**Dr. DiShawn Givens**
DIRECTOR	**DIRECTOR**	**EXECUTIVE DIRECTOR AREA 1**
Office of Educational Equity	**State & Federal Programs**	**Jawan Eldridge**
Title IX Coordinator	**Curriculum & Instruction**	**EXECUTIVE DIRECTOR AREA 2**
Equity Compliance Officer		**Jose De Leon**
	1400 Marina Way, South	**EXECUTIVE DIRECTOR AREA 3**
1108 Bissell Avenue	Richmond, CA 94804	**Educational Services**
Richmond, CA 94801	Telephone: (510) 307-4505	
Telephone: (510)231-1118		1108 Bissell Avenue
		Richmond, CA 94801
		Telephone: (510) 231-1483

U.S. Department of Education Office for Civil Rights, San Francisco Office, 50 United Nations Plaza, Mail Box 1200, Room 1545, San Francisco, CA 94102, Telephone: 415-486-5555, FAX: 415-486-5570; TDD: 800-877-8339, Email: ocr.sanfrancisco@ed.gov.

U.S. Department of Education Office for Civil Rights, Lyndon Baines Johnson Department of Education Bldg, 400 Maryland Avenue, SW Washington, DC 20202-1100, Telephone: 800-421-3481, FAX: 202-453-6012; TDD: 800-877-8339, Email: OCR@ed.gov.

JE:mv OEE Revised 11/2024 *pink*

3

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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: Jose Espinoza, Director de la Oficina de Equidad Educacional/Coordinador de Título IX/Encargado del Cumplimiento de las Normas de Equidad, 1108 Bissell Ave Richmond, CA 94801, Tel. (510) 231-1118, correo electrónico: jespinoza2@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	TÍTULO II, TÍTULO IV, TÍTULO VI	SECCIÓN 504
Jose Espinoza	**Dr. Paul Mansingh**	**Dra. DiShawn Givens**
DIRECTOR	DIRECTOR	DIRECTORA EXECUTIVA ÁREA 1
Oficina de Equidad Educativa	Programas Federales	**Jawan Eldridge**
Coordinador de Título IX	y Estatales	DIRECTOR EXECUTIVO ÁREA 2
Encargado del Cumplimiento de	Currículo e Instrucción	**Jose De Leon**
las Normas de Equidad		DIRECTOR EXECUTIVO ÁREA 3
	1400 Marina Way, South	Servicios Educativas
1108 Bissell Avenue	Richmond, CA 94804	
Richmond, CA 94801	Telefono: (510) 307-4505	1108 Bissell Avenida
Telefono: (510) 231-1118		Richmond, CA 94801
		Telefono: (510) 231-1483

Oficina de Derechos Civiles del Departamento de Educación de EE. UU., Oficina de San Francisco, 50 United Nations Plaza, Mail Box 1200, Room 1545, San Francisco, CA 94102, Teléfono: 415-486-5555, FAX: 415-486-5570; TDD: 800-877-8339, correo electrónico: ocr.sanfrancisco@ed.gov.
Oficina de Derechos Civiles del Departamento de Educación de EE. UU., Lyndon Baines Johnson Department of Education Bldg, 400 Maryland Avenue, SW Washington, DC 20202-1100, teléfono: 800-421-3481, FAX: 202-453-6012; TDD: 800-877-8339, correo electrónico: OCR@ed.gov

Translation Revision by Multilingual and Multicultural Services jg/lo 06/25/2020 - Contact RAP Center if changes/additions are needed.   JE:mv OEE Revised: 11/2024 *pink*

4

2024-2025 West Contra Costa Unified School District High School Course Catalog..

Board Policy Manual
West Contra Costa Unified School District

Policy 5145.3: Nondiscrimination/Harassment	**Status:** ADOPTED
Original Adopted Date: 08/20/2008 | **Last Revised Date:** 07/17/2024 | **Last Reviewed Date:** 07/17/2024	

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 support, 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.

This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the local educational agency, and all acts of the governing board or body of the local educational agency, the superintendent of the school district, and the county superintendent of schools in enacting policies and procedures that govern the local educational agency.

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. For questions or complaints, contact Equity Compliance Officer|Title IX Coordinator: Jose Espinoza, 1108 Bissell Avenue, Richmond, CA 94801, (510) 231-1118, jespinoza2@wccusd.net, and Section 504: Executive Directors' Office by school area. Area 1- DiShawn Givens, Area 2 - Jawan Eldridge, Area 3 - Vacant, 1108 Bissell Ave., Richmond, CA 94801, (510) 231-1483.

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:

Jose Espinoza
Director, Office of Educational Equity | Title IX Coordinator | Equity Compliance Officer
1108 Bissell Avenue,
Richmond, CA 94801
Tel: (510) 231-1118
Email: jespinoza2@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

5

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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.

---

adopted: August 20, 2008
revised: March 26, 2014
revised: April 23, 2014
revised: October 17, 2018
revised: July 17, 2024

6

2024-2025 West Contra Costa Unified School District High School Course Catalog..

Board Policy Manual
West Contra Costa Unified School District

Policy 5145.7: Sexual Harassment	**Status:** ADOPTED
Original Adopted Date: 11/03/2010 | **Last Revised Date:** 11/04/2020 | **Last Reviewed Date:**11/04/2020	

BP 5145.7 Students

Sexual and Gender-Based Harassment

The West Contra Costa Unified School District Board of Education, hereinafter referred to as the Board, is committed to maintaining a safe school 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 also prohibits retaliatory behavior or action against any persons who files a complaint, testifies, or otherwise participates in District complaint procedures.

Sexual Harassment Under District Policy

"Sexual harassment" under District policy means 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, 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 – Nondiscrimination, Harassment, Intimidation & Bullying)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Sexual harassment also includes nonconsensual touching and cyber sexual bullying, as defined and prohibited by the California Penal Code and Education Code.

"Non consensual touching," as defined in Penal Code section 243.4, means touching another person's intimate part against that person's will. "Touch" means direct physical contact or contact through the clothing of either person. "Intimate part" means sexual organ, anus, groin, or buttocks of any person, or the breast of a female.

"Cyber sexual bullying," as defined in Education Code section 48900(r)(2)(A)(iii), means electronic dissemination of or solicitation or incitement to electronically disseminate a sexually explicit image or recording, by a student to another student or to school personnel, that causes the student to be in fear of harm, or a substantially detrimental effect on the student's physical or mental health, or the student's ability to benefit from the educational environment.

7

2024-2025 West Contra Costa Unified School District High School Course Catalog...

Examples of conduct that may constitute sexual harassment under District policy, 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.

Gender-Based Harassment Under District Policy

Gender-based harassment is sexual harassment and 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" means a person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth." (Education Code §210.7).

"Gender identity" refers to a person's gender-related identity, appearance or behavior whether or not different from that traditionally associated with the person's physiology or assigned sex at birth.

"Gender expression" refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

"Transgender" describes people whose gender identity is different from that traditionally associated with their assigned sex at birth. "Transgender boy" and "transgender male" refer to an individual assigned the female sex at birth who has a male gender identity. "Transgender girl" and "transgender female" refer to an individual assigned the male sex at birth who has a female gender identity. An individual can express or assert a transgender gender identity in a variety of ways, which may but do not always include specific medical treatments or procedures. Medical treatments or procedures are not considered a prerequisite for one's recognition as transgender.

"Gender nonconformity" refers to one's gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes "typically" associated with one's legal sex assigned at birth, such as "feminine" boys, "masculine" girls and those who are perceived as androgynous. Sexual orientation is not the same as gender identity. Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual youth display gender-nonconforming characteristics.

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.

8

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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.

Any conduct prohibited under this policy, whether it be sexual harassment or gender-based harassment, that occurs off-campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of District policy, if it has a continuing effect on or creates a hostile school environment for the targeted student. Moreover, any conduct that meets the definition of "sexual harassment" under Title IX of the Education Amendments of 1972 (Title IX), as detailed below, is prohibited under District policy.

Sexual Harassment Under Title IX

Some sexual harassment prohibited by District policy, as described above, may also be prohibited under Title IX. Under Title IX, sexual harassment toward a student means conduct on the basis of sex that satisfies at least one of the following:

1. An employee conditioning the provision of an aid, benefit, or service of the District on the student-victim's participation in unwelcome sexual conduct.

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's educational program or activity.

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 U.S.C. § 1092 or 34 U.S.C. § 12291.

"Sexual assault" means actual or intentional physical sexual acts against a person without consent that may include: rape, rape and seduction, sodomy, lewd and lascivious acts, oral copulation, sexual penetration, sexual battery, and sexual assault, as defined under Education Code section 48900(n) and Penal Code section 261, 266c, 286, 288, 288a, 289 and 243.4.

"Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. (34 U.S.C. § 12291(a)(10).)

"Domestic violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws. (Ed. Code, § 48900, subd. (n).)

"Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress. (34 U.S.C. § 12291(a)(30).)

"Without consent" or "against that person's will" may include: force, duress, violence, fear of immediate harm, or one's inability to consent.

Reporting Allegations of Sexual Harassment

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.

9

2024-2025 West Contra Costa Unified School District High School Course Catalog...

An employee who receives such a complaint, or otherwise becomes aware of or personally observes possible sexual or gender-based harassment shall immediately report it to the District's Title IX Coordinator, or the principal or vice principal of the relevant school site. Once notified, the Title IX Coordinator, principal, vice principal, or designee shall take the steps to address the complaint or report in a manner that is consistent with the appropriate administrative regulation. Appropriate supportive measures shall also be offered to the complainant-victim upon receipt of any complaint or report.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Notice and Instruction Related to District Policy on Sexual Harassment

The Superintendent or designee shall inform students and parents/guardians of the District's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the District's website, and including it in the student and staff handbooks. The District shall also create a poster that notifies students of the District's sexual harassment policy, and display the poster in a prominent and conspicuous location in the main administrative building or other area where notices of District rules, regulations, procedures, and standards of conduct are posted, and in each bathroom and locker room on campus.

The Superintendent or designee shall ensure that all District students receive age-appropriate information on sexual harassment. All District staff shall be trained regarding the District policies that prohibits sexual harassment of students.

Complaint Processes

Title IX Complaints:

If the alleged conduct, if taken to be true, meets the definition sexual harassment under Title IX, as defined above, the complaint or allegation(s) shall be investigated or otherwise resolved in accordance with the procedures outlined in Title IX and AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. This determination shall be made by the Title IX Coordinator. If a complaint does not rise to the level of sexual harassment under Title IX, it may need to be formally dismissed pursuant to Title IX and AR 5145.71.

All Other Sexual and Gender-Based Harassment Complaints:

If the alleged conduct, even if taken to be true, is sexual in nature or based on sex or gender, but does not meet the definition of sexual harassment under Title IX, the complaint or allegation(s) shall be investigated or otherwise resolved in accordance with the law and District procedures specified in AR 1312.3 - Uniform Complaint Procedures. This determination shall be made by the Title IX Coordinator.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

Disciplinary and Other Measures

Upon completion of an investigation of a sexual or gender-based harassment complaint, whether the investigation followed AR 1312.3 or AR 5145.71, any student found to have engaged in sexual or gender-based harassment in violation of this policy or Title IX 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.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

10

2024-2025 West Contra Costa Unified School District High School Course Catalog..

Upon completion of an investigation of a sexual or gender-based harassment complaint, any employee found to have engaged in sexual or gender-based harassment toward any student shall be subject to disciplinary action, up to and including termination in accordance with law and the applicable collective bargaining agreement.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.11/4219.11/4319.11 - Sexual and Gender-Based Harassment)

The District will 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. Additional record-keeping requirements for complaints that fall under Title IX are detailed in AR 5145.71 – Title IX Sexual Harassment Complaint Procedures.

(cf. 3580 - District Records)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

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. (5 CCR § 4964).

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

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964

11

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Boards of Education to Ensure Student Success, 2011

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

Q&A on Campus Sexual Misconduct, September 2017
Dear Colleague Letter: Title IX Coordinators, April 2015
Dear Colleague Letter: Sexual Violence, April 4, 2011
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, 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
revised: November 4, 2020

12

2024-2025 West Contra Costa Unified School District High School Course Catalog..

Board Policy Manual
West Contra Costa Unified School District

Regulation 5145.7: Sexual Harassment	**Status:** ADOPTED

Original Adopted Date: 01/09/2012 | **Last Revised Date:** 05/15/2023 | **Last Reviewed Date:** 05/15/2023

Sexual and Gender-Based Harassment

Reporting Process

Any student, parent/guardian, or other person who believes a student has been subjected to sexual harassment, which includes any form of sex or gender-based harassment, by another student, an employee, or any third party, or who has witnessed an incident of possible sexual harassment, is strongly encouraged to report the incident the student's teacher, vice principal, principal, the District's Title IX Coordinator, or any other available school employee, and/or to submit a complaint pursuant to AR 1312.3 - Uniform Complaint Procedures or AR 5145.71 – Title IX Sexual Harassment Complaint Procedures.

Any employee who receives a complaint or report of sexual harassment shall, within one school day of receiving the complaint or report, or within one school day of observing an incident of potential sexual harassment that involves a student, forward the complaint or report, or prepare and forward a written description of a verbal report or observation, to the principal or the Title IX Coordinator. The employee shall take these actions whether or not the alleged victim submits a complaint, and even if the alleged victim requests their identity or the triggering incident be kept confidential. The Title IX Coordinator shall be responsible for assessing a victim's request for confidentiality, and will only initiate the Title IX Sexual Harassment Complaint Process – AR 5145.71 against a victim's wishes if doing so is not clearly unreasonable in light of the known circumstances.

If a complaint or report of sexual harassment is initially submitted to the principal, the principal shall forward the complaint or report to the Title IX Coordinator that same day, or as soon as is reasonably possible.

In any case of sexual harassment involving the principal, Title IX Coordinator, or any other person to whom the incident would ordinarily be reported, the complaint or report may instead be submitted to the Superintendent or designee who shall determine who will investigate or otherwise process the complaint or report.

When a verbal or informal report of sexual harassment is submitted, the principal and/or Title IX coordinator shall inform the student or parent/guardian of their right to file a formal written complaint in accordance with applicable District complaint procedures. As detailed in AR 5145.71, if the alleged conduct meets the definition of sexual harassment under Title IX, the Title IX Coordinator must notify the student-victim of this right. If a complainant-victim refuses to reduce their complaint to writing in accordance with either AR 1312.3 or AR 5145.71, the Title IX Coordinator or designee shall reduce the verbal complaint to writing and may initiate an investigation into the verbal allegations pursuant to AR 1312.3 or AR 5145.71.

(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Title IX Coordinators

The District designates the following individual, who holds the title of Title IX Coordinator, as the employee responsible for coordinating its efforts to comply with Title IX of the Education Amendments of 1972, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures and AR 5145.71 – Title IX Sexual Harassment Complaint Procedures.

The Title IX Coordinator may be contacted at:

13

2024-2025 West Contra Costa Unified School District High School Course Catalog..

Jose Espinoza
Director, Office of Educational Equity | Title IX Coordinator | Equity Compliance Officer
1108 Bissell Avenue
Richmond, CA 94801
Phone: (510) 231-1118
Email: jespinoza2@wccusd.net

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

Supportive Measures and Response Pending Investigation

When an incident of sexual harassment is reported, the Title IX Coordinator or designee, in consultation with the Title IX Coordinator, shall determine whether supportive measures are necessary during and pending the result of an investigation to stop the alleged discrimination and ensure that all students have access to the educational program and a safe school environment. Supportive measures will be implemented on a case by case basis and offered to both complainant-victims and respondents (or the accused), as appropriate. Any supportive measures adopted to address alleged sexual harassment, or related retaliation, shall be designed to preserve equal access to the district's educational program or activity without unreasonably burdening the other involved party. The supportive measures shall remain in place until the Title IX Coordinator determines that they are no longer necessary.

Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, academic support, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. All supportive measures shall be implemented in accordance with law and Board policy. Such actions shall be considered even when a student chooses to not file a formal complaint or if the alleged sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Complaint Investigation and Resolution

The Title IX Coordinator or designee investigates and/or resolves the complaint in accordance with law and District policy. The Title IX Coordinator will determine, based on the allegations brought forth and how sexual harassment is defined under Title IX and District policy, whether the complaint or allegations therein should be processed in accordance with AR 1312.3 - Uniform Complaint Procedures or AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. Complaints that are filed but do not meet the definition of sexual harassment under Title IX may need to be formally dismissed pursuant to AR 5145.71.

(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

When a complaint or report of sexual harassment involves off-campus conduct that was outside a district program or activity, the Title IX Coordinator, or a designee who has consulted with the Title IX Coordinator, shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator or designee determines that a hostile environment may be created, the complaint shall be investigated and resolved, as is deemed appropriate under the circumstances. At a minimum, supportive measures will be offered to the victim.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the complainant-victim shall not be considered, except to the extent that such evidence may relate to the complainant-victim's prior relationship with the respondent.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Title IX Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

Notifications

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

14

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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)

(cf. 5145.6 - Parental Notifications)

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. (Education Code § 231.5)

3. Be summarized on a poster, for grades 9 through 12, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code § 231.6)

4. Be posted in a prominent location on the District's website in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee designated as the District's Title IX Coordinator. (Education Code § 236; 34 CFR § 106.8) The posting shall include the rights of a student and the public and the responsibilities of the District under Title IX, which shall include, but shall not be limited to, Internet Web links to the California Department of Education's Office for Equal Opportunity and the United States Department of Education Office of Civil Rights, as well as the list of rights specified in Education Code Section 221.8. (Education Code § 221.61) The list of rights in Education Code Section 221.8 include:

    a. The right to fair and equitable treatment and to not be discriminated against based on sex.

    b. The right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.

    c. The right to inquire of the athletic director of the school as to the athletic opportunities offered by the school.

    d. The right to apply for athletic scholarships.

    e. The right to receive equitable treatment and benefits in the provision and maintenance of all of the following: equipment and supplies; scheduling of games and practices; transportation and daily allowances; access to tutoring; coaching; locker rooms; practice and competitive facilities; medical and training facilities and services; and publicity.

    f. The right to have access to a gender equity coordinator to answer questions regarding gender equity laws.

    g. The right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.

    h. The right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if discriminated against or given unequal treatment on the basis of sex.

    i. The right to pursue civil remedies if you have been discriminated against.

    j. The right to be protected against retaliation if you file a discrimination complaint.

(Education Code § 221.8.)

The posting shall also include a description of how to file a Title IX complaint, which contains:

    a. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations;

15

2024-2025 West Contra Costa Unified School District High School Course Catalog..

    b. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, Internet Web links to this information on the United States Department of Education Office for Civil Rights' website; and

    c. An Internet Web link to the United States Department of Education Office for Civil Rights complaints form, and the contact information for the office, which shall include the phone number and email address for the office.

(cf. 1113 - District and School Websites)

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session. (Education Code § 231.)

6. 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.)

7. Be included in any handbook provided to students, parents/guardians, employees, or employee organizations. (34 CFR § 106.8.)

Instruction/Information

The Superintendent or designee shall ensure that all District students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. Notice regarding which acts and behaviors constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.

2. A clear message that students do not have to endure sexual harassment under any circumstance.

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained.

4. A clear message that student safety is the District's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved.

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students, in a manner deemed appropriate by a Title IX Coordinator.

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues.

8. A clear message that, when needed, the District will implement supportive measures to ensure a safe school environment for a student who is the complainant-victim of sexual harassment, and the respondent. Supportive measures will be designed to restore or preserve equal access to the district's educational program or activity without unreasonably burdening the other involved party.

Gender Based Harassment in Athletics and Clubs

No person shall on the basis of sex, sexual orientation, gender, ethnic group, identification, race, ancestry, national origin, religion, color or mental or physical disability, be excluded from participation in, be denied the benefits of, be

16

2024-2025 West Contra Costa Unified School District High School Course Catalog...

denied equivalent opportunity in, or otherwise discriminated against in interscholastic, intramural or club athletics. (5 CCR § 4920).

The District also shall not provide or otherwise carryout any extracurricular or activities separately, or require or refuse participation therein by any of its pupils on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

A student shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the student's records. (Education Code. § 221.5(f)).

The District shall ensure that Athletic programs supported by public funds provide equal opportunity to both sexes for participation and for use of facilities. (Education Code § 221.7(b)). The District may provide separate toilet, locker room and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex. (34 C.F.R. § 106.33).

The District may also implement "gender-neutral" restrooms or private changing areas for any student who desires increased privacy, regardless of the underlying reason. No student shall be compelled to use such restroom or changing area unless they choose to do so themselves. Any alternative restroom or changing room arrangement should be provided in a way that keeps the student's gender identity confidential.

All pupil clubs shall have equal access to District facilities to conduct meetings, and a fair opportunity to meet within the limited open forum of the District.

The District will accommodate the interests and abilities in athletics of both sexes by any of the following tests:

1. Opportunities for interscholastic-level participation for male and female pupils are provided in numbers substantially proportionate to their respective enrollments.

2. The history of the program and continuing practice of program expansion are demonstrably responsive to the developing interest and abilities of members of the sex that has been and is underrepresented among interscholastic athletes.

3. Interests and abilities of the members of the underrepresented sex have been fully and effectively accommodated by the present program. (Education Code § 230(d)).

    If the District only provides one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have previously been limited, members of the excluded sex must be allowed to try out and compete with the District team. The same standards for eligibility shall be applied to every pupil trying out for a team, regardless of sex or sexual orientation or other protected group status. (5 CCR § 4921(b)).

    The District ensures that each public elementary school and secondary school offering competitive athletics shall make all of the following information publicly available at the end of the school year: (1) total enrollment of the school, classified by gender; (2) number of pupils enrolled at the school who participate in competitive athletics, classified by gender; and (3) number of boys' and girls' teams, classified by sport and competition level. (Education Code § 221.9(a)).

    a. The information shall reflect the total number of players on a team roster on the first official day of team competition. (Education Code § 221.9(b)).

    b. This information shall be posted on the district's website, with the information for each school disaggregated by school site. (Education Code § 221.9(c)).

    c. All materials used to compile each school's information shall be retained by the school for a minimum of three years after the information is posted on the internet. (Education Code § 221.9(d)).

If the District reduces its athletic budget, it does so consistently with its legal obligation to comply with both state and federal gender equity laws. (Education Code § 230(e)).

17

2024-2025 West Contra Costa Unified School District High School Course Catalog..

Board Policy Manual
West Contra Costa Unified School District

Policy 1312.3: Uniform Complaint Procedures	**Status:** ADOPTED
Original Adopted Date: 11/07/2007 | Last Revised Date: 11/04/2020 | Last Reviewed Date: 11/04/2020	

This policy and the corresponding administrative regulation contain rules and instructions about the filing, investigation, and resolution of a Uniform Complaint Procedures (UCP) complaint. UCP complaints include any complaint brought forth by a complainant alleging a failure by the West Contra Costa Unified School District to comply with federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination (such as harassment, intimidation or bullying based on any of the protected classes stated herein) and non-compliance with laws relating to pupil fees and the District's Local Control and Accountability Plan (LCAP). A complainant, for purposes of this policy, is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint that is governed by this policy.

(cf. 5145.7 - Sexual Harassment)
(cf. 5145.3 - Nondiscrimination/Harassment/Intimidation/Bullying)
(cf. 5131.2 - Bullying)

The Board encourages early resolution of complaints whenever possible. To resolve complaints that cannot be resolved through an informal process, the Board adopts the uniform system of complaint processes specified in 5 CCR sections 4600-4670 and described herein.

The District shall establish an office entitled District Ombudsperson, who will report 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 and to the extent permitted by law. For any complaint alleging unlawful discrimination or retaliation (such as discriminatory harassment, intimidation, or bullying), the Superintendent or District Ombudsperson or designee shall keep the identity of the complainant confidential when appropriate and as long as the integrity of the complaint process is maintained.

Complaints Subject to UCP

The District's UCP shall be used to investigate and resolve the following complaints brought forth by any complainant, which include all complaints related to the matters addressed in Education Code section 33315(a)(1) and as indicated below:

1. Any complaint alleging District violation of state or federal law or regulations governing the following programs and activities that are implemented by the District, including: adult education programs; career technical and technical education training programs; child care and development programs; migrant child education; juvenile court schools; school safety plans; deficiencies related to state preschool health and safety issues for a California state preschool program; and any other District-implemented consolidated categorical aid program which are listed in Education Code section 64000(a), including: programs for tobacco use prevention; bilingual education programs; compensatory education programs; California peer assistance and review programs for teachers; school safety and violence prevention programs.

2. Any complaint, filed by a student or a student's duly authorized representative, alleging the occurrence of unlawful discrimination against any student, employee or other person participating in District programs and activities, including, but not limited to, those programs and activities funded directly by or that receive benefit from any state financial assistance.

    Unlawful discrimination includes, but is not limited to, discriminatory harassment, intimidation, or bullying 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

18

2024-2025 West Contra Costa Unified School District High School Course Catalog ....

or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code sections 200 or 220, Government Code section 11135, or Penal Code section 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics.

Complaints and allegations that, if true, would meet the definition of "sexual harassment" under Title IX of the Education Amendments of 1972 (Title IX), must be addressed in a manner that complies with the applicable Title IX regulations, codified at 34 C.F.R. Part 106, and the UCP. To accomplish this, these complaints should be processed in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

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

4. Any complaint alleging District noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities.

5. Any complaint alleging District noncompliance with legal requirements related to the implementation of the local control and accountability plan.

    The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF the District is required to prepare an LCAP, which describes how the District intends to meet annual goals for District pupils, with specific activities to address state and local priorities identified pursuant to Education Code section 52060(d).225

6. Any complaint, by or on behalf of any student who is a foster youth, alleging District noncompliance with any legal 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 or District, school transfer, or the grant of an exemption from Board-imposed graduation requirements.

7. Any complaint, by or on behalf of a homeless student, as defined in 42 U.S.C. section 11434a, a former juvenile court school student, a child of a military family, as defined in Education Code section 49701, a student who is a migratory child, as defined in Education Code 54441(a), or a newly arrived immigrant student participating in a "Newcomer Program" as defined in Education Code section 51225.2(a)(6), who transfers into the District after his/her second year of high school, alleging District noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or District or the grant of an exemption from Board-imposed graduation requirements.

8. Any complaint alleging District noncompliance with the requirements of Education Code sections 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.

9. Any complaint alleging District noncompliance with the physical education instructional minutes requirement for students in grades 1 to 6.

10. 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.

11. Any other complaint as specified in a District policy. However, only complaints listed in Title 5 California Code of Regulation section 4610 may be appealed to the California Department of Education pursuant to the corresponding administrative regulation.

12. Any other state of federal education program the State Superintendent of Public Instruction deems appropriate or necessary.

Non-UCP Allegations and Complaints

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 for further processing.

19

2024-2025 West Contra Costa Unified School District High School Course Catalog..

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to the District's UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse or neglect shall be referred to County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

2. Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to the Department of Social Services (DSS).

3. Any complaint alleging unlawful discrimination, sexual harassment or related retaliation in employment shall be processed in accordance with Board Policy 4030 - Nondiscrimination in Employment, Board Policy and Administrative Regulation 4119.11 - Sexual Harassment, and/or Administrative Regulation 4119.12 – Title IX Sexual Harassment Complaint Procedures, and they shall be referred to the California Department of Fair Employment and Housing (DFEH), as is applicable or required. The complainant shall be notified in writing in a timely manner of any DFEH transferal.

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, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.

These procedures do not apply to complaints related to special education programs, which are governed by Title 34 Code of Federal Regulations sections 300.151 through 300.153 and by Title 5 California Code of Regulation section 3080 et seq.

These procedures do not apply to complaints regarding child nutrition programs, which are governed by Title 34 Code of Federal Regulations sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n) and 250.15(d) and by Title 5 California Code of Regulation section 15580 et seq.

Notice and Record Keeping

The Superintendent or District Ombudsperson shall provide the Board with quarterly updates about the state of complaints in the District.

The Superintendent or District 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 District 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 4600 et seq.

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32280-32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
46015 Parental leave for students
48853-48853.5 Foster youth
48985 Notices in language other than English
49010-49014 Student fees
49060-49079 Student records, especially:

20

2024-2025 West Contra Costa Unified School District High School Course Catalog...

49069.5 Records of foster youth

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6

51222 Physical education, secondary schools

51223 Physical education, elementary schools

51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant 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

52300-52462 Career technical education

52500-52616.24 Adult schools

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

59000-59300 Special schools and centers

64000-64001 Consolidated application process; school plan for student achievement

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

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 Applicability of uniform complaint procedures to complaints regarding students with disabilities

4600-4670 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

6301-6576 Title I Improving the Academic Achievement of the Disadvantaged

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

21

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 Act

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

Uniform Complaint Procedure 2020-21 Program Instrument

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

revised: November 4, 2020

22

2024-2025 West Contra Costa Unified School District High School Course Catalog..

Board Policy Manual
West Contra Costa Unified School District

Regulation 1312.3: Uniform Complaint Procedures	**Status:** ADOPTED

Original Adopted Date: 04/04/2012 | **Last Revised Date:** 05/15/2023 | **Last Reviewed Date:** 05/15/2023

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 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) 307-7861
> Facsimile: (510) 236-0662
> Email: jespinoza2@wccusd.net

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)

23

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 English proficiency.

24

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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 allegations 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

25

2024-2025 West Contra Costa Unified School District High School Course Catalog....

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

26

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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:

27

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 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

28

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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

2024-2025 West Contra Costa Unified School District High School Course Catalog...

29

LIST OF COURSE OFFERINGS BY SCHOOL

LEGEND

[AP]   Advanced Placement Course
(Meets UC/CSU Requirements)

BL   Bilingual Speaker Course

DE   Dual Enrollment/Articulated Classes
with Contra Costa College (opportunity
for early college credit)

ELD   English Language Development Course

[H]   Honors Level Course
(Meets UC/CSU Requirements)

IB   International Baccalaureate
Diploma Programme

[P]   College Preparatory Course
(Meets UC/CSU Requirements)

PLTW   Project Lead The Way

ROP   Regional Occupational Program

30

2024-2025 West Contra Costa Unified School District High School Course Catalog...

DE ANZA HIGH SCHOOL

A

A Cappella [P]
Advanced Piano [P]
AFJROTC 1 [P]
AFJROTC 2 [P]
AFJROTC 3 [P]
AFJROTC 4 [P]
Algebra 1 [P]
Algebra 2 [P]
Algebra 2/Precalculus [P]
Amer Govt [P]
AP 3D Art and Design
AP Calculus AB
AP Chemistry
AP English Language and Composition
AP English Literature and Composition
AP Government & Politics United States
AP Macroeconomics
AP Microeconomics
AP Spanish Language
AP Spanish Literature
AP Studio 2D Art and Design
AP United States History
AP World Hist
App Research Methods for Contemp. Issues [P]
Art Advanced [P]
ASB Leadership [P]

B

Band Beginning [P]
Beauty & Joy of Computing [P]
Begin Art [P]
Beginning Piano [P]
Biology Science
Biology The Living Earth [P]
Biomedical Science [P]

C

Career Guidance
Ceramics 1 [P]
Chemistry In the Earth System[P]
Community Based Skills Instruction
Concert Band [P]
Concert Choir [P]
Constitutional Law: Civil Liberties [P]
CSU Exp Reading & Writing 3.0 (12th)[P]
CSU Expository Read & Writing (11th) [P]

D

Data Science and Statistics 1 [P]
Domestic Life Skills

E

Economics [P]
ELD 1A
ELD 1B
ELD 2A
ELD 2B
ELD 3A
ELD 4 [P]
Eng/Read (R180)
English
English 1 [P]
English 2 [P]
English Language Development 11 [P]
English Language Development 12 [P]
English/Reading
Ethnic/Soc Justice Mod Wld History [P]

F

French 3 [P]
French 4 [H]
Functional Academic English Skills
Functional Academic Skills

31

2024-2025 West Contra Costa Unified School District High School Course Catalog...

DE ANZA HIGH SCHOOL

G

Geography
Geometry [P]

H

Health Recs & Computer Apps [DE]
Health Science Emergency Medicine [P]
High School Study Hall

I

Intro to Law [P]

J

Journalism in the Digital Age [P]

L

Law & Democracy [DE]
Law & Justice [P]

M

Mandarin 1 [P]
Mandarin 2 [P]
Mandarin 3 [P]
Mandarin 4 [H]
Math
Math Skills
Medical Terminology [DE]

P

PE Core Prgm -Gr9
PE Core Program
Percussion Ensemble [P]
Personal Care Skills
Physical Science
Physics of the Universe [P]
Physiology [P]
Pre-Calculus [H]
Psychology [P]
Public Speaking & Mass Media Comm [P]

R

Recreation and Leisure Skills

S

Skills for Success
Sociology [P]
Software Development in Python 1 [H]
Software Development in Python 2 [H]
Spanish 1 [P]
Spanish 2 [P]
Spanish 3 [P]
Spanish 4 [H]
Student Advocacy (Homeroom)
Student Assistant

T

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

U

US History
US History & Ethnic Studies [P]

V

Vocational Educational Skills

W

World History

Y

Yearbook [P]

32

2024-2025 West Contra Costa Unified School District High School Course Catalog..

EL CERRITO HIGH SCHOOL

A

Advanced Media Production I [P]
Algebra 1 [P]
Algebra 2[P]
Algebra 2/ Precalculus [P]
All Skills
American Government [P]
AP Biology
AP Calculus AB
AP Calculus BC
AP Chemistry
AP Computer Science A (C) [H]
AP Computer Science Principles (d)
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
AP Spanish Language
AP Studio Art: Drawing
AP United States History
AP World Hist
Applied Engineering [H]
Art Advanced [P]
ASB Leadership [P]

B

Band Symphonic [P]
Begin Art [P]
Biology The Living Earth[P]
Biotechnology I [P]

C

Career Guidance
Ceramics 1 [P]
Chemistry in the Earth System[P]
Community Based Skills Instruction
Concert Band [P]
Creative Writing [P]
CSU Exp Reading & Writing 3.0 (12th)[P]
CSU Expository Reading & Writing (11th) [P]

D

Dance 1 [P]
Dance Composition 1 [P]
Dance Production [H]
Data Science & Statistics 1 [P]
Domestic Life Skills

E

Economics [P]
ELD 1A
ELD 1B
ELD 2A
ELD 2B
ELD 3A
ELD 3B
ELD 4 [P]
English 1 [P]
English 2 [P]
Ethnic Studies [P]
Ethnic/Soc Justice Mod Wld History [P]

F

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

33

2024-2025 West Contra Costa Unified School District High School Course Catalog...

EL CERRITO HIGH SCHOOL

G

Game Design & Animation [P]
Game Design Software [P]
Game Programming & Simulation [P]
Generic English
Generic Social Sci
Geometry [P]
Gnrc Sci-Life

H

High School Study Hall

I

Intro to Game Design & Animation [P]
Intro to Law [P]
Introduction to Digital Media [P]

J

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

M

Math
Mindful Studies [P]

P

P. E.
PE Core Prgm -Gr9
PE Weight Training
Photography Advanced [P]
Photography [P]
Physics of the Universe [P]
Physiology [P]
Pre-Calculus [P]
Psychology [P]

R

Radio Broadcasting 1 [P]
Radio Broadcasting 2 [P]
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 Advance [P]
Tutorial

U

U.S. History & Ethnic Studies [P]

V

Vocational Educational Skills

W

Wind Ensemble [H]
World War II [P]

Y

21st Century Yearbook Design & Publ [P]

HERCULES HIGH SCHOOL

A

Academic Tutorial
Advanced Algebra w/
Financial Apps [P]
Algebra 1 [P]
Algebra 2 [P]
Algebra 2/
Precalculus [P]
Amer Govt [P]
AP Biology
AP Calculus AB
AP Computer Science A (CTE)
AP Computer Science Principles (CTE)
AP English Language and Composition
AP English Literature and Composition
AP Government & Politics United States
AP Psychology
AP Spanish Language
AP United States History
AP World History
ASB Leadership [P]

B

Band Symphonic [P]
Begin Art [P]
Biology The Living
Earth [P]
Biomedical Innovations PLTW [P]

C

Careers in Teaching [P]
Chemistry in the Earth System [P]
Community Based Skills Instruction
Computer Science- Python Fundamentals [P]
Concert Choir [P]
CSU Exp Reading & Writing 3.0 (12th) [P]
CSU Expository Reading & Writing (11th) [P]

D

Daily Living Skill
Dance Production [H]
Dance Production [P]
Domestic Life Skills

E

Economics [P]
ELD 1A
ELD 1B
ELD 2A
ELD 2B
ELD 3A
ELD 4 [P]
English 1 [P]
English 2 [P]
Ethnic Studies [P]
Ethnic/Soc Justice Mod Wld History [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

G

Geometry [P]

H

High School Study Hall

J

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

M

Music Appreciation [P]

O

Orchestra Advanced [P]
Orchestra [P]

35

2024-2025 West Contra Costa Unified School District High School Course Catalog . . . .

HERCULES HIGH SCHOOL

P

PE Core Prgm -Gr9
PE Individual Sport
PE: Conditioning
Personal Care Skill
Physics of the Universe [P]
Pre Calculus [P]
Principles of Biomedical Sciences PLTW [H]
Psychology [P]

R

Recreation and Leisure Skills

S

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

T

Technical Theater [P]
Theater 1 [P]

U

U.S. History & Ethnic Studies [P]

V

Vocational Educational Skills

Y

Yearbook [P]

36

2024-2025 West Contra Costa Unified School District High School Course Catalog..

KENNEDY HIGH SCHOOL

A

Advanced Algebra w/ Financial Apps [P]
African American Studies [P]
Algebra 1 [P]
Algebra 2 [P]
Algebra 2/Precalculus [P]
Amer Govt [P]
Anatomy & Physiology CTE [H]
AP Calculus AB
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 Studio Art: Drawing
AP United States History
Art Advanced [P]
ASB Leadership [P]

B

Band Beginning [P]
Band Symphonic [P]
Begin Art [P]
Biology [P]
Body Systems for Health Sci Careers [P]

C

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

D

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

E

Economics [P]
ELA for English Learners 1 [P]
ELA for English Learners 2 [P]
ELD 2A
ELD 2B
ELD 3A
ELD 4[P]
Emergency & Allied Health Careers [DE]
Engineer Your World [P]
English 1 [P]
English 2 [P]
Environmental Science 1 [P]
Ethnic Studies [P]
Ethnic/Soc Justice Mod Wld History [P]

F

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

G

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

H

High School Study Hall
Homeroom/Advisory

KENNEDY HIGH SCHOOL

I

Intro to Construction Trades [P]
Intro to Information Technology [P]

J

Journalism 1 [P]

M

MC3 for Constr Trades [H]
MultiMedia [P]

P

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

R

Recreation and Leisure Skills

S

Spanish 1 [P]
Spanish 2 [P]
Spanish for Spanish Speakers 1 [P]
Spanish for Spanish Speakers 2 [P]
Student Assistant

T

Theater 1 [P]
Tutorial

U

US History & Ethnic Studies [P]

V

Vocational Educational Skills

W

Web Page Design 1.2 [DE]
Welding Fabrication & Application 1 [P]
Welding Fabrication & Application 2 [P]

Y

Yearbook [P]

MIDDLE COLLEGE HIGH SCHOOL

A

African American 110
Algebra 1 [P]
Amer Govt [P]
Anthro 140 CCC
Anthropology 140 Lab CCC
ASB Leadership [P]

B

Biology 110 CCC
Biology 132 CCC
Biology The Living Earth[P]
Business Office Technology 210A CCC

C

Career Preparation Seminar [P]
Chemistry 119 CCC
Chemistry 120 CCC
CIS 135 CCC
Counseling 120 CCC

D

Drama 101 CCC
Drama 106 CCC
Drama 122 CCC

E

EC Seminar
Economics [P]
English 1 [P]
English 1A CCC
English 1C CCC
English 2 [P]
English 3 [P]
English 4 [P]
Ethnic/Soc Justice Mod Wld History [P]

G

Geometry [P]

H

Health 120 CCC
History 120 CCC
History 122 CCC
Humanities 113 CCC

L

La Raza 125 CCC
La Raza 127 CCC

M

Math 120 CCC
Math 121 CCC
Math 164 Prob/Stat CCC
Math 171 CCC
Math 190 CCC
Math 191 CCC
Math 290 CCC

P

PE Core Program
PE Individual Sport
PE Conditioning
Physics 110 CCC
Physics 110 Lab CCC
Political Science 125 CCC
Psychology 126 CCC
Psychology 220 CCC

S

Spanish 1 [P]
Spanish 2 [P]
Spanish 3 [P]
Speech 120 CCC

U

U.S. History & Ethnic Studies [P]

39

2024-2025 West Contra Costa Unified School District High School Course Catalog...

PINOLE VALLEY HIGH SCHOOL

A

Advanced Piano [P]
Algebra 1 [P]
Am Sign Lang 1 [P]
Am Sign Lang 2 [P]
Amer Govt [P]
American Sign Language 3 [P]
American Sign Language IV [H]
Art Advanced [P]
ASB Leadership [P]

B

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

C

Career Guidance
Ceramics 1 [P]
Chemistry [P]
Civil Engineering & Architecture [H] PLTW
Community Based Skills Instruction
Computer Integrated Manufacturing [H] PLTW
Concert Band [P]
Concert Choir [P]
CSU Exp Reading & Writing 3.0 (12th) [P]

D

Daily Living Skill
Domestic Life Skills

E

Economics [P]
ELD 1A
ELD 1B
ELD 2A
ELD 2B
ELD 3A
ELD 4 [P]
English 1 [P]
English 2 [P]
English 3 [P]
English 4 [P]
Ethnic/Soc Justice Mod Wld History [P]

F

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

G

Geometry [P]

H

Human Body Systems [H] PLTW

I

IB Biology HL1
IB Biology HL2
IB Computer Science SL
IB English HL1
IB English HL2
IB Environmental Systems & Societies SL
IB History of the Americas HL1
IB History of the Americas HL2 S1
IB History of the Americas HL2 S2
IB Mandarin HL1
IB Mandarin HL2
IB Mandarin SL
IB Math Analysis & Approaches SL
IB Math Analysis and Approaches HL1
IB Math Analysis and Approaches HL2
IB Math Analysis and Approaches SL1 Prep
IB Psychology SL
IB Spanish HL1
IB Spanish HL2
IB Spanish SL
IB Theory of Knowledge
IB Theory of Knowledge Sr. Seminar
IB Visual Arts HL1
IB Visual Arts HL2
Introduction to Engineering Design [H] PLTW

40

2024-2025 West Contra Costa Unified School District High School Course Catalog...

PINOLE VALLEY HIGH SCHOOL

J

Jazz Ensemble [P]
Jazz Ensemble [H]

L

M

Mandarin 1 [P]
Mandarin 2 [P]
Mandarin 3 [P]
Medical Interventions [H] PLTW

P

PE Core Prgm -Gr9
PE Sports Non-Cont
Photography [P]
Physics of the Universe [P]
Physics [H]
Physics [P]
Principles of Biomedical Science [H] PLTW
Principles of Engineering [H] PLTW

R

Recreation and Leisure Skills

S

Spanish 1 [P]
Spanish 2 [P]
Spanish 3 [P]
Student Advocacy
Study Hall

T

Tutorial

U

US History & Ethnic Studies [P]

V

Vocational Educational Skills

Y

21st Century Yearbook Design & Publ [P]

41

2024-2025 West Contra Costa Unified School District High School Course Catalog..

RICHMOND HIGH SCHOOL

A

Advanced Youth Mentorship & Activism [P]
Algebra 1 [P]
Algebra 2 [P]
Amer Govt [P]
Analytical Forensic Science [P]
AP Biology
AP Calculus AB
AP Environmental Science
AP Psychology
AP Spanish Language
AP Studio Art: Drawing
AP United States History
Art Advanced [P]
ASB Leadership [P]

B

Band Symphonic [P]
Begin Art [P]
Biochemistry of Food Science [P]
Biology The Living Earth [P]

C

Careers in Teaching [P]
Chemistry in the Earth System [P]
Chicana/o Studies [P]
Community Based Skills Instruction
Computer Integrated Manufacturing [H] PLTW
Computer Science Principles Engr PLTW [H]
Computer Science [P]
Constitutional Law Advanced [P]
CSU Exp Reading & Writing 3.0 (12th) [P]
CSU Expository Reading & Writing (11th) [P]

D

Dance Production [P]
Domestic Like Skills

E

Economics [P]
Economics/Socio Economic Justice [P]
Educational Studies [P]
ELA for Advanced English Learners 1 [P]
ELA for Advanced English Learners 2 [P]
ELA for English Learners 1 [P]
ELA for English Learners 2 [P]

ELD 1A
ELD 4 [P]
English 2 [P]
Environmental Science 1 [P]
Ethnic/Soc Justice Mod Wld History [P]

F

Fashion Design 1 [P]
Functional Academic English Skills
Functional Academic Life Science
Functional Academic Math Skills
Functional Academic Social Studies

G

Geometry [P]

H

High School Study Hall

42

2024-2025 West Contra Costa Unified School District High School Course Catalog...

RICHMOND HIGH SCHOOL

I

Intro Ethnic Studies & Social Justice [P]
Intro Investments & Entrepreneurship [P]
Intro to Law [P]
Introduction to Academic Discourse [P]
Intro to Fashion Design [P]
Introduction to Health Careers [P]
Introduction to Mental Health [P]
Investments & Entrepreneurship 1 [P]

J

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

L

Law & Democracy [DE]
Law & Justice [P]

M

Marching Band I [P]
Marching Band II [P]
Media & Communications 1 [P]
Media & Communications 2 [P]
Media Production & Publications 1 [P]
Media Production & Publications 2 [P]
Mind Matters [H] UCCI
Music Production [P]

O

Orchestra Advanced [P]
Orchestra [P]
Orchestra 3 [P]

P

PE Core Prgm -Gr9
PE Core Program
PE Team Sports
Personal Care Skills
Personal Finance [P]
Photography Advanced [P]
Photography [P]
Physics of the Universe [P]
Pre-Calculus [H]

Principles of Engineering (H) PLTW
Psychology [P]
Public Health [H]

R

Race & Film Studies [P]
Recreation and Leisure Skills

S

Spanish 1 [P]
Spanish 2 [P]
Spanish 3 [P]
Spanish 4 [H]
Student Assistant
Study Hall

T

Tutorial

U

U.S. History & Ethnic Studies [H]
U.S. History & Public Health [H]
Urban Agriculture [P] Farm to Table
Urban Agriculture 2 [P] Farm to Table
US History & Ethnic Studies [P]

V

Vocational Educational Skills

W

Wind Ensemble [H]
Wind Ensemble [P]
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]
African Am Lit [P]
Algebra 1 [P]
Algebra 2 [P]
Amer Govt [P]
ASB Leadership [P]

B
Begin Art [P]
Biology [P]
Biology of the Living Earth [P]
Body Systems for Health Sci Careers [P]

C
Chemistry [P]
Chemistry in the Earth System [P]
College and Career Readiness [P]
CSU Exp Reading & Writing 3.0 (12th) [P]

E
Economics [P]
ELD 3A
ELD 4 [P]
Eng/Reading
English 1 [P]
English 2 [P]
English 3 [P]
English 4 [P]
Ethnic/Soc Justice Mod Wld History [P]

F
Food Services & Culinary 1 (ROP) [P]
Food Services & Culinary 2 (ROP) [P]

G
Geometry [P]

H
High School Study Hall
Homeroom/Advisory

M
Media and Communications 1 [P]
Mexican American Lit [P]

P
PE Individual Sport
Physics of the Universe [P]

S
Spanish 1 [P]
Spanish 2 [P]
Study Hall

T
Tutorial

U
US History & Ethnic Studies [P]

Y
21st Century Yearbook Design & Publ [P]

44

2024-2025 West Contra Costa Unified School District High School Course Catalog. ....

VISTA HIGH SCHOOL and VIRTUAL HIGH SCHOOL

A

African Am Lit [P]
Algebra 1 [P]
Algebra 2 [P]
Amer Govt [P]
AP Chemistry
Art Advanced [P]
ASB Leadership [P]

B

Begin Art [P]
Biology of the Living Earth [P]

C

Chemistry in the Earth System [P]
College and Career Readiness [P]
Computer Science [P]
Creative Writing [P]
CSU Exp Reading & Writing 3.0 (12th) [P]
CSU Expository Reading & Writing (11th) [P]

E

Economics [P]
ELD 4 [P]
English 1 [P]
English 2 [P]
English 3 [P]
English 4 [P]
Environmental Science l [P]
Ethnic/Soc Justice Mod Wld History [P]

F

Financial Literacy [P]
French 1 [P]
French 2 [P]
French 3 [P]

G

Geometry [P]

I

Intro Ethnic Studies & Social Justice [P]

J

Journalism 1 [P]

L

Law and Justice [P]

M

Mexican-American Lit [P]

P

P.E.
PE Core Program
PE Core Prgm -Gr9
Photography [P]
Physics of the Universe [P]
Pre-Calculus [P]
Psychology [P]

S

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

U

US History & Ethnic Studies [P]

Y

Yearbook [P]

LIST OF COURSE OFFERINGS

46

2024-2025 West Contra Costa Unified School District High School Course Catalog..

CONTENT SUBJECT AREAS

1. **Career Technical Education**
2. **English and Language Arts**
3. **ELD - English Language Development**
4. **Electives/Other Courses**
5. **Mathematics**
6. **Physical Education**
7. **Science**
8. **Social Science**
9. **Visual and Performing Arts**
10. **World Languages**
11. **Middle College Courses**
12. **IB: International Baccalaureate**
13. **Special Education**

47

2024-2025 West Contra Costa Unified School District High School Course Catalog................................

Career Technical Education

Advanced Media Production I [P]

Course ID# 81011
Grades: 11-12
Course Length: Year
Prerequisites: Intro to Digital Media and Digital Media (Required)
Graduation: Satisfies UC/CSU (f) requirement and high school fine arts requirement for graduation
Description: This course expands on the production of Digital Media through the development of student capstone media projects. The units presented here are woven throughout the course rather than strictly sequential. Students apply practical skills to submit project proposals, define production and equipment needs, write scripts, develop journalistic research, interview source material experts, and develop their production team. This course, being an application of the knowledge and skills learned in prerequisite courses, will include a brief review of prior knowledge which will be applied in this course. Students will demonstrate advanced leadership skills as directors and producers in a collaborative classroom environment. During this course students will develop and demonstrate the skills to be leaders of media production projects. Projects components include: Video Production; Video Editing; Audio Recording; Audio editing; Podcasting; Journalism; Instructional Design; Documentary projects.

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 for Health Careers CTE [H] [P]

Course ID# 62988
Grades: 11-12
Course Length: Year
Graduation: Satisfies the UC/CSU and graduation requirement for "D" life science
Description: This course is designed to provide a rigorous, broad based, general study of the human body. The focus of the course is for people who have interests in science or health care related professions and who desire to learn more about the human body. Students will learn the integration of structure and function of body systems to maintain homeostasis. Microscopy work is a component of all system laboratory activities in conjunction with dissections. Students are exposed to and engage in hands-on common clinical practices pertaining to diagnosis. Computers are utilized regularly for research, data input, and data analysis during laboratory work.

This course includes the functions of individual organs and the organ system in which they belong, how Organ systems covered are: Circulatory, Digestive, Endocrine, Integumentary, Immune, Lymphatic, Musculoskeletal, Muscular, Nervous, Reproductive, Respiratory, and Skeletal.

This is the first course in the CTE Patient Care pathway following California Career and Technical Education standards. It also mirrors the curriculum designed by the Health and Science Pipeline Initiative Medical Anatomy and Physiology Curriculum.

This course is also articulated through the local community college and is titled Essentials of Human Anatomy and Physiology at the college level. Upon successful completion of the course and the college final, students will earn four college units.

AP Computer Science A (CTE)

Course ID# 50391
Grades: 11-12
Course Length: Year
Graduation: Satisfies the UC/CSU and graduation requirement for math (c).
Description: This course prepares a Computer Science Pathway student in getting 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 Principles (CTE)

Course ID# 61640
Grades: 9-12
Course Length: Year
Graduation: Satisfies the UC/CSU (d) computer science third year of science and graduation requirement for elective credit.
Description: AP Computer Science Principles is an introductory college-level computing course preparing a Computer Science Pathway student. 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.

Beauty & Joy of Computing [P]

Course ID# 30705
Grades: 10
Course Length: Year
Graduation: Satisfies (G) elective requirement for UC/CSU and high school graduation
Description: Information and communication technologies have changed the world we live in and they have an impact on nearly all career fields. Computing has changed the world in profound ways: it has opened up wonderful new ways for people to connect, design, research, play, create, and express themselves. This survey course offers students a hands-on introduction to computer science that takes the students on a journey from fundamental computer skills (like how to turn on/off, save documents, click, click and drag) to the basics of digital arts (simple photo editing, graphic making, animation, sound editing), data analysis TEAM Inc, and an intro to coding - both scripting for the web and programming robots.

48

2024-2025 West Contra Costa Unified School District High School Course Catalog...

The overarching goals of the course are:
- To provide the students in the IT Academy with enough computer knowledge and skills to choose the sub pathways of study (digital arts and software programming)
- To provide the students with computer skills that will enhance their ability to produce documents and presentations
- To access information necessary for success in school
A primary objective of this course is to attract new students, especially those traditionally underrepresented in CS, to the joys and life opportunities that come with programming and computer science and to make rigorous computer science accessible and enjoyable.

Biomedical Innovations PLTW [H]
Course ID# 62592
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: In Biomedical Innovation, students design innovative solutions for health challenges of the 21st century working through challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

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

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 interact using relevant academic vocabulary during laboratory activities.

Careers in Teaching [P] [DE]
Course ID#80371
Grades: 11-12
Course Length: Year
Graduation: Satisfies UC/CSU (g) requirement
Description: Careers in Teaching is a college-preparatory CTE course designed to provide students with knowledge of career opportunities in the field of teaching and other school site educational professions. Students will examine the historical development of education in the US, foundations of teaching and learning, contemporary issues in education, child development, and research-based best practices for teaching and learning. All students are required to observe and/or participate in a variety of settings and classrooms at the elementary, middle or secondary levels under the guidance of a mentor teacher. The course helps prepare students for entry into college or university teacher training programs and is articulated with local community colleges.

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.
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

49

2024-2025 West Contra Costa Unified School District High School Course Catalog...

(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-Python Fundamentals [P]
Course ID # 30985
Grades: 10
Course Length: Year
Graduation: Satisfies UC/CSU (G) requirement
Description:CS Python Fundamentals is a course for students brand new to programming and computer science. In this course, students will learn problem-solving strategies, software design, and the foundations of computer science using two key tools: the Project STEM programming environment and EarSketch, a software package that turns your code into music. The primary language for the course is Python. The course will consist of video lectures, daily programming exercises, longer coding assignments, regular quizzes, projects, and exams. Students will also participate in online discussion forums. One major element of the content is the Code-Along videos. In these videos, students are asked to follow along with the instructor as they code. By coding in small chunks and pausing and repeating segments as necessary students are able to work through new topics at their own pace and work towards mastery of the material.

Computer Science Principles Engr PLTW [H]
Course ID# 80411
Grades: 10th, 11th,12th
Course Length: Year
Prerequisites: 1 year high school science (Required) Honors PLTW Principles of Engineering (Recommended) Algebra or Integrated Math 1, 2 (Required) Geometry or Integrated Math 3, 4 (Recommended)
Graduation: Satisfies UC/CSU (D)
Description:This course covers computer science principles for the Engineering Academy student. 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 engineering, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior coding 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 for engineering.

Constitutional Law Advanced [P]
Course ID #75488
Grades: 11-12
Course Length: Half Year
Graduation: Satisfies UC/CSU (A) requirement
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).

Constitutional Law: Civil Liberties [P]
Course ID # 75480
Grades: 12
Course Length: Half Year
Graduation: Satisfies UC/CSU (G) requirement
Prerequisites: Intro to Law (required) and Law & Justice (required)
Description: This course offers students the opportunity to examine the US Constitution and its Amendments, specifically the Bill of Rights. They will be able to identify basic individual rights and liberties guaranteed by the US Constitution and connect them to social justice issues. Students will analyze Landmark US Supreme Court cases pertaining to civil rights and liberties, resulting in their ability to evaluate the reasoning used in court decisions and the significance of those decisions, and interpret and apply judicial precedent of a Supreme Court Case. Finally, students will learn and be able to demonstrate an understanding of how statutes and policies are developed to protect society throughout history and the relationship between today's law and civil liberties.

Construction Technology [P]
Course ID #: 21235
Grades: 10th, 11th, 12th
Course Length: Full Year
Graduation: Satisfies UC/CSU (G) requirement
Description:
This competency-based course prepares students to work in the construction industry. The course is designed to provide students with technical instruction and practical experience in basic residential and commercial construction through classroom instruction and applied practice of field skills. Instruction includes an introduction, workplace safety, reviews of resource management, trade mathematics, employability skills, and apprenticeship preparation. Emphasis is placed on the techniques, tools, and materials required for the rough and finish carpentry, estimating, plumbing and electrical work, renewable energy, roofing, and painting. The competencies in this course are aligned with the California Career Technical Education Model Curriculum Standards. At the end of the course, students will research and evaluate apprenticeship, employment and secondary schooling opportunities.

Digital Arts 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 (F)
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 Media [P]
Course ID# 81320
Meets the UC (f) requirement
Grades: 11
Course Length: Year

50

2024-2025 West Contra Costa Unified School District High School Course Catalog..

Graduation: Satisfies UC/CSU fine arts or for graduation
Description: "Digital Media" is a Career Technical Education Course for the Arts, Media and Entertainment Industry Sector in Design, Visual and Media Arts as described in the California Career Technical Education Model Standards. This is a student centered, social constructivist modeled, collaborative course using digital story-telling methodologies to instruct students on the development of sequential, time-based, narrative productions. This 11th grade course builds on the student outcomes from the 10th grade course, Introduction to Digital Media, of research, writing for informational, instructional and narrative digital media productions.

This course develops students' abilities on the process of integrating academic research, writing, and digital narrative production using both audio (podcasting) and video to communicate. Students apply aesthetic and artistic direction to their productions. Students integrate previously learned knowledge and skills of visual media into projects in this course. Students work in collaborative teams that emulate real-world production environments. Leadership is developed through increasingly responsible positions.

This course is paired with the 11th grade CSU Expository Reading & Writing Course, in which cross-curricular concepts are applied that further support student success in Digital Media. Several of the units build on the units from the 10th grade class, going deeper into research methodologies, applying APA style writing and developing more in-depth productions. Units are not linear and are woven throughout the course, often overlapping. Students will earn Digital Badges representing their achievement.

Emergency & Allied Health Careers [DE]
Course ID # 855DE
Grades: 10-11
Course Length: Year
Graduation: Satisfies UC/CSU (G) requirement
Description:This course serves as a concentrator course for the CTE Health Academy. It is modeled after the CPA course Health Science Emergency Medicine, but modified to specifically align with course EMED 107 at Contra Costa College to earn students who complete this course early college credit. This course covers the skills needed for entry-level medical careers with an emphasis on emergency medical services. Students who successfully complete this course will earn both a first aid and CPR certification that qualifies them as an "Emergency Medical Responder" (EMR) and for employment opportunities with Cal Fire. In addition, students will develop an educational pathway into the EMT, paramedic, fire technologies, nursing, medical assisting or certified nursing assistant based on their interests. The course provides students with a comprehensive understanding of the anatomy, physiology, and pathophysiology of the human body as well as some related medical terminology. Concepts solidify the foundational knowledge for specific medical emergencies. The course also gives students a genuine context for the application of the knowledge used to help patients in the field. The course begins with basic knowledge of anatomy and physiology, first aid, CPR, data collection, and safety practices and ends with a thorough understanding of medical emergencies. The course presents the tools for students to understand the importance of pre-hospital care and delivers a thorough understanding of the proper use of medical equipment necessary to provide appropriate care. The competencies in this course are aligned with the National Standard Curriculum, Common Core State Standards, and the California Career Technical Education Model Curriculum Standards. There is also an emphasis on college and career readiness skills such as teamwork, effective communication, professionalism, and medical ethics.

Fashion Design 1 [P]
Course ID# 81855
Grades: 10-12
Course Length: Year
Graduation: Satisfies UC/CSU (g) requirement
Description:Fashion Design 1 [P] builds upon and expands on the skills developed in Introduction to Fashion Design. Students enrolled in this course will cover concepts including the history of fashion, research and trend forecasting, fashion sketching, visual merchandising and marketing, apparel draping, introduction to pattern making, elements of design development, product development, and introduction to portfolio building. Second year students will plan an end of the year fashion show produced during the second semester. This course provides a rigorous, standards-driven instruction and assessment, integrates academic and career-technical concepts through foundation standards, and contributes significantly to students' academic achievement. This second-year class will also reemphasize design concepts learned in Fashion Design, Intro and prepare the student for confident entrance into the Fashion Design, Capstone course. This course provides an in-depth study of advanced apparel design.

Food Services & Culinary 1 (ROP) [P]
Course ID #: 88670
Grades: 10-12
Course Length: full year
Graduation: Satisfies UC/CSU (G)
Description: This program combines classroom training in food preparation and service with hands-on experience, including a student-operated café or bakery at some sites. Students are prepared for employment in the restaurant, baking or catering industries as well as entrance into college programs with a hospitality focus. 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.

Food Services & Culinary 2 (ROP) [P]
Course ID #: 88672
Grades: 10-12
Course Length: full year
Graduation: Satisfies UC/CSU (G)
Description: This course uses an experiential based curriculum in order to provide students an opportunity for reading of technical documents, problem solving, project management, reflection and critical analysis of other's work. Through this process, students gain an understanding of modern equipment and techniques, current trends in selection and processing of products, as well as classical techniques including the migration and preparation of cuisine and the opportunity to investigate entrepreneurial business and environmental and sustainability issues as it pertains to the culinary arts. A beneficial corollary to this instruction provides students with basic life skills. This is a two semester (one-year) course that begins with basic sanitation and ends with an entrepreneurial component about the food service business.

Game Design & Animation [P]
Course ID# 22352
Grades: 10-11
Course Length: Year
Graduation: Satisfies elective requirement for UC/CSU and high school graduation
Prerequisites: Intro to Game Design & Animation
Description: This course takes students from 2D animation to 3D animation via industry standard study of the 12 Principles of Animation. Students will learn the foundational skills of drawing through perspective to observe aesthetics that

51

2024-2025 West Contra Costa Unified School District High School Course Catalog...

communicate the abstract issues of conveying realistic movement, physical timing, with the added concept that character appeal is the next step to develop. Students will create 3D images in computer software reflective of current industry standards to explore concepts such as lighting and shading, while maintaining a classroom workspace of teamwork that includes both creative concept sharing and communicating overall goals of projects.

Game Design Software [P]
Course ID#23354
Grades: 11-12
Course Length: Year
Graduation: Satisfies UC/CSU(g) requirement and high school college prep elective requirement for graduation
Description:Game Design Software is the capstone course in the Game and Simulation Design Pathway. This course focuses on utilizing skills gained through the pathway courses to develop a 3D game. The curriculum in this course concentrates on programming topics and technical skills using interactive 3-D gaming world techniques through structured programming and 3D modeling. Students who follow the Game Design and Simulation pathway learn and apply relevant technical knowledge and skills that prepare them for careers within the game design industry and in related technical fields, such as Game/Simulation Designer, Game Programmer, and Game Software Developer. The course objective is for students to create a team developed game project from idea to product and presentation.

Game Programming & Simulation [P]
Course ID# 22353
Grades: 10-11
Course Length: Year
Graduation: Satisfies elective requirement for UC/CSU and high school graduation
Prerequisites: Game Design & Animation (required); Intro to Game Design & Animation (Recommended)
Description: The Game Design and Simulation pathway prepares students for careers within the game design industry and in related technical fields. Students develop foundational knowledge in game design, animation, graphics, and computer software and hardware. This 3rd course in the sequence, Game Programming & Simulation, expands upon the technical skills and knowledge students gained in the two Game Design and Animation courses. This course focuses on the programming involved in game creation while enhancing the creative aspects of games. The curriculum concentrates on topics and technical skills of interactive 3D gaming worlds through structured programming and 3D modeling as student programmers and student artists apply their current knowledge of programming to increasingly challenging game design concepts.

Graphics & Digital Arts [P]
Course ID# 81890
Grades: 10-12
Course Length: Year
Graduation: Satisfies UC/CSU and high school fine arts requirement for graduation.
Description: This year-long course combines study of graphic design and digital arts, career exploration and preparation in design and visual/media arts, and hands-on skills development and application within the context of a working graphic arts shop. The course is structured around interdisciplinary projects that emphasize how the art elements of line, shape, form, color and texture are transformed into digital format. Students study and apply the principles of design (rhythm, balance, proportion, harmony, and perspective) and experience first-hand how these elements and principles are affected by digital media as they engage in design projects for real-world consumers. Design and visual/media arts career skills are developed through engagement in the design process from client consultation to product delivery.

Health Rec & Computer Apps [DE]
Course ID # 678DE
Meets the UC/CSU (g) requirement
Grades: 11-12
Course Length: Half Year
Prerequisites: 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.

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 healthcare 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.

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

52

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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.

Intro to Construction Trades [P]
Course ID # 21240
Grades: 9-10
Course Length: Year
Graduation: Satisfies UC/CSU and high school elective requirement for graduation.artiont
Description: Introduction to Construction Technology provides a student experience that develops career ready practices through career exploration in the context of project based learning. All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. Throughout this course, students work productively in small teams, use technology to enhance productivity, plan education and career paths, engage in industry related reading and writing, utilize critical thinking and participate in class academic discourse, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic & technical skills. Every unit requires that students submit practical and written evidence of learning for each project, complete multiple objective assessments, and present solutions to the class as proof of knowledge and skill attainment. Within each unit students read for understanding and information, use applied math skills, and write every day. Applications of science principles are reinforced through applicable units.

Introduction to Digital Media [P]
Course ID# 81230
Grades: 10-11
Course Length: Year
Graduation: Satisfies (f) requirement for UC/CSU and fine arts high school graduation
Description: "Introduction to Digital Media" is a Career Technical Education Course for the Arts, Media, and Entertainment Industry Sector in Design, Visual & Media Arts as described in the California Career Technical Education Model Standards. This course introduces 10th grade students to the artistic methodologies of digital media design and production. Students, beginning with this course, advance through a three-course sequence, culminating in a capstone course where students apply the skills learned in this course and the next sequenced course in the 11th grade. Applying the theories and practice of typography, visual design, message design and graphic design students will integrate research and writing techniques with artistic expression as outlined in the California Design, Visual and Media Arts (introductory level). Students work in collaborative cohorts in a student-centered instructional environment.

Introduction to Engineering Design [H] PLTW
Course ID #68789
Grades: 10-12
Course Length: Year
Graduation: Satisfies UC/CSU D .intro to la
Prerequisites: Algebra 1 (or equivalent) (Required) PLTW Introduction to Engineering Design or PLTW Principles of Engineering (Required)84505
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 Game Design & Animation [P]
Course ID# 22351
Grades: 9-10
Course Length: Year
Graduation: Satisfies elective requirement for UC/CSU and high school graduation
Description: Introduction to Game Design & Animation is a CTE introductory course within the Information Technology Education industry sector in the Games and Simulation pathway. The course is designed to provide foundational skills and concepts for careers, familiarize students with relevant terminology in gaming architecture, and engage students in program modeling and simulation via software development. Computer software capabilities are introduced within 2D and 3D animation and digital animation development environments.

Intro to Health Careers [P]
Course ID#
Grades: 9-12
Course Length: Year
Graduation: Satisfies elective requirement for UC/CSU and high school graduation
Description: The course is designed to expose students to the health care industry by surveying the wide spectrum of health care occupations and equipping them with the entry-level knowledge skills that apply to a variety of health occupations. Students who successfully complete this course will acquire the necessary core knowledge and skills that allow them to pursue an education and career in the health care industry.

Intro to Information Technology [P]
Course ID # 48560
Grades: 9-10
Course Length: Year
Graduation: Satisfies UC/CSU G
Description: Intro to Information Technology [P] is an interactive preparatory course for high school students brand new to programming. Intro to IT provides students with the foundations of computer science to prepare them for a pathway in ISDM, and also provides the foundations of Digital Arts for students who choose a Web Design pathway. Students learn to think computationally and solve complex problems, skills that are essential for every student. The course also includes a career exploration focus as well as a historical look at the production and presentation of media arts from programming and graphical developer perspectives.

Intro to Investments & Entrepreneurship [P]
Course ID # 58450
Grades: 10-12
Course Length: Year
Graduation: Satisfies UC/CSU (G) requirement for graduation.
Prerequisites: Alg 1 (Recommended)
Description: Introduction to Investments & Entrepreneurship course teaches students the foundations of business, how to successfully start a new business in common industries, including hands-on experience developing best business and personal finance practices. It includes all of the content in

53

2024-2025 West Contra Costa Unified School District High School Course Catalog...

introductory Business, Entrepreneurship and Finance courses, with additional consumer math units designed to teach students the connection between personal and business finance, and how to plan for ideal financial outcomes. This integrated program covers all the fundamentals of business planning and finance, from business ownership and financial planning to the basics of financial accounting, as well as important consumer topics which include budgeting and money management, banking and credit, saving and investing, and strategies for protecting financial resources. This program is built around a comprehensive, academically rigorous curriculum, with project-based learning and real-world connections to prepare students with the skills and experiences they need to succeed in college-level coursework and the workforce. Finally, students will design their own business model as their culminating project. Students will make connections between the theories taught and real-world scenarios and situations.

Introduction to Fashion Design [P]
Course ID # 81845
Grades: 9-12
Course Length: Year
Graduation: Satisfies UC/CSU and high school elective requirement for graduation.
Description: This introductory course provides students a basic understanding of fashion, textiles, design and construction. Emphasis of instruction is placed on fashion design and construction, fashion merchandising, fashion illustration, history of fashion, apparel and appearance, wardrobe and budgets. It includes units on the elements of art and principles of design and the application of these concepts to the fashion design process. The lessons presented in this course of study will allow students to explore their interest in fashion design while also providing them the opportunity to gain knowledge and skills necessary to understand and work in this professionally diverse global industry. Students will apply their learned skills to construct a portfolio or body of work that is professionally displayed.

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.

Introduction to Mental Health [P]
Course ID # 81745
Grades: 9-10
Course Length: Year
Graduation: Satisfies UC/CSU and high school elective requirement for graduation.
Description: This course introduces students to topics, issues, and populations that are related to the counseling and mental health field. Students will receive a strong foundation and framework of understanding social and emotional teen transitions and the impact of society and culture on their academic, personal growth, and development. The course will

address contemporary adolescent issues related to bullying, gender identity, tobacco/vaping, drug and alcohol abuse, teen dating violence, school violence while also teaching students how they can be an ally for their peers in social and emotional health and wellness.

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 (G)
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.

MC3 for Constr Trades [H]
Course ID# 73450
Meets the UC/CSU (g) requirement
Grades: 10-11
Course Length: Year
Prerequisite:
Graduation: Satisfies UC/CSU (G)
The Multi-Craft Core Curriculum (MC3) is a comprehensive pre-apprenticeship curriculum. It was developed and approved by the Building Trades National Apprenticeship and Training Committee. In 2012, the U.S. Department of Labor awarded the Building Trades the Department's Registered Apprenticeship Innovator and Trailblazer Award for the MC3 at its 75th Anniversary celebration.

This course provides students the opportunity to apply academic knowledge and technical skills through hands-on, project-based, curriculum that meets pre-apprenticeship requirements for the National Building Trades Council. MC3 curriculum is nationally recognized and certified by all Union affiliates. It encompasses a comprehensive approach to soft and hard construction skills. It involves a blended learning platform of both online modules and in-person training. The overall program requires over 120 hours of apprenticeship preparedness 84 required hours and 36 optional hours, covering the following topics: Orientation and Industry Awareness; Construction Trade Awareness; Tools and Materials; Construction Health and Safety; Blueprint Reading; Basic Math for Construction; Heritage of the American Worker; Diversity in the Construction Industry, Green Construction; Financial Literacy.

Pre-apprenticeship is a program or set of services designed to prepare individuals to enter and succeed in a Registered Apprenticeship program. Pre apprenticeships help individuals meet the entry requirements for apprenticeship programs and ensure they are prepared to be successful in their apprenticeship. Students will receive a broad overview of Union Trades and acquire the needed skills to successfully navigate an apprenticeship program. Upon successful completion, students will be able to apply directly to an apprenticeship program in California.

Media & Communications 1 [P]
Course ID# 81070
Meets the UC/CSU (f) requirement
Grades: 9
Course Length: Year
Graduation: Satisfies UC/CSU and high school fine arts requirement for graduation

54

2024-2025 West Contra Costa Unified School District High School Course Catalog..

Description: The Media and Communications 1 [P] course is designed to provide students with a comprehensive level of computer use skills and a functional level of photography skills. The course begins with instruction in how to use basic computer programs that students will utilize in all of their classes (such as Google Suite). Projects will allow students to become proficient in the basics of photography, including gaining an understanding of composition, lighting, camera function and post production. The content of the units presented here are woven throughout the course rather than being strictly sequential.

The career exploration component of this course will be to research various career options and opportunities that exist in the media industry.

Media & Communications 2 [P]
Course ID# 81080
Meets the UC/CSU (f) requirement
Grades: 9-10
Course Length: Year
Graduation: Satisfies UC/CSU and high school fine arts requirement for graduation
Description: The Media and Communications 2 course is designed for students to gain an understanding and become proficient in standard creative software applications such as Adobe Photoshop, Illustrator and Premier. As students explore these programs and learn their capabilities, they gain knowledge of basic graphic design and videography skills and concepts which will be built upon throughout the remaining course sequence. Another key component of the course is the continued exploration of the media industry such that students engage in extensive research of some of the different types of careers in the field. The content of the units presented here may be woven throughout the course rather than being strictly sequential.

Media Production & Publications 1 [P]
Course ID# 81013
Meets the UC/CSU (f) requirement
Grades: 11
Course Length: Year
Prerequisites: Media & Communications 1 and 2
(Recommended)
Graduation: Satisfies UC/CSU and high school fine arts requirements for graduation
Description: Media Production & Publications is a course designed to give students practice using the skills learned in Media and Communications 1 & 2, as well as to build strong skills in producing and publishing their work. Students will learn more advanced photography and design techniques and will be introduced to concepts of journalism, which they will utilize to create a variety of real- world, client-based content. This course will help students develop skills in communication, planning, designing, editing, interviewing, collaboration, time management and meeting deadlines, and producing large scale class projects. The content of the units presented here are woven throughout the course rather than being strictly sequential.

Media Production & Publications 2 [P]
Course ID#
Meets the UC/CSU (f) requirement
Grades: 12
Course Length: Year
Prerequisites: Media Production & Publications 1 (Required)
Graduation: Satisfies UC/CSU and high school fine arts requirements for graduation
Description: Media Production & Publications 2 is a course designed to give students the opportunity to apply the skills learned in the previous 3 years in their CTE Media progression. The aim of the course is to build strong skills in

production and publication of various types of media work. Students will learn more advanced design and video production techniques and will build upon previous concepts of journalism, which they will utilize to create a variety of real-world, client-based content. This course will help students develop skills in communication, planning, designing, editing, interviewing, collaboration, time management and meeting deadlines, and producing large scale class projects.

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.

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

2024-2025 West Contra Costa Unified School District High School Course Catalog..

55

functions of the human body and its systems. They will deepen their understanding through structured dialog, team research, and reading & writing assignments.

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.

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.

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.

uses of the camera, accessories and darkroom techniques.

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.

Public Health[H]
Course ID# 82550
Grades: 11
Course Length: Year
Graduation: Satisfies UC/CSU (g) requirement
Description: This course serves as the concentrator class as part of the CTE Health Academy and also articulates with course HED110 at Contra Costa College. This rigorous course focuses on the topics of community health, environmental health, epidemiology, disaster management, mental health, and pandemics, including COVID-19. Also covered will be health disparities amongst communities, the analysis of social detriments of health, and how to eliminate disease and close the gap with disparities among various populations. Finally, we will also cover community organizing and health promotion, environmental health and safety, global health, and healthcare policy. Students will also earn certifications such as Teenage CERT, Infection Control, Sports Field First Aid, & Introduction to Overdose Emergencies including Narcan use.

Radio Broadcasting 1 [P]
Course ID# 22540
Grades: 9-12
Course Length: Year
Graduation: Satisfies UC/CSU (f) requirement
Description: This course emphasizes improving students' auditory, communication, and literary skills through radio broadcast media as well as preparing students for careers in radio and audio production. Classroom instruction will include studio operations, announcing techniques, writing for radio, and following station format and FCC regulations. This course includes lectures, hands-on lab activities, practical

56

2024-2025 West Contra Costa Unified School District High School Course Catalog...

experience, and field trips. Students will produce a portfolio of work including various productions throughout the year.

Radio Broadcasting 2 [P]
Course ID# 22550
Grades: 10-12
Course Length: Year
Prerequisite: Radio Broadcasting 1 [P]
Graduation: Satisfies UC/CSU (f) requirement
Description:This course builds upon the skills and experience gained in Radio Broadcasting 1 [P] with a focus on professional radio. Students will learn about radio networks, program subscription services, feeds, satellites, program automation, and developing a daily and weekly program schedule for KECG FM. Underwriting sales and station revenue will be discussed. Students will support Audience Engagement initiatives including outreach events, social media, and live events. Students will collaborate with other classes to produce content. Every student will prepare and present a live weekly program on KECG and prepare and record programs to be delivered via automation services.

Software Development in Python 1 [H]
Course ID# 22360
Grades: 11
Course Length: Year
Graduation: Satisfies UC/CSU (g) requirement
Description: This rigorous class serves as a CTE concentrator in the Information Technology Academy (ITA). Students will develop computer software coded in Python. Beginning with basic print statements, the course will go in-depth into the three main data types of computer programming: strings, integers, and floats. During the second semester, students will study data management and manipulation through lists and various loops (while, for-each, for-range). The course concludes with an integrated final project wherein students write a computer software program that brings together everything they learned in the school year. Throughout the course, students are also introduced to a variety of career paths in computer science and technology.

Software Development in Python 2 [H]
Course ID# 22370
Grades: 12
Course Length: Year
Graduation: Satisfies UC/CSU (g) requirement
Description: This course is a continuation of the Software Development in Python 1 course and the capstone class for Seniors graduating in De Anza's CTE technology academy. Students build on what they learned from their junior year. After a brief review of the concepts learned last year, the students will move on to the next unit in the TechSmart Curriculum, which covers data structures such as web apis, nested collections, tuples, and dictionaries. Unit 2 teaches students how to create functions and make them efficient. Unit 3 teaches students the various types of files and how to read and write them with an algorithm. These file types include JSON files, Text Files and CSV files. Unit 4 brings all the concepts together with file systems. The final unit focuses on making the code elegant and readable. The final project is a massive 17-week project where students apply what they learned from this course to create a program that they will showcase at the yearly "Lovelace Initiative" fair where industry professionals, district stakeholders, and the student body will check out what the students have learned over the last two years of study.

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.

Urban Agriculture 2 [P]: Farm to Table
Course ID# 69751
Grades: 9-12
Course Length: Year
Graduation: Satisfies UC/CSU (g) requirement
Description: This course is a concentrator course as part of a sequence in the Urban Agriculture: Farm to table elective pathway. Students will utilize their skills in designing, cultivating, growing, and harvesting crops from the urban garden plots that they have been established to cultivate and prepare meals and seasonal menus that incorporate items from the garden and farm that represent healthy and nutritious food choices aligned to the "whole system" farming in modern cuisine. Students will deepen their understanding of the essential requirements in growing and tending their urban plots and farm in order to produce variety and maximize crop yield. Students will explore the history of agriculture in California and research the concept of "Passive Agriculture" utilized by indigenous Californians and the disconnect that exists between post-modern urban society and nature. Students will research and illustrate contemporary industrialized agriculture and its effect on farming techniques including livestock locally, nationally, and globally and explain the emerging, innovative, and controversial trends in agriculture production and harvesting. Students will research and explore the unequal access of fresh food choices in economically disadvantaged communities and discuss the legacy of urban farming and the victory garden movement. Students will design gardens for their neighborhoods that support the community as a whole in planning and preparing meals that are from farm to table in support of healthy eating and nutrition to address the health challenges facing the community.

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

57

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 1 [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 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.

58

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 ofP ublic 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 16th to 20th 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
Uourse 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; 3) 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

59

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 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 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.

ELA for Advanced English Learners 1 [P]
Course ID# 34026
Meets the UC/CSU (b) requirement
Grades: 9-12
Course Length: Year
Graduation: Satisfies one year of the English requirement for high school graduation as well as UC/CSU requirement
Description: The ELA for Advanced English Learners 1 [P] course is an intermediate level course which provides all English Learners explicit, rigorous, focused, and guided instruction in the areas of reading, writing, language, and listening and speaking skills. This course maximizes their academic success by accelerating their academic language acquisition and developing transferable academic skills in preparation for the 21st century, careers, life, and beyond. This seven unit course is aligned with the Common Core State Standards and is focused on the following types of literature: informational, expository, argumentative, poetry, fiction and non-fiction texts. This course allows and prepares students to further develop their reading, speaking, and writing skills which will enable them to be college and career ready once they enroll in a college level English course.

ELA for Advanced English Learners 2 [P]
Course ID# 34027
Meets the UC/CSU (b) requirement
Grades: 9-12
Course Length: Year
Graduation: Satisfies one year of the English requirement for high school graduation as well as UC/CSU requirement
Description: ELA for Advanced English Learners 2 [P] is an

60

2024-2025 West Contra Costa Unified School District High School Course Catalog...

accelerated and rigorous English Language acquisition course designed for students identified as English Language Learners (ELLs) at the Expanding levels in the four domain of listening, speaking, reading and writing. Because students may be at varying abilities in the four domains, the course provides targeted and differentiated instruction to advance proficiency in both communicative and academic English. Students will engage with grade-level texts in various genres, including fiction (drama, poetry, novels, and short stories) and non-fiction texts (expository, argumentative, instructional, and narrative writings) in order to develop literacy, textual analysis, and critical thinking skills. Students will complete various formal and informal writing assignments for various purposes and audiences, making conscientious choices about style, writing conventions, and rhetorical strategies. Students will progress through the various steps of the writing process, including invention, drafting, editing, revision, and publication. Students will participate in individual and collaborative activities that develop their interpersonal and academic language skills in the listening and speaking domains.

ELA for English Learners 1 [P]
Course ID# 34025
Meets the UC/CSU (b) requirement
Grades: 9-12
Course Length: Year
Graduation: Satisfies one year of the English requirement for high school graduation as well as UC/CSU requirement
Description: This course is designed to support English learners to develop high levels of academic achievement and proficiency across the core content areas in reading, writing, listening and speaking using strategies that best support ELLs language acquisition. The course is a combination of English Language Development using the curriculum of the English 1 courses. This is an asset's based approach to supporting the linguistic needs of ELLs. This curriculum is meant to be adaptable to the various linguistic needs and levels of the students in the course. As the language skills of the students increase, the teacher is expected to reflect this shift in their teaching and assessment style. Materials are left purposefully flexible as well, in order to be appropriately selected to be within the zone of proximal development of the students. It is expected that the teacher will be continuously monitoring the growth and progress of the students' language, and making text selections accordingly.

ELA for English Learners 2 [P]
Course ID# 34125
Meets the UC/CSU (b) requirement
Grades: 9-12
Course Length: Year
Graduation: Satisfies one year of the English requirement for high school graduation as well as UC/CSU requirement
Description: This course is designed to support English learner students develop high levels of academic achievement and proficiency across the core content areas appropriate for their grade level in reading, writing, listening and speaking. The course is a combination of English Language Development using the curriculum of the English 2 courses. English learners are expected to develop their target language while they interact with a variety of text types from which they must form meaning after analysis and interpretation. This curriculum is meant to be adaptable to the various linguistic needs and levels of the students in the course. Materials are left purposefully flexible as well, in order to be appropriately selected to be within the zone of proximal development of the students. It is expected that the teacher will be continuously monitoring the growth and progress of the students' language, and making text selections accordingly.

English Language Development 9 [P]

Course ID# 34160
Meets the UC/CSU (g) requirement
Grades: 9
Course Length: Year
Graduation: Satisfies one year of the English requirement for high school graduation and (g) for UC/CSU requirement
Description: This course which adheres to the California Common Core English standards intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, and videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 9 lit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development 10 [P]
Course ID# 34161
Meets the UC/CSU (g) requirement
Grades: 10
Course Length: Year
Graduation: Satisfies one year of the English requirement for high school graduation and (g) for UC/CSU requirement
Description: This course which adheres to the California Common Core English standards intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, and videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English 10 lit serves as the foundation for all subsequent courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

English Language Development 11 [P]
Course ID# 34162
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 course which adheres to the California Common Core English standards intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, and videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language.

English Language Development 12 [P]
Course ID# 34163
Meets the UC/CSU (b) requirement
Grades: 12
Course Length: Year
Graduation: Satisfies one year of the English requirement for

61

2024-2025 West Contra Costa Unified School District High School Course Catalog...

high school graduation as well as UC/CSU requirement

Description: This course which adheres to the California Common Core English standards intends to equip students for life outside the classroom, building college, career, and citizenship readiness. Focused on text complexity, the course covers narrative, plays, dramas, poetry, informational texts, including articles, websites, and videos, and other supplemental reading. Students will gain literacy skills by challenging their critical thinking, reasoning, and evidence collection skills. Students write essays that focus on thematic structure, sentence variety, and voice. Students can express their ideas in meaningful and relevant ways, while learning the technical aspects of language. English Language Development ELD 12 provides a foundation for all courses in high school that involve reading, analyzing and writing, providing students with the tools and strategies needed to develop effective communication skills.

Introduction to Academic Discourse [P]
Course ID# 81721
Grades: 9th
Course Length: Year
Graduation: Satisfies UC/CSU (b) requirement
Description: This course is designed to introduce students to effective modes of communication in their daily lives, but specifically in an academic setting. Students will learn communication styles, analyze examples of various types of communication, and practice communication skills. The course will cover a full range of speech topics including interpersonal communication, nonverbal communication, interviewing, presenting formal and informal speeches, and how to engage in academic discussions. Lessons and activities help students gain the skills and confidence they need to overcome obstacles and succeed in their efforts to communicate effectively in a variety of contexts and formats. Topics will include high interest topics and texts for students to engage in discussion, reading, and writing.

Journalism in the Digital Age [P]
Course ID# 36770
Grades: 9th-12
Course Length: Year
Graduation: Satisfies UC/CSU (b) requirement
Description:
This course is a rigorous, project-based survey of contemporary journalism in its many forms. Through a variety of text types, including news articles, videos, blog posts, books, periodicals, podcasts, and broadcasts, students will be introduced to journalistic ethics; freedom of speech and press; media consolidation; social media and misinformation; partisanship and bias; the decline of print periodicals; paywalls, ads, and the economics of news; and journalistic standards. Students will read memoirs of journalists, think critically about current events, and produce writing and media appropriate for publication and broadcast. Upon completion of this course, students will have gained critical analysis skills, experience in interpreting and producing media content, and the ability to navigate complex, conflicting perspectives.

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.

Public Speaking & Mass Media Comm [P]
Course ID# 31090
Grades: 10th-12th
Course Length: Year
Graduation: Satisfies UC/CSU (b) requirement
Description:This course is focused on two distinct areas of communication, personal communication and mass media communications. The beginning units will focus on the skills needed for students to become successful public speakers and communicators. Through specifically designed speeches, students will develop the skills to present ideas clearly, to design presentations focused on specific audiences as well as developing points of argument and counterargument on controversial topics. Students will analyze the success of each speech given as well as the success of each of their peers using a specific rubric. Part of the preparation will include researching techniques as well as MLA formatting. Students will then build on the personal skills learned to expand to the study of skills used by the Mass Media. Through an overview of each major media, students will analyze the progression of each media, the focus, purpose, and specific audience of each media and will analyze the techniques used by these media.

62

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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.

Electives/Other Courses

Advanced Youth Mentorship & Activism [P]
Course ID# 85000
Grades: 11-12
Course Length: Year
Graduation: Satisfies UC/CSU (G) requirement
Description: Advanced Youth Mentorship & Activism [P] 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 engage in activities and content geared toward developing their interpersonal communication skills, knowledge of community and academic resource intervention, event planning, promotion, and marketing, social justice advocacy and activism, as well as leadership and community-building strategies. These skills will be applied not only to mentoring and supporting new 9th grade students, but also to mentor and support first-year leaders in YMA class 1. 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. This class will also emphasize the use of data in informing program development and social justice advocacy. Link Crew Leadership is intended to give students an opportunity to explore interpersonal and mass communications as they assist in the empowering the school community through mentorship of younger students.

AFJROTC 4
Course ID# 8754J
Grades: 12
Course Length: Year
Graduation: Satisfies graduation requirement for elective credit.
Description:"(The) purpose of Junior Reserve Officers ' Training Corps [is] to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment." (JO USC Sec 2031).The mission of the AFJROTC Program is to, "Develop citizens of character dedicated to serving their nation and community". The objectives of JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals. The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration. JROTC strives to prepare students for college eligibility. Three main components of the program are academic instruction, tutorial support and motivational activities. Fourth year activities focus on global awareness, leadership in action and demonstrating Air Force Customs and Courtesies.

AFJROTC 1
Course ID# 8751J
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.

Air Force Junior Reserve Officer Training Corps 1 (AFJROTC 1) is intended for 1st year cadets (students) and is an Aviation History course -- one of four courses in the United States Air Force JROTC program. "(The) purpose of Junior Reserve Officers' Training Corps [is] to instill in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment." (10 USC Sec 2031). The mission of the AFJROTC program is to develop citizens of character dedicated to servicing their nation and community. The objectives of AFJROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character and self-discipline by providing instruction in leadership theory and application. The AFJROTC program is grounded in the Air Force core values of Integrity First, Service Before Self and Excellence in all we do.

AFJROTC 3
Course ID# 8753J
Grades: 9-10
Course Length: Year
Description: AFJROTC 3 [P] is intended for the 3rd year cadet (student). They will study *Life Skills and Career Opportunities,* Second Edition, which provides an essential component of leadership education for today's high school students. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap.
To help students increase their potential for success through education, they will learn how to select a school that is right for them; how to apply for admission to a vocational or technical school, community college, or college/university; and how to succeed in these learning environments. Finally, students will consider the most important elements of life skills for all Americans: civic responsibilities, such as volunteering, registering to vote, jury duty, and draft registration. Students also undertake space discovery, with units on the space environment, exploring space, manned and unmanned spaceflight, space technology and commercial interests in space.

AFJROTC 2
Course ID# 8752J
Grades: 9-11
Course Length: Year
Graduation: Satisfies graduation requirement for elective credit or may be applied to Physical Education graduation credits.
Description:
AFJROTC 2 [P] is intended for 2nd year cadets (students). During the course, cadets study "*The Science of Flight: A Gateway to New Horizons"* which focuses on how airplanes fly, how weather conditions affect flight, the effects of flight and the human body, and principles of navigation. The course is designed to complement materials taught in math, physics, and other science-related courses, and is aligned with the National Science Education Standards, the Math Standards and Expectations, and ISTE National Educational Technology Standards for Students. Each unit is designed to incorporate academic as well as technical understanding through critical thinking, collaboration and creativity.

African American Studies [P]
Course ID# 73220
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: African American Studies [P] is a course that

64

2024-2025 West Contra Costa Unified School District High School Course Catalog...

introduces cultural, geographical, historical, environmental, and political issues of the African American experience. Through research, the examination of works of art, historical documents, music and film, students will study topics including (but not exclusive to) African civilizations, slavery, the black experience in the Americas (North, Central, and South), Civil War and emancipation, Reconstruction, migration, the Civil Rights movement, and contemporary issues facing the black community as well as African American influence on U.S. and world culture. In addition, students will be exposed to the African American experience through the study of customs, traditions, culture, economics, music, politics, and art.

AP Computer Science A (c)
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 (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 (d) computer science third year of science 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 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.

App 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: Applied Research Methods for Contemporary Issues is 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. As such, students will use technology to access primary and secondary resources and to facilitate inquiries into contemporary issues and challenges, both local and global. Students' research will investigate three thematic units: leadership and legal studies, the responsibilities of 21st century citizens, and contemporary health issues. Students will pair technological resources with the reading of full-length works of narrative research. In the fourth and culminating unit, students will each prepare an independent inquiry that uses technology to conduct in-depth research and present findings about a contemporary issue or challenge within the student's intended career pathway.

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 anew 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

65

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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. Also included are daily announcements and reporting on school events.

Career Preparation Seminar [P]
Course ID# 81020
Grades: 11-12
Course Length: half year
Graduation: Satisfies UC/CSU (g) requirement and high school graduation for college prep elective.
Description: Career Preparation/Intern seminar is a one-semester course designed to help students learn and practice valuable skills needed to be college and career ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, research assignments, online activities, engagement with speakers, job simulations and internship performance. Students will identify academic interests, skills, values, and personality types, and research industries and employers. Students will create and revise resumes, practice interview skills, and identify appropriate workplace norms and problem solving strategies. They will learn and demonstrate productive, responsible collaboration, in class and throughout the internship project. Students share and process learning experiences and problems collaboratively, before, during, and after the internship, and learn to give and receive constructive input from others, particularly during weekly group seminars. Instructor will collaborate with intern supervisor mentors on progress evaluations. Students will present attainment of learning goals assessed on a rubric in a culminating event.

Chicana/o Studies [P]
Course ID# 73240
Grades: 9-12
Course Length: Year
Graduation: Satisfies elective requirement for UC/CSU and high school graduation
Prerequisites: Ethnic Studies (Recommended)
Description: The Chicana/o Studies [P] course will examine the political, social and economic conditions that have impacted the Chicana/o identity, and the historical events that have shaped the Chicana/o communities in the United States. Moreover, this course provides Chicana/o history and experiences, with an emphasis on the intersections between culture, race, gender, social class, language, immigration, historical developments, and artistic/literary expression. Students will analyze the long-lasting effects of historical events related to the Chicana/o in society. Students will engage in academic activities to further understand the content of the course. Finally, this course will provide students a critical analysis of the Chicana/o efforts towards their continued struggle for social justice.

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 Science [P]
Course ID# 30400
Grades: 10-11
Course Length: Year
Graduation: Satisfies elective requirement for UC/CSU and high school graduation
Prerequisites: Algebra 1 and English 1 (Required)
Description: This course addresses the California CTE Standards under the Information and Communication Technologies Industry Sector and the Software and Systems Development Pathway. The course is designed to give students a first experience with programming using a tool that makes the concepts of programming accessible to all students. This concentrator course provides a foundation in object-oriented computer programming and is intended to inspire more students to the field of software design and engineering. The course will create opportunities for students to pursue post-secondary computer science education as well as provide the basic skills for some entry-level positions in software design and engineering. There is an increasing need for computer programmers to support all industries. This course will allow the students an opportunity to explore and pursue post-secondary options in a variety of career pathways.

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.

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

66

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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 .

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.

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.

Ethnic/Soc Justice Modern World History [P]
Course ID# 78440
Meets UC/CSU (a) requirement
Grades: 9-10
Course Length: Year
Graduation: Satisfies high school graduation world history requirement and UC/CSU (a) requirement

Description: This course is designed to view the historical journey of the 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 to 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.

Ethnic Studies [P]
Course ID# 78411
Grades: 11-12
Course Length: Year
Graduation: Satisfies elective requirement for UC/CSU and high school graduation
Prerequisites: World Hist (Recommended)
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.

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

67

2024-2025 West Contra Costa Unified School District High School Course Catalog...

prepare them for postsecondary education, advanced training and/or employment. Students will gain a solid understanding of both business and personal finances.

High School Study Hall
Course ID #
Grades: 9-12
Course Length: half year or full year
Graduation: none
Description: For students who are taking Edgenuity during the school day. They receive a grade and credit once they complete a course in Edgenuity. This is only for credit recovery not for first time instruction.

Intro Academic Communication Skills [P]
Course ID # 81010
Meets the UC/CSU (g) requirement
Grades: 9-12
Course Length: full year
Graduation: Satisfies UC/CSU and high school elective requirement for graduation.
Description: This course is designed to introduce students to effective modes of communication in their daily lives, but specifically in an academic setting. Students will learn communication styles, analyze examples of various types of communication, and practice communication skills. The course will cover a full range of speech topics including interpersonal communication, nonverbal communication, interviewing, presenting formal and informal speeches, and how to engage in academic discussions. Lessons and activities help students gain the skills and confidence they need to overcome obstacles and succeed in their efforts to communicate effectively in a variety of contexts and formats.

Intro to Chicano(a) Studies Through Film [DE]
Course ID# N/A
Grades: 9-12
Course Length: Year
Graduation: Opportunity for early college credit
Description:This course examines films that deal with the Chicano(a) experience, and the influences that shaped the views reflected in those cinematic works. The course will emphasize film analysis and interpretation, and will frame cinema as political, socioeconomic, cultural, and aesthetic practice. Films produced in the US and in Latin America will be encompassed in the course.

Intro to Vocal Music/ Mixed Choir [P]
Course ID# 56930
Grades: 9-12
Course Length: Year
Graduation: Satisfies the UC/CSU (g) requirement
Description: This is an introductory vocal music ensemble for singers. Instruction includes introductory music theory, music history, vocal techniques, sight singing, performance decorum, and ensemble performance techniques. The ensemble performs frequently during the school year, including community service concerts, beginning festivals, and a spring tour/competition. Enrollment is not limited. Career exploration is an important component of this course.

ISED 150: Orientation to Education [DE at SFSU]
Course ID# N/A
Grades: 11-12
Course Length: Semester
Graduation: Opportunity for early college credit
Description: High school juniors and seniors can take San Francisco State University undergraduate courses at their own high school and earn 3 units of college credit. Students in this course develop academic and interpersonal skills for living, learning, and working in a college setting. This course has three goals: to help students develop skills to enhance academic

success in college; to provide students with access to university resources and personnel who will support students in formulating a successful plan for the start of their college experience; and to introduce students to current topics related to media, education, and society.

ISED 204: Critical Thinking for Educational Equity and Social Justice [DE at SFSU]
Course ID# N/A
Grades: 11-12
Course Length: Semester
Graduation: Opportunity for early college credit
Description: High school juniors and seniors can take San Francisco State University undergraduate courses at their own high school and earn 3 units of college credit. Students in this course develop critical thinking skills to analyze current issues in equity and social justice education. Emphasis is placed on examining social justice issues related to race, ethnicity, class, and gender. This course meets the California State University (CSU) Critical Thinking requirement and the SF State American Ethnic and Racial Minorities (AERM) requirement.

Journalism 1 [P]
Course ID# 36710
Grades: 10-12
Course Length: Year
Graduation: Satisfies the UC/CSU (g) requirement
Description: Journalism 1 introduces students to the structural demands of various genres and styles of journalistic writing, including but not limited to traditional news articles, feature articles, "New Journalism," narrative research, and investigative journalism. Journalism implements a Common Core framework which engages students in applying the skills underlying the standards, preparing them for success in College & Career. Journalism 1 invites students to think critically and engage in academic discourse about the core values and ethics of journalistic professionalism - e.g. impartiality, independence, and accuracy - within the challenging and quickly changing landscape of new media. Students will develop their understanding of these core concepts by reading and writing journalistic articles, as well as by analyzing the writing styles and perspectives of prominent national publications.

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.

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.

Math Academic Support
Course ID# 53710
Grades: 9
Course Length: Year

68

2024-2025 West Contra Costa Unified School District High School Course Catalog...

Graduation: Satisfies elective requirement for high school graduation

Description: This course is designed for students to strengthen basic math concepts and skills.

Mindful Studies [P]
Course ID# 84500
Grades: 10th-12th
Course Length: Year
Graduation: Satisfies UC/CSU and graduation requirement for elective credit

Description: In this class, students will learn about the psychology and physiology that relate to the student's emotional experiences and how they are expressed. Students will learn, practice, and reflect on evidence-based strategies related to emotional regulation, self-awareness, and public health. Students will study these strategies and practice implementing and communicating their learnings through project-based learning that engages their personal reflection and expands on their ability to collaborate with their peers and community.

Personal Finance [P]
Course ID# 23580
Grades: 11-12
Course Length: Half Year
Graduation: Satisfies UC/CSU and graduation requirement for elective credit
Prerequisites: Alg 1 (Required)

Description: The overall goal is for students to use their math skills to manage their finances and make sound financial decisions in order to be prepared for adulthood. Students will understand the importance of saving and budgeting, investments (including the stock market), credit and debt, financial planning and insurance and income, taxes and giving. Students will explore real world scenarios and learn how to apply the knowledge gained in the course. Students will walk away with practical tools.

Psychology [P]
Course ID# 75000
Meets the UC/CSU (g) requirement 3671
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.

Sociology [P]
Course ID# 72677
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: The Sociology course will engage student learning through inquiry that examines case studies relevant to today's issues to create analytical, empathic, and engaged citizens. The enduring understanding for this course is that society has built every single one of us and influences everything that we do. Understanding the invisible forces is how we can make life better for everyone. In this course students will be like sociologists, they will determine central ideas of sources and cite textual evidence. They will make meaning of data and make

personal connections to the content. Throughout the course, students will work collaboratively to investigate and discuss questions. In addition, they will conduct sociological experiments, research, and investigations and compare and evaluate multiple sources. Because of sociology's breadth and applicability, it is a topic that is often fascinating for high school students.

Spanish for Heritage Speakers [DE]
Course ID# N/A
Grades: 9-12
Course Length: Year
Graduation: Opportunity for early college credit

Description: This course is designed for heritage speakers of Spanish or students whose first or home language is Spanish. It provides instruction that builds upon the existing reading, writing, speaking and listening skills and the cultural heritage and knowledge of these students. The course will increase awareness of linguistic registers, discuss items beyond the familiar routine and develop an appreciation for Hispanic cultures as manifested in Spanish speaking countries and in the United States. This course is entirely conducted in Spanish.

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.

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 culminates in a project where students advanced algebra 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

69

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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.

Youth Mentorship & Activism [P]
Course ID# 58470
Grades: 11-12
Course Length: Year
Graduation: Satisfies UC/CSU (G)
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.

70

2024-2025 West Contra Costa Unified School District High School Course Catalog...

Mathematics

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.

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.

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.

Algebra 2/Precalculus [P]
Course ID# 51190
Meets the UC/CSU (c) requirement
Grades: 11-12
Course Length: Year
Prerequisite: Algebra 1 & Geometry
Graduation: Satisfies UC/CSU (c) and math graduation requirement.

Description: This course is designed for students who complete Algebra 1 and Geometry in the 9th and 10th grade, respectively, and are interested in taking AP Calculus AB or AP Calculus BC as 12th graders. The course covers the content most essential as preparation for either of those AP courses traditionally covered in Algebra 2 and Precalculus. Students learn about the main transformations and several identifying key features of families of functions, then go in depth into linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric functions, acquiring the skills needed to solve related equations. In addition conic sections, parametric equations and polar coordinates are emphasized in this course.

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 are to 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.

71

2024-2025 West Contra Costa Unified School District High School Course Catalog...

Data Science & Statistics 1 [P]
Course ID# 52958
Grades: 11-12
Course Length: Year
Prerequisite: Geometry
Graduation: Satisfies UC/CSU (c) requirement and one year of math for graduation
Description: This course will develop skills in Data Science and statistics by emphasizing a modeling approach. The General Linear Model (GLM) is used as a major connecting principle among the many concepts covered in this course. Students will learn to use data and modeling to answer questions and to critically evaluate information. This is achieved, in part, by embedding opportunities for students to engage in productive struggle, deliberate practice, and practicing explicit connections between concepts into the structure of the course and its online textbook.The goals of the course are for students to develop the habits of mind of a data scientist, such that they can problem solve flexibly with data in a variety of situations. The course also aims to develop the practical skills needed across the stages of the Data Science cycle, including data collection, analyses, and communication of results. Furthermore, a significant goal of the course is to provide students with skills that are future-oriented, not outdated, and tied to the real-world so that they are better equipped for their future careers.Throughout the course, data analyses and data visualizations will be done using the statistical programming language, R, and aligning R with the algebraic notation of the GLM commonly used by professional researchers. Authentic datasets and real-world questions will be explored while building coding skills, thus providing a genuinely professional environment to work in. This course emphasizes the High School Common Core State Standards for Statistics and Probability that involve the study of Data Science, as well as some AP Statistics and Probability Standards, and standards pertaining to Algebra and Functions. Students authentically apply the Standards for Mathematical Practice throughout the course. By the end of the course, students will be prepared to explore quantitative and categorical data using numerical and visual summaries with the use of R; to model variation in categorical and quantitative data using the GLM; and to compare and evaluate models in terms of effect size and probabilities.

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.

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.

72

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 IEPs 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 .

73

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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 1
Course ID# 68610
Meets UC/CSU (d) requirement Grades: 11-12
Course Length: Year
Graduation: Satisfies (d) requirement for UC/CSU and high school physical science requirement for graduation

Description: Learn about the foundational principles of physics as you explore Newtonian mechanics; work, energy, and power; mechanical waves and sound; and introductory, simple circuits. You'll do hands-on laboratory work to investigate phenomena.

Applied Chemistry & Biotech (UCCI) [P]
Course ID# 66210
Meets the UC/CSU (d) requirement
Grades: 10
Course Length: Year
Graduation: Satisfies Physical Science lab requirement for UC/CSU and high school physical science or elective requirement for graduation
Prerequisites: Alg 1 (Required)
Description: This course allows students to investigate and apply chemistry and biotechnology concepts and methods to understand and address issues related to five essential human needs—Water, Food, Health, Waste Management, and Energy—as Chemistry and Biotechnology complement each other in addressing these essential needs. Human diseases, for example, are treated by either small molecule drugs produced by chemistry or protein-based drugs produced by biotechnology, and environmental contaminants can be cleaned up either using chemistry or microbes. Whether a chemistry or biotechnology solution works best depends on the specific nature of the problem, and often both approaches to the problem are necessary for optimal resolution.

Applied Engineering [H]
Course ID# 68959
Meets the UC/CSU (d) requirement satisfies 3rd year for UC/CSU
Grades: 10-12
Course Length: Year
Prerequisites: Physics of the Univ and Alg 1 (Required)
Description: This course introduces students to fundamental engineering concepts and disciplines. Students learn about the engineering design process through introductory lessons in mechanical engineering, electrical engineering, manufacturing and computer science. Students are introduced to the fundamentals of engineering through project and lab-based experiences. Students then apply their knowledge of engineering and design towards the completion of a long-term engineering project. This project allows students to explore topics directly related to several fields of engineering including art/design and CAD, manufacturing, assembly, Arduino programming, product testing and evaluation and quality assurance.

Astronomy [H]
Course ID# 66850
Grades: 10-12
Course Length: Year
Prerequisites: Physics of the Univ [P]
Graduation: Satisfies UC/CSU (d) requirement
Description: Astronomy Honors is a rigorous, inquiry-based course in the fundamental principles, applications and observations of classical astronomy and astrophysics. Students solve complex problems, design experiments, interpret laboratory observations and errors mathematically, apply knowledge to new situations, and develop an appreciation for both the history of astronomy and its future. Assessments are partially laboratory-based, with attention to analysis, inference, and clear communication. The curriculum, beginning with History of Astronomy, will include Distance Scales and Parallax, Newtonian Gravity, Kepler's Laws, Observational Techniques, Cosmology, and Stellar Astrophysics with attention to what it is like to work as an astrophysicist in the field.

Biology The Living Earth [P]
Course ID# 67000

74

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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:This course is modeled after the 2016 California Science Framework Three-Course Model, integrating Performance Expectations from Earth and Space Science with Biology. The interactions between the biosphere and the rest of Earth's systems influence students every day, from the food that they eat to the air they breathe. Some of these mechanisms occur in the blink of an eye while others take millions of years to unfold. Despite the extreme variability in scale, students have tools to use evidence, evaluate claims, and develop models to interpret the unseen. Students begin with phenomena and use them to enhance their understanding of core ideas in Biological Science and Earth and Space Sciences.

Biochemistry of Food Science [P]
Course ID# 68711
Meets the UC/CSU (d) requirement
Grades: 11-12
Course Length: Year
Graduation: Satisfies (d) requirement for UC/CSU and high school physical science requirement for graduation
Prerequisites: Biology (Required)
Description: This course is designed to teach students chemistry through the science of food and technology advances. Through extensive and numerous laboratory experimentation along with class discussion, field trips, guest speakers, students will apply chemistry principles of food science. The topics of atomic structure, chemical bonds, gases, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and nuclear processes will be embedded in the class discussions, activities and labs about agriculture food science and technology.

Biotechnology 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
Prerequisites: Biology (required), Alg 1 and Chem (Recommended)
Description: Biotechnology is a field of science that utilizes biological processes, organisms or systems to manufacture products or technology intended to improve the quality of human life. This course is designed to build on students' fundamental knowledge of Biology and Chemistry to develop an understanding of how models derived from nature can be used in novel applications in a lab for human benefit. Students delve into theory, hone their lab skills, and become familiar with tools of a biotech lab, such as gel electrophoresis, transformation, PCR etc. This course is lab-based, and also incorporates an exploration of career options in the sciences.

Chemistry in the Earth System [P]
Course ID# 67200
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 is modeled after the 2016 California Science Framework Three-Course Model, integrating Performance Expectations from Earth and Space Science with Chemistry. It begins with a tangible example of combustion and food calorimetry. The combustion of fossil fuels and release of heat, carbon dioxide, and water is a fundamental thread that ties together most of the sections of the course. The next unit begins with simple interactions between particles to explain thermal energy and how it is exchanged within systems. Students then apply their understanding of heat flow to see its role in driving plate tectonics within the Earth system. Only after students are firmly thinking about matter as particles do they zoom in and look at the nature of the particles themselves by studying atoms and how their behaviors are categorized into the periodic table. Students are now equipped to model simple chemical reactions. They return to the combustion chemical reaction and consider the impact that the product of this reaction, carbon dioxide, has on the global climate system. Students consider more advanced chemical reactions and then apply their understanding of chemical equilibrium to a very real problem of ocean acidification, which is also caused by changes in carbon dioxide concentrations in the atmosphere In the end, students will have explored the fundamentals of chemistry and essential roles that these processes play in Earth's solid geosphere, its liquid hydrosphere, and its gaseous atmosphere.

Environmental Science l [P]
Course ID# 67310
Grades: 9th
Course Length: Year
Graduation: Satisfies the UC/CSU (d) requirement
Description: *Preparatory Environmental Science* provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study, yet there are several major unifying themes. This course includes a strong laboratory and field investigation component. Experiences both in the laboratory and in the field provide students with opportunities to test concepts and principles that are introduced in the classroom. In this class, students gain a broad awareness of environmental science and technological career opportunities.

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
Prerequisites: Biology
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.

76

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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 theBay 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 race filmrequirement for graduation
Description: A survey course in which students study the relationship between earth and its people. The framework

77

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 (a) 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.

US History & Ethnic Studies [P]
Course ID# 77550
Meets the UC/CSU (a) requirement
Grades: 11
Course Length: Year
Graduation: Satisfies the (a) requirement for UC/CSU and U.S. History requirement for graduation
Description: The Ethnic Studies course will engage student learning from a historical perspective and consideration that race and racism (both individually, collectively, and institutionally) have been, and continue to be, profoundly powerful socio- economic, political and cultural forces affecting American society before and since its founding as a nation. The course covers a substantial period of U.S. History and focuses on the historical experiences of African Americans, Asian Americans, Chicanas/os, Native Americans, and other ethnic, racialized, or disenfranchised populations in the United States. The course appreciates and highlights the concrete situations of people of color, and uses social science framing to emphasize the structural and social dynamics of race, racism, institutional racism in relation to the experiences of people of color in America. The course spans from the 1500s to present focusing on politics, social reform and draws on the personal experiences of disenfranchised communities. The course motivates students to identify similar social patterns and universal qualities present in other societies, including their own. The course seeks to empower all students by becoming critically conscious and prepared to engage socially and politically and to think critically about their personal history and experiences dealing with race, racism, and ethnicity in their communities and the world around them.

US History & Ethnic Studies [H]
Course ID# 75692
Grades: 11
Course Length: Year
Graduation: Satisfies the (a) requirement for UC/CSU and U.S. History requirement for graduation
Description: The Ethnic Studies course engages student learning from a historical perspective and the consideration that race and racism (both individually, collectively, and institutionally) have been, and continue to be, profoundly powerful socio-economic, political and cultural forces affecting American society before and since its founding as a nation. The course covers a substantial period of U.S. History, and focuses on the historical experiences of African Americans, Asian Americans, Chicanas/os, Native Americans, and other ethnic, racialized, or disenfranchised populations in the United States. The course appreciates and highlights the concrete situations of people of color, and uses social science framing to emphasize the structural and social dynamics of race, racism, institutional racism in relation to the experiences of people of color in America. The course spans from the 1500s to present focusing on politics, social reform and draws on the personal experiences of disenfranchised communities. The course motivates students to identify similar social patterns and universal qualities present in other societies, including their own. The course seeks to empower all students by becoming critically conscious and prepared to engage socially and politically and to think critically about their personal history and experiences dealing with race, racism, and ethnicity in their communities and the world around them

78

2024-2025 West Contra Costa Unified School District High School Course Catalog...

Visual and Performing Arts

21st Century Yearbook Design & Publ [P]
Course ID# 85290
Meets the UC/CSU (f) requirement
Grades: 9-12
Course Length: Year
Graduation: 21st Century Yearbook Design and Publication [P] is a year long project-based course designed to have students create publication mediums that directly impact society and its various cultures, through visual art and design. Students will use creativity and the artistic process of creating layouts and designs to put together and publish the yearbook. The designer (student) will prove their awareness of their target audience while maintaining integrity of their design, photographs, edits and written work. Designers will then edit other student's work for content, design, originality and ethics. They will collaborate to effectively create and deliver a finished product and create their own portfolio that can be used for college and career opportunities.

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 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.

AP 3D Art and Design
Course ID# 81025
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: The AP Art and Design program consists of three different courses and AP Portfolio Exams— AP 2-D Art and Design, AP 3-D Art and Design, and AP Drawing— corresponding to college and university foundations courses. Students may choose to submit any or all of the AP Portfolio Exams. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

AP Studio Art: 2-D Design
Course ID# 80150
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: Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams.

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.

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

79

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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.

Dance 1 [P]
Course ID# 55490
Grades: 9-12
Course Length: Year
Graduation: Satisfies UC/CSU (f) requirement and fine arts for graduation
Description:In Dance 1 [P], students learn foundational movement skills in a variety of dance genres including concert and cultural forms. They learn to rehearse and perform choreography created by the instructor, then they build their own skills of choreography. They create their own original, collaborative dance works that express a theme that is important to them. Additionally, they practice research, criticism, and skills of giving and receiving feedback in dance.

Graphic Arts [P]
Course ID# 81875
Grades: 9-12
Course Length: Year
Graduation: Satisfies UC/CSU (f) requirement
Description: Graphic Arts is designed to introduce students to develop artistic concepts and the basic technical skills necessary for entry level employment in the graphic arts industry, to understand the basic printing process, to develop a sense of graphic design and its applications in the advertising and graphic arts industry, and to emphasize professional standards. A further goal of the class is to inspire students to strive for advanced career goals in graphic arts and prepare them for instruction at the post-secondary level. Instruction will be accomplished in a combination of graphics classroom/ production laboratory environment. Emphasis will be place on developing the students' ability to work independently. The class will provide intense experience to the student in the areas of computer operation and technology, graphic related software, creative visual thinking, design, preparation of layout, deadlines, and customer relations. Upon receiving advanced instruction and developing the necessary skills in the chosen graphic arts area, the student may further his/her skills and experience through the community classroom or cooperative community classroom.

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) requirement
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

80

2024-2025 West Contra Costa Unified School District High School Course Catalog...

be required to perform at all concerts, community events, and any chosen festivals throughout the school year.

Dance Production [H]
Course ID# 54750
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.
Prerequisites: Jazz Dance I and Dance Comp 1 (Required)
Description: The Dance Production Honors class is for our most advanced and dedicated dancers, selected by audition. This course emphasizes demonstration of advanced technical skills, artistic vision, and interpretation; versatility through the exploration of a diversity of forms (ballet, modern, contemporary, hip hop, jazz, and more); stage presence and the communication of ideas through performance and collaboration; and, the art of choreography through both a series of short-term projects of original student compositions and the production of dance concerts featuring student and faculty work. All students in this course apply for membership in the National Honor Society for Dance Arts for the opportunity to graduate with Dance Honors. The ultimate goals for students in this course are for them to challenge themselves technically and artistically, confidently perform their own choreography and that of others, respond effectively to the works of dance they create and those of others that they review, and to connect their experiences as artists with those beyond the dance studio and stage.

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 modem 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 [P]
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.

Jazz Ensemble [H]
Course ID# 57780
Grades: 10-12
Course Length: Year
Graduation: Satisfies UC/CSU (f) requirement and high school fine arts for graduation 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 or may be applied to Physical Education graduation credits
Description: Students in Marching Band will perform in school activities, community concerts, shows, parades, and events. Students will achieve an advanced level of performance skills on their instruments. Individual instrumental technique growth, group dynamics, and introduction to leadership skills will be emphasized.

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 or may be applied to Physical Education graduation credits
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 instrumentalists 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.

Percussion Ensemble [P]
Course ID# 57230
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: Percussion Ensemble [P] is an instrumental music course integrating the instruments of the percussion family into the instruction and training of students in the primary roles of musical communication: composer, performer, and analytical listener. The course will emphasize the analysis of compositional techniques, acquisition and development of instrumental performance techniques, the development of aural skills necessary in recognizing unity, balance and ensemble cohesiveness within a musical ensemble and as a solo performer. Students will be assessed with various performance and listening rubrics. Students will participate in self-assessment, instructor assessment, and peer assessment. Students will participate in performances both during the school day and outside of school.
Self Evaluations are done after every performance inside and outside the classroom. Students reflect on and grade their own performances based on quality, precision, tonal accuracy, dynamics, memorization, interpretation, and stage presence. Performances are recorded both with audio and visual so that students may better assess and evaluate their own performances.

Performances are graded based on the same rubric as a self-evaluation given to each student. Quality, precision, tonal

82

2024-2025 West Contra Costa Unified School District High School Course Catalog...

accuracy, dynamics, memorization, interpretation, and stage presence are all taken into account in the grading process. The rubrics let the students know exactly what they need, what they are doing well on, and what to improve on. The performance rubric allows them to focus on strengthening their weaknesses.

This course is designed to give the student an enriching and diverse instrumental music education regarding drumming and the drum set. This class provides a number of performance opportunities for the student in a variety of musical settings. The daily objective of the course is to foster and promote musical growth through the study of drums and percussion; both past and present. The ultimate goal is to learn the basic skills to play the drum set, and foster an informed understanding of the P.A.S. (Percussive Arts Society)40 Rudiments.

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 students' skill sets 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

Theater 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: Theater 1 provides an introduction to theater as a discipline and art form. Through theater 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 theater as an expression of both history and culture, students will explore the way in which theater affects and is affected by its societal context.

Theater 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: Theater 2 builds on knowledge and skills introduced in Theater 1. Students develop more specific skills in the areas of: acting, design, playwriting, 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: Theater 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 (f) requirement
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.

Wind Ensemble [H]
Course ID # 57350
Grades: 10-12
Course Length: Year
Graduation: Satisfies UC/CSU (f) requirement
Description: Wind Ensemble Honors is an advanced performance based course for woodwind, brass, and percussion instrumentalists. The course focuses on refinement of individual skills toward the collegiate level, mastery of music reading, fundamental music theory concepts, and strengthening fundamentals through the study and performance of solo, small, and large ensemble literature ranging from the core

repertoire to new works from diverse and contemporary composers. Limited instrumentation requires a placement audition for ensemble membership.

84

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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 advanced 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 advanced 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

85

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 I [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 workbooks. 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,

86

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 inChinese, 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.

Mandarin 4 [H]
Course ID# 42994
Meets the UC/CSU (e) requirement
Grades: 10-12
Course Length: Year
Prerequisites: Mandarin 3
Graduation: Satisfies foreign language requirement for both UC/CSU and high school for graduation.
Description: This advanced course is conducted entirely in Mandarin. Students will refine their communicative skills as they reach proficiency in all aspects of language acquisition - reading, writing, speaking and listening/understanding - in the context of being introduced to a significant amount of Chinese culture and complex contemporary themes. During the course, the students will communicate in the target language using advanced sentence structures. They will be able to comprehend the main ideas of authentic texts, be able to identify significant details of topics addressed, and hone their critical thinking skills as they engage in written and oral communication on these topics. Upon successful completion of the course, students with exceptional writing, reading, speaking & listening skills, and analytical abilities may qualify for the option to take the AP Chinese Language and Culture Exam.

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 2 [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

87

2024-2025 West Contra Costa Unified School District High School Course Catalog...

types of writing and presentations. Grammar, reading analysis and communicative skills will also be areas of focus.

Middle College Courses

African American 110
Course ID# 310CC
Grades: 9-12
Course Length: Semester
Graduation: Satisfies one semester of elective requirement for high school graduation
Description: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 Introduction 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 CCC General College Chemistry I
Course ID# 1200C
Grades: 9-12
Course Length: Semester
Graduation: Satisfies one semester of the physical science requirement for high school graduation
Prerequisite: CHEM-119 and MATH-120 or equivalent (Intermediate Algebra). A diagnostic exam may be given to assist the student in determining whether or not they have adequate preparation for the course. Advisory: ENGL-001A or ENGL-001AX
Description: This course is the first semester of general college chemistry. It covers chemical concepts including elements, atoms, molecules, chemical reactions, chemical calculations, gases and gas laws, thermochemistry, 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.

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)

89

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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 theater 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 theater through play reading, discussion, films and viewing and critiquing live theater, including required attendance of theater 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 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.

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 125 CCC Latin American History
Course ID# 425CC
Grades: 9-12
Course Length: Semester
Graduation: Satisfies one semester of the elective requirement for high school graduation
Description: This course examines the history of Latin America and the Caribbean from 1492 to the present. The course is a survey of the history and its influence upon the Latino and indigenous people of the Americas. Special attention will be given to European colonialism, independence movements, the relationship between the United States and Latin America and to the study of nationalism and social revolutions. The class will also focus on the many ways that globalization and neoliberalism are reshaping the politics, culture and daily life of Latin Americans

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 African Americans, Native

90

2024-2025 West Contra Costa Unified School District High School Course Catalog...

Americans, Europeans, and Asian Americans. Students will analyze the development of American economic, social, and political institutions, as well as the United States constitution.

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 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.

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.

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 126 CCC
Course ID# 229CC
Grades: 9-12
Course Length: Semester
Graduation: Satisfies one semester of an elective requirement for high school graduation
Description: This course examines various theories of child development and applications of child rearing practices from conception to adolescence, with emphasis on the preschool and childhood years through adolescence (age 22). Students will gain an appreciation of the young child as a growing person developing personal relationships and meeting various tasks in such social settings as the family, peer group and school.

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

91

2024-2025 West Contra Costa Unified School District High School Course Catalog..

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, analyze results, collaborate with peers and evaluate and communicate their findings.

IB Biology HL 2
Course ID# 634IB
Meets the UC/CSU (d) requirement
Grades: 12
Course Length: Year
Graduation: Satisfies Life Science lab requirement for UC/CSU and high school life science or elective requirement for graduation
Description: The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and data bases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

IB Computer Science SL
Course ID# 606IB
Grades:11-12
Course Length: Year
Graduation: Satisfies Physical Science lab requirement for UC/CSU (d) requirement
Prerequisites: Integrated Math 2 or equivalent (honors level recommended) (Required) Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. (IB/honors/AP recommended) (Required)
Description: Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The DP computer science course is engaging, accessible, inspiring and rigorous. It has the following characteristics. The course:
- draws on a wide spectrum of knowledge
- enables and empowers innovation, exploration and the acquisition of further knowledge

- raises ethical issues
- and is underpinned by computational thinking.

Computational thinking involves the ability to:
think procedurally, logically, concurrently, abstractly and recursively
- utilize an experimental and inquiry-based approach to problem solving
- develop algorithms and express them clearly
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

During the course students will develop a computational solution. This will involve the ability to:
- identify a problem or unanswered question
- design, prototype, program and test a proposed solution
- liaise with clients and end users to evaluate

IB English 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 English HL2
Course ID# 341IB
Meets the UC/CSU (b) requirement
Grades: 12
Course Length: Year
Graduation: Satisfies the English requirement for UC/CSU and high school graduation.
Prerequisites: IB English HL1 (Required)
Description: The course is organized into three areas of exploration and seven central concepts, and focuses on the study of literary works. Together, the three areas of exploration of the course add up to a comprehensive exploration of literature from a variety of cultures, literary forms and periods. Students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

IB Environmental Systems & Societies IB SL
Course ID# 605IB
Meets the UC/CSU (d) requirement
Grades: 11-12
Course Length: Year
Graduation: Satisfies Interdisciplinary Sciences requirement for UC/CSU and high school physical science or elective requirement for graduation
Description: Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an

92

2024-2025 West Contra Costa Unified School District High School Course Catalog...

informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

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 History of the Americas HL2
Course ID# 752IB/753IB (S1/S2)
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: History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The Diploma Programme (DP) history course is a world history course based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past. The DP history course requires students to study and compare examples from different regions of the world, helping to foster international mindedness. Teachers have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure that the course meets their students' needs and interests regardless of their location or context.

IB Mandarin HL1
Course ID# 439IB
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:
The language B Standard Level (SL) and language B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language. The distinction between language B SL and HL can be seen in the number of recommended teaching hours, the level of competency the student is expected to develop in receptive, productive and interactive skills, and that HL students are required to study two literary works originally written in the target language. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed.

IB Mandarin HL2
Course ID#
Meets the UC/CSU (e) requirement
Grades:
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. Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills. 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, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture(s).
The following language acquisition aims are common to both language ab initio and language B.
- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance. Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills

IB Mandarin SL
Course ID# 429IB
Meets the UC/CSU (e) requirement
Grades: 11-12
Course Length: Year
Graduation: Satisfies foreign language requirement for both UC/

93

2024-2025 West Contra Costa Unified School District High School Course Catalog...

CSU and high school graduation

Description: The language B Standard Level (SL) and language B Higher Level (HL) courses are language acquisition courses for students with some previous experience of the target language. The distinction between language B SL and HL can been seen in the number of recommended teaching hours, the level of competency the student is expected to develop in receptive, productive and interactive skills, and that HL students are required to study two literary works originally written in the target language. Students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course (and beyond those for language ab initio). The language B syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Optional recommended topics and possible questions for each theme are presented in the guide, but are not prescribed.

IB Math Analysis and Approaches HL1
Course ID# 575IB
Meets the UC/CSU (c) requirement
Grades: 11,12
Course Length: Year
Graduation: Satisfies the (c) requirement for UC/CSU and requirement for graduation
Prerequisites: Integrated Math 3 or equivalent (Required)
Description: Mathematics HL Analysis and Approaches is a course designed for students who wish to study mathematics in-depth and gain a formal understanding of the subject. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics.

IB Math Analysis and Approaches HL2
Course ID# 574IB
Meets the UC/CSU (c) requirement
Grades: 12
Course Length: Year
Graduation: Satisfies the (c) requirement for UC/CSU and requirement for graduation
Prerequisites: Math Analysis and Approaches IB HL1 (Required)
Description: Mathematics HL Analysis and Approaches is a course designed for students who wish to study mathematics in-depth and gain a formal understanding of the subject. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a significant level of mathematics content, for example mathematics itself, engineering, physical sciences or economics.

IB Math Analysis and Approaches SL
Course ID# 570IB
Meets the UC/CSU (c) requirement
Grades: 11,12
Course Length: Year
Graduation: Satisfies the (c) requirement for UC/CSU and requirement for graduation
Prerequisites: Integrated Math 3 or equivalent (Required)
Description: Mathematics SL Analysis and Approaches is a course designed for students who wish to study a good level of mathematics, but not at a higher level. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and

generalization. This course is suitable for students who may go on to further study in subjects that have a mathematical background, for example economics, geography and chemistry.

IB Math Analysis and Approaches SL1 Prep
Course ID# 576IB
Meets the UC/CSU (c) requirement
Grades: 11
Course Length: Year
Graduation: Satisfies the (c) requirement for UC/CSU and requirement for graduation
Prerequisites: Integrated Math 2 or Geometry, or beyond equivalent (Required)
Description: Mathematics SL Analysis and Approaches is a course designed for students who wish to study a good level of mathematics, but not at a higher level. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalization. This course is suitable for students who may go on to further study in subjects that have a mathematical background, for example economics, geography and chemistry.

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 behavior: 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 behavior as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behavior 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, analyze and evaluate arguments on a variety of topics relating to course content and the target language culture (s).

94

2024-2025 West Contra Costa Unified School District High School Course Catalog...

IB Spanish HL theory of
Course ID# 452IB
Meets the UC/CSU (c) requirement
Grades: 12
Course Length: Year
Graduation: Satisfies the (c) requirement for UC/CSU and requirement for graduation
Prerequisites: IB Spanish HL1 (Required)
Description: Spanish ab initio is a course for students with no previous formal experience of learning Spanish. It will enable them to communicate with people from a new culture and make the most of any time they spend in Spain and Latin America.

IB Spanish SL
Course ID# 450IB
Meets the UC/CSU (c) requirement
Grades: 11-12
Course Length: Year
Graduation: Satisfies the (c) requirement for UC/CSU and requirement for graduation
Description: Spanish SL is a course designed for students with some previous experience of the language. As a guideline, this usually means having studied Spanish for a minimum of 120 hours. The focus of the course is on improving language acquisition and skills through authentic materials such as magazine articles, films and podcasts.

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 HL2
Course ID# 802IB
Meets the UC/CSU (f) requirement
Grades: 12
Course Length: Year
Graduation: Satisfies UC/CSU and high school fine arts requirement for graduation
Description: They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio- political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing, and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation.

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.

95

2024-2025 West Contra Costa Unified School District High School Course Catalog...

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
English/Reading 96000
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.