



C.O.R.E. Schools

Catalog



www.coreplacer.org



2011-2012

C.O.R.E. Schools

Community
Options for
Resources in
Education

WASC Accredited
College Readiness
A-G courses
Online Courses
Center Classes
Independent Study
R.O.P.
Concurrent College
Enrollment

Credit Recovery



High
School
Courses



Chico Center
530-894-3952

Colfax Center
530-346-8340

Marysville Center
530-742-2786

Paradise Center
530-872-8294

Regina Helmer
Placer/Nevada Counselor

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Butte Counselor

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Yuba/ Sutter Counselor



Table of Contents

Welcome to the CORE community	1
CORE School Codes	1
CORE Graduation Requirements.....	2
Maximum & Minimum Credits.....	3
Thirty Unit Credit Exceptions	3
Suggested Schedules for High School Completion	4
Basic Graduation Schedule	4
General Graduation Schedule	4
UC/CSU College Prep Graduation Schedule	4
Course Delivery Options @ CORE Schools.....	5
Independent Study Curriculum Options.....	5
Learning Center Class Options.....	5
Online – Virtual Curriculum Options	5
Regional Occupational Program (ROP) Options	5
Community College Course Options	5
Online Distance Learning Options	5
Course Designation Descriptions.....	9
Basic Courses.....	9
General Courses.....	9
UC/CSU “a-g” Courses	9
Course Catalog.....	10
History and Social Science	10
English	12
Mathematics	17
Regional Occupational Programs (ROP).....	20
Science (Physical Sciences).....	25
Science (Life Sciences)	26
Academic Elective Science.....	29
Languages Other Than English (Foreign Languages).....	30
Visual and Performing Arts	32
Physical Education	35
Life Skills/Vocational Skills/Technology	36



Work Experience 38

Academic Electives “g” requirement 39

Regional Occupational Programs (ROP) 41

Index 42

Work Permit Request (Statement of Intent to Employ Minor) inside back cover



Welcome to the C.O.R.E. community, and thank you for taking the time to read our High School Guide. This guide along with the course catalog will lead you to essential information for your high school career as well as provide a roadmap for your future beyond High School.

Personalized learning is both a unique methodology of learning while, at the same time, as old as humankind itself. From the beginning, we have learned with and from the people closest to us in life – our parents and/or guardians. You and your family, in conjunction with your credentialed CORE teacher, are an effective team working towards not just your high school graduation, but towards your being a confident, balanced, reasoning person and life long learner.

CORE, as a public charter school, is committed to the California State Standards and educating each student as a person. However, since the world is your classroom, your quest for learning need not be confined to texts and traditional classes. These can be wonderful launch pads, but do not need to be your entire high school experience. Beyond what is required of you within the graduation requirements, your options are endless. Please use this guide to take you to these requirements as well as to spark your mind to the options available to you.

CORE has been in existence since 1998 in response to the request of parents and students needing options beyond the traditional school environment. Each year we have seen growth as a learning community, not just in numbers of students, staff and teachers but in the quality of what we have to offer. CORE now serves students and their families across five Counties with Learning Centers in Paradise, Chico, Marysville, Nevada City, Colfax and Loomis. We have a complete list of college preparatory, or “a-g list,” courses, allowing students to pursue a four-year school directly out of high school. CORE has earned the WASC (Western Association of Schools and Colleges) accreditation, the highest that a school can achieve. The last several years have witnessed the growth in our school’s API (Annual Performance Indicator), a state indicator of school quality. We are continually evolving to provide educationally sound means to deliver personalized instruction, assessments, focused classes, innovative software and state of the art teaching and learning strategies to respond to and prepare for the changing nature of today’s youth and the changing nature of our world. CORE is truly all about community options for resources in education.

The [Getting Ready for Life After High School Guide](#) focuses on general information regarding high school graduation, work, college readiness and financial aid planning. The [CORE High School Course Catalog](#) outlines the courses and programs offered in each subject area with a brief course description, curriculum options and prerequisites. We also provide additional web-based tools, information and many useful forms at the Core School website www.coretca.org in the High School advising section.

Again, thank you for embarking on this fascinating journey through personalized learning. Use this High School Guide and Course Catalog along with your teacher and/or counselor and plan for yourself, a dynamic personalized learning experience.



Neil Bledsoe, Serene Turner, and Marlene Brenden, the CORE Counseling Team

Use these school identifier #'s for PSAT, SAT, and ACT tests

CORE Placer School
Code: 054335

Camptonville Academy
Code: 051053

CORE Butte School
Code: 054171



Graduation Requirements

In order to graduate, students at CORE will have successfully completed the following course requirements. **Students must, in addition to CORE’s graduation requirement, satisfy the California High School Exit Examination (CAHSEE) requirement in order to receive their high school diploma.** Visit www.cde.ca.gov/statetests/cahsee for more details. See below for suggested course schedule.

High School Subject	Minimum Graduation Requirement	UC/CSU Additional Minimum Requirements
English/Language Arts	40 credits – 4 years	Same as graduation requirements
World History	10 credits – 1 year	Same as graduation requirements
U.S. History	10 credits – 1 year	Same as graduation requirements
Government	5 credits – 1 semester	Same as graduation requirements
Economics	5 credits – 1 semester	Same as graduation requirements
Mathematics (Starting with Pre-Algebra and must include Algebra 1)	20 credits – 2 years	3 years beginning with Algebra (4 years recommended)
Life Science	10 credits – 1 year	CSU : At least 1 year of physical science and 1 year of biological science, one from the “d” subject area and the other from the “d” or “g” area UC : Both courses must be from the “d” subject area: 3 years recommended
Physical Science	10 credits – 1 year	
Foreign Language or Visual/Performing Arts	10 credits – 1 year	2 years of the same foreign language (3 recommended) <u>and</u> 1 year of Visual/Performing Arts
Physical Education	20 credits – 2 years	Same as graduation requirements
Health	5 credits – 1 semester	Same as graduation requirements
Life Skills/Vocational Skills/Technology	10 credits – 1 year	Same as graduation requirements
Electives	65 credits	1 year from the “a-f” subject areas
Total High School Units	220 credits	

Maximum & Minimum Credits

C.O.R.E. limits the maximum number of classes (i.e. credits) that a student can take at 60 per semester. The typical schedule is 30 credits or 6 courses per semester. If a student wishes to take more than 35 credits per semester, determination of appropriateness of “acceleration” will be made, consulting with the HS Counselor, on the following criteria:

- Strong grades
- Grade-level coursework – not Basic
- A general strong indication that the student will be successful with an accelerated schedule

Thirty Unit Credit Exceptions

CA Ed Code requires that, in order to be a full-time student, HS students must take 30 units/semester with the following exceptions:

- Seniors (12th grade) may take 25 credits
- Students participating in the following programs may take 20 credits minimum with C.O.R.E.:
 1. Concurrent enrollment at the community college to take college coursework
 2. ROP (Regional Occupational Program) coursework
- Work Experience Education credit is considered to be credit issued through C.O.R.E. A student enrolled in Work Experience Education may take the minimum 20 credits. W.E.E. credit is calculated at 1 credit per 20 hrs. worked documented by pay stubs.

High School Academic Enrichment

Academic Enrichment (AE) gives High School students the opportunity to attend college courses and receive college credit and simultaneous High School credit for the same course.

Students are eligible who:

1. Are at least 16 years of age, and
2. Have completed at least the 10th grade, and
3. Have a High School GPA of at least 2.7, and
4. Have written consent from a parent/ guardian and School Director or Counselor

Here is the conversion scale of college credits to high school credits.

College Credits	High School Credits
1 unit	3.5 credits
2 credits	6.5 credits
3 credits	10 credits
4 credits	13.5 credits
5 credits	16.5 credits

Course Delivery Options @ CORE Schools

Course	PLT Monitored			Concurrent Enrollment (Not PLT Monitored)		
	Independent Study Curriculum	Learning Center Class	Online – Virtual Curriculum	ROP	Community College	Online-Distance Learning
World History Basic	X					
World History	X		Cyber High			
a-g World History	X		Cyber High		X	
U.S. History Basic	X	❖				
U.S. History	X	❖	Cyber High			NUVHS
a-g U.S. History	X	❖	Cyber High		X	NUVHS
Government Basic	X					
Government	X	❖	Cyber High			NUVHS
a-g Government	X	❖	Cyber High		X	
Economics Basic	X					
Economics	X	❖	Cyber High			NUVHS
a-g Economics	X	❖	Cyber High		X	
English 9 Basic	X					
English 9	X	❖	Cyber High			NUVHS
a-g English 9	X		Cyber High			NUVHS
English 10 Basic	X					
English 10	X	❖	Cyber High			NUVHS
a-g English 10	X		Cyber High			
English 11 Basic	X					
English 11	X	❖	Cyber High	Business Technology, Computer Studies		NUVHS
a-g English 11	X		Cyber High		X	NUVHS
English 12 Basic	X					
English 12	X	❖	Cyber High	Business Technology, Computer Studies		NUVHS
a-g English 12	X		Cyber High		X	
Expository Reading and Writing Basic	X					
Expository Reading and Writing		❖				
a-g Expository Reading and Writing		❖				

❖ May be offered as a Learning Center Class.
Check your Learning Center Class Schedule.

NUVHS = National University Virtual High School
PLT = Personalized Learning Teacher

Course	PLT Monitored			Concurrent Enrollment (Not PLT Monitored)		
	Independent Study Curriculum	Learning Center Class	Online – Virtual Curriculum	ROP	Community College	Online-Distance Learning
Introduction to Journalism						NUVHS
Pre-Algebra Basic	X					NUVHS
Pre-Algebra	X		ALEKS, Cyber High			
Algebra 1 Basic	X					
Algebra 1	X	❖	ALEKS, Cyber High			NUVHS
a-g Algebra 1	X	❖			X	
Business Math/ Personal Finance	X		Cyber High	Construction, Fashion, Marketing Careers	X	
Geometry Basic	X					
Geometry	X	❖	ALEKS, Cyber High		X	NUVHS
a-g Geometry	X	❖			X	
Algebra 2	X		ALEKS, Cyber High		X	NUVHS
a-g Algebra 2	X				X	
Trigonometry/ Pre-Calculus	X				X	NUVHS
a-g Trigonometry/ Pre-Calculus	X				X	
Calculus					X	NUVHS
Statistics					X	NUVHS
Biology Basic	X					
Biology	X			Dental Careers, Health Careers, Sports	X	NUVHS
a-g Biology	X	❖			X	
Chemistry Basic	X					
Chemistry	X				X	NUVHS
a-g Chemistry					X	
Earth Science Basic	X					
Earth Science	X					NUVHS
a-g Earth Science					X	
Ecology Basic	X				X	
Ecology	X					
a-g Ecology					X	
a-g Integrated Animal Science				X		

❖ May be offered as a Learning Center Class.
Check your Learning Center Class Schedule.

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Course	PLT Monitored			Concurrent Enrollment (Not PLT Monitored)		
	Independent Study Curriculum	Learning Center Class	Online – Virtual Curriculum	ROP	Community College	Online-Distance Learning
Physical Science or Physical Sci - Basic	X		Cyber High			
Integrated Science	X		Cyber High			
Physics					X	NUVHS
a-g Physics					X	
Sports Medicine				X		
a-g Sports Medicine				X		
Marine Science						NUVHS
Spanish 1	X	❖				NUVHS
a-g Spanish 1		❖			X	NUVHS
Spanish 2	X	❖				NUVHS
a-g Spanish 2		❖			X	NUVHS
French 1	X					
a-g French 1					X	
French 2	X					
a-g French 2					X	
American Sign Language 1	X				X	
a-g American Sign Language 1	X				X	
American Sign Language 2	X				X	
a-g American Sign Language 2	X				X	
Art Appreciation	X				X	
a-g Art Appreciation	X				X	
Film Studies	X					
a-g Film Studies	X					
a-g Video Productions ROP				X		
Construction Careers				X		
Drawing and Painting	X	❖			X	
Music - Instrument		❖				
Music - Voice		❖				
Music Appreciation	X					
Psychology	X					NUVHS

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Course	PLT Monitored			Concurrent Enrollment (Not PLT Monitored)		
	Independent Study Curriculum	Learning Center Class	Online – Virtual Curriculum	ROP	Community College	Online-Distance Learning
a-g Psychology	X				X	NUVHS
Sociology	X		Cyber High		X	
a-g Sociology			Cyber High			
World Geography	X		Cyber High			
Introduction to Photography	X				X	NUVHS
Intermediate Photography	X				X	NUVHS
Studio Art	X					
Theatre						
Visual Arts						
Physical Education		❖				
Driver's Education	X					X
Health Basic	X					
Health	X					NUVHS
Nutrition	X					
Animal and Veterinary Careers				X		
Auto Mechanics		❖		X		
Career Explorations	X					
High School and Beyond	X	❖				
Clothing				X		
Computer Literacy					X	NUVHS
Electronics	X					
Fire Science				X		
Food Preparation				X		
Housing and Interior Design				X		
Keyboarding	X					X
Law Enforcement				X		
7 Habits of Highly Effective Teens	X					
Sports Medicine				X		
Woodworking	X			X		

❖ May be offered as a Learning Center Class.
Check your Learning Center Class Schedule.

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Course Designation Descriptions

Basic	General	UC/CSU “a-g”
<p>In the core areas we offer some courses designated as “basic.” These courses provide access to <u>content</u>, but at a remedial reading level. The PLT can determine if the skills, knowledge gained and end product of such a self developed course, exceed the expectations of even a general course and warrant the course to be deemed as such. Basic courses do not satisfy admission requirements to either the California State University (CSU) system or the University of California (UC) system. They do, however, meet C.O.R.E. basic high school graduation requirements for those who want to enter a community college (CC), trade school or directly into the work force.</p>	<p>Some courses are not designated as “a-g” courses, but are also not “basic”. These courses fit into the “general” category. Completion of these courses with a C or better develops a level proficiency in the subject area and preparation for community college work. They do not, however, transfer to the University of California (UC) or California State University (CSU) systems. They do count toward C.O.R.E. graduation requirements and are rigorous courses following state standards and guidelines.</p> <p>To learn more about community colleges as a stepping-stone to a university or for 2-year degrees please see your <u>Life Beyond High School</u> booklet.</p>	<p>These classes fill an “a-g” area requirement for entering into a University of California (UC) or California State University (CSU) directly after high school. The course descriptions of these “a-g” courses have been submitted to the UC system and approved as rigorous preparation for a 4-year university. It is important to follow the course description in order for these classes to be deemed “a-g” on the student transcript. To be eligible for the UC or CSU systems, you must complete with a grade of C or higher a pattern of UC/CSU courses totaling 150 units.</p> <p>UC expects the following from non-site-based independent study programs providing “a-g” approved coursework:</p> <p>Students are expected to spend at least one hour per week per “a-g” course engaged in interactive instruction and/or academic tutoring/advising. This instruction and/or support may be provided onsite or through virtual means.</p> <p>Students taking a UC-approved “a-g” course are expected to have regular access (i.e., at least weekly) to a teacher who is a subject expert teacher in that subject area, whether in person or by phone or email. The teacher should be available to answer students’ questions about curriculum, explain assignments, and provide feedback on student work.</p> <p>Students taking a UC-approved “a-g” course should receive prompt response to inquiries (i.e., by the end of the following school day), whether in person or by phone or email, from a qualified staff member.</p> <p>Students should be assessed to ensure mastery of the content standards. Acceptable assessments include, but are not limited to, tests, essays, projects, research papers, presentations, and exams. All courses must have a final exam or a significant final project.</p> <p>At least major assessments (i.e., unit tests, final exams) shall be proctored by a qualified professional (e.g., a school teacher, administrator, counselor, or paraprofessional who fulfills an instructional role, librarian, university personnel, or test center administrator).</p> <p>Student work shall be evaluated by an impartial professional who has been actively involved in the student’s learning process.</p> <p>For further explanation of this a-g pattern of college preparatory classes please see your <u>Life Beyond High School</u> booklet.</p>

History and Social Science

World History Basic Full Year – 10 Credits	World History Full Year – 10 Credits	a-g World History UC/CSU “a” requirement Full Year – 10 Credits
<p>Students will study major turning points that shaped the modern world from the late 18th century through the present. Writing, reading and vocabulary, critical thinking, and note-taking instruction help students understand world history and ensure content mastery for all learners.</p> <p>Text: <u>World History</u>, American Guidance Services</p>	<p>Students will study major turning points that shaped the modern world from the late 18th century through the present including the cause and course of the two World Wars, trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives. Topics will include the growth of self-government in England, the Enlightenment, the Age of the French Revolution and Napoleonic Era, the Industrial Revolution and the philosophical reactions to it as both a constructive and destructive force, World War I, World War II, Communism, Facism and the Holocaust.</p> <p>Texts: <u>World History: Modern Times</u>, Glencoe; <u>Modern World History: Patterns of Interaction</u>, McDougal Littell</p> <p>Online: Example: Cyber High</p>	<p>Students will study major turning points that shaped the modern world from the late 18th century through the present including the cause and course of the two World Wars, trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations.</p> <p>Students will consider multiple accounts of events in order to understand international relations from a variety of perspectives. Topics will include the growth of self-government in England, the Enlightenment, the Age of the French Revolution and Napoleonic Era, the Industrial Revolution and the philosophical reactions to it as both a constructive and destructive force, World War I, World War II, Communism, Facism and the Holocaust.</p> <p>This course requires a final exam or significant final project.</p> <p>Texts: <u>World History: Modern Times</u>, Glencoe; <u>Modern World History: Patterns of Interaction</u>, McDougal Littell</p> <p>Online: Example: Cyber High</p>
U.S. History Basic Full Year – 10 Credits	U.S. History Full Year – 10 Credits	a-g U.S. History UC/CSU “a” requirement Full Year – 10 Credits
<p>Students will study major turning points that shaped the American History during the 20th century through the present. Writing, reading and vocabulary, critical thinking, and note-taking instruction help students understand world history and ensure content mastery for all learners.</p> <p>Text: <u>U.S. History</u>, American Guidance Service</p>	<p>Students will study the major turning points in American history during the 20th century. Trace the change of ethnic composition of American society, the movement towards equal rights for racial minorities and women and the role of the United States as a major world power. An emphasis is placed on the expanding role of federal government and federal courts as well as the continuing tension between the individual and the state. Consider the major social problems for our time and trace their causes in historical events. Learn the United States’ role as a model for other nations and that the rights and freedoms we enjoy are not accidents but the result of a defined set of political principles. Understand our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.</p> <p>Texts: <u>The Americans: Reconstruction - 21st Century</u>, McDougal Littell; <u>American Odyssey the 20th Century and Beyond</u>, Glencoe</p> <p>Online: Example: Cyber High</p>	<p>Students will study the major turning points in American history during the 20th century. Trace the change of ethnic composition of American society, the movement towards equal rights for racial minorities and women and the role of the United States as a major world power. An emphasis is placed on the expanding role of federal government and federal courts as well as the continuing tension between the individual and the state. Consider the major social problems for our time and trace their causes in historical events. Learn the United States’ role as a model for other nations and that the rights and freedoms we enjoy are not accidents but the result of a defined set of political principles. Understand our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.</p> <p>This course requires a final exam or significant final project.</p> <p>Texts: <u>The Americans: Reconstruction - 21st Century</u>, McDougal Littell; <u>American Odyssey the 20th Century and Beyond</u>, Glencoe</p> <p>Online: Example: Cyber High</p>

Government Basic Semester – 5 Credits	Government Semester – 5 Credits	a-g Government UC/CSU “a” requirement Semester – 5 Credits
<p>Students in grade twelve pursue an understanding of the institutions of American government. Students will complete a variety of reading and writing activities.</p> <p>Texts: <u>United States Government</u>, American Guidance Service</p>	<p>Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as The Federalist. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.</p> <p>Texts: <u>United States Government: Democracy in Action</u> Glencoe; <u>Magruder’s American Government</u>, Prentice Hall</p> <p>Online: Example: Cyber High</p>	<p>Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as The Federalist. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.</p> <p>This course requires a final exam or significant final project.</p> <p>Texts: <u>United States Government: Democracy in Action</u>, Glencoe; <u>Magruder’s American Government</u>, Prentice Hall</p> <p>Online: Example: Cyber High</p>
Economics Basic Semester – 5 Credits	Economics Semester – 5 Credits	a-g Economics UC/CSU “g” elective Semester – 5 Credits
<p>Students will understand fundamental economic concepts, exploring the operations of economic systems and institutions.</p> <p>Text: <u>Economics</u>, American Guidance Service</p>	<p>Students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macro-economics, international economics, comparative economic systems, measurement, and methods.</p> <p>Text: <u>Economics, Principles and Practices</u>, Glencoe</p> <p>Online: Example: Cyber High</p>	<p>Students will master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macro-economics, international economics, comparative economic systems, measurement, and methods.</p> <p>This course requires a final exam or significant final project.</p> <p>Text: <u>Economics, Principles and Practices</u>, Glencoe</p> <p>Online: Example: Cyber High</p>

English

English 9 Basic Full Year – 10 Credits	English 9 Full Year – 10 Credits	a-g English 9 UC/CSU “b” requirement Full Year – 10 Credits
<p>This course is intended for students entering the ninth grade. Students will focus on understanding literature by covering a variety of genre: Short story, non-fiction, poetry and drama. Student will analyze culturally recurrent patterns and themes in historically and/or culturally significant works. Students will complete a variety of reading and writing activities.</p> <p>Suggested Text Combinations: <u>Exploring Literature</u>, American Guidance Service <u>Basic English Composition</u>, American Guidance Service -OR- <u>Reading and Writing Sourcebook</u>, Great Source <u>Easy Grammar Plus</u>, ISHA</p>	<p>This course is intended for students entering the ninth grade. Students will focus on understanding literature by covering a variety of genre: Short story, non-fiction, poetry and drama. Student will analyze culturally recurrent patterns and themes in historically and/or culturally significant works. Students will complete a variety of writing activities including narrative, expository, persuasive informational and descriptive writing.</p> <p>Suggested Texts: <u>The Language of Literature</u> – 9, McDougal Littell <u>The Reader’s Choice</u> – Course 4, Glencoe <u>Timeless Voices</u> – Gold, Prentice Hall</p> <p>Alternate Resources: <u>Daybook of Critical Reading and Writing</u>, Great Source <u>Easy Grammar</u>, ISHA</p> <p>Suggested Supplemental Readings: <u>Romeo and Juliet</u>, <u>Antigone</u>, <u>Animal Farm</u>, <u>Watership Down</u>, <u>Beowulf: The New Telling</u>, <u>Grendel</u>, <u>Canterbury Tales: Prologue and the Knight’s Tale</u>, <u>Flowers for Algernon</u>, <u>The Adventures of Ulysses</u>; or instructor approved alternate readings from 9th grade list</p> <p>Online: Examples: Cyber High or NUVHS</p>	<p>This course is designed for 9th grade students to satisfy California State Standards and provide for college preparation. Students read selected texts covering the following genres: short stories, folklore and fairy tales, drama, poetry, historical literature, speeches, plays, novels, fiction, and nonfiction. Through directed reading and writing assignments, students focus on the mechanics of language, punctuation, and vocabulary development. They demonstrate critical analysis as they evaluate patterns and connections within the literature presented, discuss and present ideas and observations, and write narrative, expository, persuasive, and descriptive essays using organization, research, drafting, editing, and revising.</p> <p>This course requires a final exam or significant final project.</p> <p>Required Reading: <u>No Fear Shakespeare: A Midsummer Night’s Dream</u>, <u>Black Like Me</u>, <u>Our Town</u>, <u>Old Man and the Sea</u>, <u>Wuthering Heights</u>, <u>Farewell to Manzanar</u>, <u>To Kill a Mockingbird</u></p> <p>Supplemental Texts: <u>The Language of Literature</u> – 9, McDougal Littell <u>The Reader’s Choice</u> – Course 4, Glencoe <u>Timeless Voices</u> – Gold, Prentice Hall</p> <p>Online: Example: Cyber High</p>

English 10 Basic World Literature Full Year – 10 Credits	English 10 World Literature Full Year – 10 Credits	a-g English 10 World Literature UC/CSU “a” requirement Full Year – 10 Credits
<p>This course is intended for students entering the tenth grade. Students will involve themselves in various genres by interacting with short stories, non-fiction, poetry, drama, legends and novels by analyzing recurrent patterns and themes in historically or culturally significant works. Students will complete a variety of reading and writing activities.</p> <p>Suggested Text Combinations: <u>Exploring Literature</u>, American Guidance Service <u>Basic English Composition</u>, American Guidance Service -OR- <u>Reading and Writing Sourcebook</u>, Great Source <u>Easy Grammar Plus</u>, ISHA</p>	<p>This course is intended for students entering the tenth grade. Students will involve themselves in various genres by interacting with short stories, non-fiction, poetry, drama, legends and novels by analyzing recurrent patterns and themes in historically or culturally significant works. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities including narrative, expository, persuasive, informational and descriptive writing.</p> <p>Suggested Texts: <u>The Language of Literature</u> – 10, McDougal Littell <u>The Reader’s Choice</u> – Course 5, Glencoe <u>Timeless Voices</u> – Platinum, Prentice Hall</p> <p>Alternate Resources: <u>Daybook of Critical Reading and Writing</u>, Great Source <u>Easy Grammar</u>, ISHA</p> <p>Suggested Supplemental Readings: <u>Romeo and Juliet</u>, <u>Antigone</u>, <u>Animal Farm</u>, <u>Watership Down</u>, <u>Beowulf: The New Telling</u>, <u>Grendel</u>, <u>Caterbury Tales: Prologue and the Knight’s Tale</u>, <u>Flowers for Algernon</u>, <u>The Adventures of Ulysses</u></p> <p>Online: Examples: Cyber High or NUVHS</p>	<p>This course is designed for 10th grade students to satisfy California State Standards and provide for college preparation. Students read selected texts covering the following genres: short stories, folklore and fairy tales, drama, poetry, historical literature, speeches, plays, novels, fiction, and nonfiction. Through directed reading and writing assignments, students focus on the mechanics of language, punctuation, and vocabulary development. They demonstrate critical analysis as they evaluate patterns and connections within the literature presented, discuss and present ideas and observations, and write narrative, expository, persuasive, and descriptive essays using organization, research, drafting, editing, and revising.</p> <p>This course requires a final exam or significant final project.</p> <p>Required Reading: <u>Romeo and Juliet</u>, <u>Antigone</u>, <u>Animal Farm</u>, <u>Watership Down</u>, <u>Beowulf: The New Telling</u>, <u>Grendel</u>, <u>Caterbury Tales: Prologue and the Knight’s Tale</u>, <u>Flowers for Algernon</u>, <u>The Adventures of Ulysses</u></p> <p>Supplemental Texts: <u>The Language of Literature</u> – 10, McDougal Littell <u>The Reader’s Choice</u> – Course 5, Glencoe <u>Timeless Voices</u> – Platinum, Prentice Hall</p> <p>Online: Example: Cyber High</p>

English 11 Basic American Literature Full Year – 10 Credits	English 11 American Literature Full Year – 10 Credits	a-g English 11 American Literature UC/CSU “a” requirement Full Year – 10 Credits
<p>This course is intended for students entering the eleventh grade. Students will read works of American writers and view works of American artists in terms of literary, political and cultural perspectives. Students will complete a variety of reading and writing activities.</p> <p>Suggested Text Combinations: <u>American Literature</u>, American Guidance Service <u>Basic English Composition</u>, American Guidance Service -OR- <u>Reading and Writing Sourcebook</u>, Great Source <u>Easy Grammar Plus</u>, ISHA</p>	<p>This course is intended for students entering the eleventh grade. Students will read works of American writers and view works of American artists in terms of literary, political and cultural perspectives. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities including narrative, expository, persuasive, informational and descriptive writing.</p> <p>Suggested Texts: <u>The Language of Literature</u> – 11, McDougal Littell <u>The Reader’s Choice</u> – American Literature, Glencoe <u>Timeless Voices</u> – American Literature, Prentice Hall</p> <p>Alternate Resources: <u>Daybook of Critical Reading and Writing</u>, Great Source <u>Easy Grammar</u>, ISHA</p> <p>Suggested Supplemental Readings: <u>House Made of Dawn</u>, <u>To Kill a Mockingbird</u>, <u>The Great Gatsby</u>, <u>The Adventures of Huckleberry Finn</u>, <u>The Scarlet Letter</u>, <u>I Know Why the Caged Bird Sings</u>, <u>Concise Anthology of American Literature</u> – Pearson</p> <p>Online: Examples: Cyber High or NUVHS</p>	<p>This course is designed for 11th grade students to satisfy California State Standards and provide for college preparation. Students read works of American writers and view works of American artists in terms of literary, political and cultural perspectives. Through directed reading and writing assignments, students focus on the mechanics of language, punctuation, and vocabulary development. They demonstrate critical analysis as they evaluate patterns and connections within the literature presented, discuss and present ideas and observations, and write narrative, expository, persuasive, and descriptive essays using organization, research, drafting, editing, and revising. Creative thinking is encouraged and evaluative thinking is required.</p> <p>This course requires a final exam or significant final project.</p> <p>Required Reading: <u>House Made of Dawn</u>, <u>To Kill a Mockingbird</u>, <u>The Great Gatsby</u>, <u>The Adventures of Huckleberry Finn</u>, <u>The Scarlet Letter</u>, <u>I Know Why the Caged Bird Sings</u></p> <p>Supplemental Texts: <u>Concise Anthology of American Literature</u>, Pearson <u>The Language of Literature</u> – 11, McDougal Littell <u>The Reader’s Choice</u> – American Literature, Glencoe <u>Timeless Voices</u> – American Literature, Prentice Hall</p> <p>Online: Example: Cyber High</p>

<p>English 12 Basic British Literature Full Year – 10 Credits</p>	<p>English 12 British Literature Full Year – 10 Credits</p>	<p>a-g English 12 British Literature UC/CSU “a” requirement Full Year – 10 Credits</p>
<p>This course is intended for students entering the twelfth grade. Students will read works of American writers and view works of American artists in terms of literary, political and cultural perspectives. Students will complete a variety of reading and writing activities.</p> <p>Suggested Text Combinations: <u>British Literature or World Literature</u>, American Guidance Service <u>Basic English Composition</u>, American Guidance Service OR <u>Reading and Writing Sourcebook</u>, Great Source <u>Easy Grammar Plus</u>, ISHA</p>	<p>This course is intended for students entering the twelfth grade. Students will explore British and World Literature through reading stories, novels, plays, poems and essays. Students will examine the nature, character and universality of humankind as they become acquainted with prominent authors from many countries spanning several centuries. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. Students will complete a variety of writing activities including narrative, expository, persuasive, informational and descriptive writing.</p> <p>Suggested Texts: <u>Oxford Anthology of English Poetry</u> – Oxford, 1990 <u>Spark Notes: Much Ado About Nothing</u> – Spark Publishing <u>Spark Notes: Twelfth Night</u> – Spark Publishing <u>The Language of Literature</u> – 12, McDougal Littell <u>The Reader’s Choice</u> – British Literature, Glencoe <u>Timeless Voices</u> – British Literature, Prentice Hall</p> <p>Optional Supplemental Reading: <u>Twelfth Night</u>, <u>Much Ado About Nothing</u>, <u>Rime of the Ancient Mariner</u>, <u>John Keats: English Poets Series</u>, <u>Percy Bysshe Shelly: English Poets Series</u>, <u>Robert and Elizabeth Browning: English Poets Series</u>, <u>1984, A Novel</u>, <u>Prufrock, and Other Observations</u>, <u>The Jungle Book</u></p> <p>Online: Examples: Cyber High or NUVHS</p>	<p>This literature-based English 12 course is designed for 12th grade students to satisfy California State Standards and provide for college preparation. The course covers the origins of the English language, and many works that are considered oral traditions, such as Gilgamesh and Sir Gawain and the Green Knight, as well as Ballads, and Epic Poems. A historical viewpoint of Shakespeare will be presented. Students will learn the history of Shakespeare’s life, studying the times in which he lived, and his impact as a writer on Western Literature. An overview of all of Shakespeare’s works is offered before studying two works in depth. Students will perform dramatic reenactments of scenes. Students will cover literary theme, motif, setting and characters in the play. The students will complete written literary analysis of a Shakespearean comedy. The second semester of the course will cover Contemporary British Literature: 1800 to modern day. The students will read and discuss modern poets, playwrights, and novelists of Britain and submit written literary analyses of modern literary pieces. MLA citing of resources will be reviewed and required on extensive, structured writing assignments. Focus of the year-long study will be: vocabulary, literary analysis, structured writing, significance of literature, human impact and meaning in modern day life. Students will develop, and be graded on, speaking and listening skills as well.</p> <p>This course requires a final exam or significant final project.</p> <p>Required Reading: <u>Twelfth Night</u>, <u>Much Ado About Nothing</u>, <u>Rime of the Ancient Mariner</u>, <u>John Keats: English Poets Series</u>, <u>Percy Bysshe Shelly: English Poets Series</u>, <u>Robert and Elizabeth Browning: English Poets Series</u>, <u>1984, A Novel</u>, <u>Prufrock, and Other Observations</u>, <u>The Jungle Book</u></p> <p>Supplemental Texts: <u>Oxford Anthology of English Poetry</u> – Oxford, 1990 <u>Spark Notes: Much Ado About Nothing</u> – Spark Publishing <u>Spark Notes: Twelfth Night</u> – Spark Publishing <u>The Language of Literature</u> – 12, McDougal Littell <u>The Reader’s Choice</u> – British Literature, Glencoe <u>Timeless Voices</u> – British Literature, Prentice Hall Online: Example: Cyber High</p>

Expository Reading and Writing Basic Semester – 5 Credits	Expository Reading and Writing Semester – 5 Credits	a-g Expository Reading and Writing EAP UC/CSU a-requirement Semester – 5 Credits
<p>This course is managed by your Personalized Learning Teacher as a current events reading and response skill builder. It is to include weekly self-selected political cartoons, editorials or letters to the editor, which will be responded to by the student as weekly writing assignments. This is an exposure course to current issues and the ongoing dialogue that takes place in public published forums such as the opinion/editorial pages of newspapers and magazines. Student can select topics most interesting to them. PLT could expound on identifying opinion from fact, methods of persuasion such as Ethos, Logos and Pathos, and forms of evidence to support thesis in original article and response paper (statistics, commonly held beliefs, quotes, paraphrases). For examples of format PLT can photocopy selected items from Expository Reading and Writing Course which can be found in the resource room of each center.</p>	<p>This course is developed as a home-study abridged version of the same name a-g course. Students will read and critically analyze non-fiction writing as well as fictional text excerpts and a full text of their own choice. Reading selections for this course have been chosen with criteria for similarity to reading students will encounter in college years. The course bridges in school and out of school literacy and will give students the tools to annotate, refer to other writings, recognize bias and form personal opinions. It will include vocabulary study, pre/post reading activities, critical reading and evaluative writing. The goal is to assist students to become critical, smart readers as they become efficient well organized, and interesting writers.</p> <p>Course materials available for photocopy at each learning center.</p>	<p>This course was specifically designed by the California State University system to prepare high school reading and writing. Students will read and critically analyze non-fiction writing as well as fictional text excerpts and a full text of their own choice. Reading selections for this course have been chosen with criteria for similarity to reading students will encounter in college years. The course bridges in school and out of school literacy and will give students the tools to annotate, refer to other writings, recognize bias and form personal opinions. It will include vocabulary study, pre/post reading activities, critical reading and evaluative writing. The goal is to assist students to become critical, smart readers as they become efficient well organized, and interesting writers.</p> <p>This course requires a final exam or significant final project.</p> <p>Required Reading:</p> <p>This is a Learning Center course. Reading and Writing assignments are decided by the instructor.</p>

Mathematics

ALEKS

ALEKS is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course s/he is taking.

ALEKS is offered in the following courses:

Pre-Algebra, Foundations of Math, Algebra 1, High School Geometry, Algebra 2, Pre-Calculus, Trigonometry, Math Preparation for the California High School Exit Exam.

Pre-Algebra Basic Full Year – 10 Credits	Pre Algebra Full Year – 10 Credits	
<p>In this course students will review basic math skills and receive strategic support for requisite algebra skills necessary for success in the required algebra class. These skills include but are not limited to the following: adding, subtracting, multiplying and dividing integers; adding, subtracting, multiplying and dividing variables; properties of addition and multiplication; solving two-step equations and inequalities; graphing equations on a coordinate plane; rules or exponents using integers and variables; number theory; problem solving using ratios and proportions; operating with rational and irrational numbers; introduction to geometry and measurement.</p> <p>Suggested Texts: <u>Pre-Algebra</u>, American Guidance Service <u>Keys to Series</u> Online: Examples: Cyber High, ALEKS</p>	<p>In this course students will review basic math skills and receive strategic support for requisite algebra skills necessary for success in the required algebra class. These skills include but are not limited to the following: adding, subtracting, multiplying and dividing integers; adding, subtracting, multiplying and dividing variables; properties of addition and multiplication; solving two-step equations and inequalities; graphing equations on a coordinate plane; rules or exponents using integers and variables; number theory; problem solving using ratios and proportions; operating with rational and irrational numbers; introduction to geometry and measurement.</p> <p>Suggested Texts: <u>Pre-Algebra (California Edition)</u>, Prentice Hall <u>Pre-Algebra</u>, Glencoe <u>Pre-Algebra (Algebra ½)</u>, Saxon Online: Examples: Cyber High, ALEKS</p>	

Algebra 1 Basic Full Year – 10 Credits	Algebra 1 Full Year – 10 Credits	a-g Algebra 1 UC/CSU “c” requirement Full Year – 10 Credits
<p>Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Through practice and applications, students develop skills in dealing with the essentials of a first-year algebra course, including properties of and operation with real numbers, linear and quadratic equations, inequalities, polynomials, rational expressions, radicals, problem solving, factoring, and graphing.</p> <p>Suggested Text: <u>Algebra 1</u>, American Guidance Service</p> <p>Prerequisite: grade of “C” or better in Pre-Algebra</p> <p>Online: Examples: Cyber High, ALEKS</p>	<p>Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Through practice and applications, students develop skills in dealing with the essentials of a first-year algebra course, including properties of and operation with real numbers, linear and quadratic equations, inequalities, polynomials, rational expressions, radicals, problem solving, factoring, and graphing.</p> <p>Suggested Text: <u>California Algebra 1: Concepts Skills and Problem Solving</u>, Glencoe</p> <p>Prerequisite: grade of “C” or better in Pre-Algebra</p> <p>Online: Examples: Cyber High, ALEKS</p>	<p>Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations. Through practice and applications, students develop skills in dealing with the essentials of a first-year algebra course, including properties of and operation with real numbers, linear and quadratic equations, inequalities, polynomials, rational expressions, radicals, problem solving, factoring, and graphing.</p> <p>This course requires a final exam or significant final project.</p> <p>Suggested Text: <u>California Algebra 1: Concepts Skills and Problem Solving</u>, Glencoe</p> <p>Prerequisite: grade of “C” or better in Pre-Algebra</p> <p>Online: Examples: Cyber High, ALEKS</p>
Geometry Basic Full Year – 10 Credits	Geometry Full Year – 10 Credits	a-g Geometry UC/CSU “c” requirement Full Year – 10 Credits
<p>Students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems. Geometry is the study of points, lines and areas in a single plane with extensions into three-dimensional space. Emphasis is placed on creating a consistent set of axioms and using deductive reasoning to derive theorems. Students need to have a strong foundation in algebraic concepts.</p> <p>Suggested Text: <u>Geometry</u>, American Guidance Service</p> <p>Online: Examples: Cyber High, ALEKS</p>	<p>Students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems. Geometry is the study of points, lines and areas in a single plane with extensions into three-dimensional space. Emphasis is placed on creating a consistent set of axioms and using deductive reasoning to derive theorems. Students need to have a strong foundation in algebraic concepts.</p> <p>Suggested Text: <u>Geometry</u>, Glencoe</p> <p>Online: Examples: Cyber High, ALEKS</p>	<p>Students will develop the ability to construct formal, logical arguments and proofs in geometric settings and problems. Geometry is the study of points, lines and areas in a single plane with extensions into three-dimensional space. Emphasis is placed on creating a consistent set of axioms and using deductive reasoning to derive theorems. Students need to have a strong foundation in algebraic concepts.</p> <p>This course requires a final exam or significant final project.</p> <p>Suggested Text: <u>Geometry</u>, Glencoe</p> <p>Online: Examples: Cyber High, ALEKS</p>

	<p style="text-align: center;">Algebra 2 Full Year – 10 Credits</p>	<p style="text-align: center;">Algebra 2 UC/CSU “c” requirement Full Year – 10 Credits</p>
	<p>This discipline complements and expands the mathematical content and concepts of Algebra 1 and Geometry. Students who master Algebra 2 will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.</p> <p>Suggested Text: <u>Algebra 2</u>, Glencoe Online: Example: Cyber High, ALEKS</p>	<p>This discipline complements and expands the mathematical content and concepts of Algebra 1 and Geometry. Students who master Algebra 2 will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.</p> <p>This course requires a final exam or significant final project. Suggested Text: <u>Algebra 2</u>, Glencoe Online: Example: Cyber High, ALEKS</p>
	<p style="text-align: center;">Business Math/ Personal Finance Full Year – 10 Credits</p>	
<p>Business Math/Personal Finance is accepted towards C.O.R.E.’s mathematics graduation requirement. In order to take Business Math/Personal Finance, students must have completed the Algebra 1 requirement. Business Math/Personal Finance is structured around a three-pronged approach: basic math review, personal finance and business mathematics.</p> <p>Texts: <u>Math with Business Applications</u>, Glencoe</p>		
<p>a-g Trigonometry and Pre-Calculus</p>		
<p>Concurrent Enrollment at Community Colleges</p>		
<p>Concurrent enrollment at community Colleges may be necessary for advanced coursework not offered through CORE Schools. These courses are available with High School Counselor permission via the Academic Enrichment form available at the Learning Center front desk. Completed college coursework is recorded on your college transcript as well as on your High School transcript at value of 3.33 High School credits for each 1.0 college credit.</p>		

Regional Occupational Programs (ROP)

Earn Required Credits in ROP Courses

CORE High School students are encouraged to consider enrolling in ROP courses. Many of these courses will satisfy graduation requirements for Math, Science, Life Skills or Language Arts. See your counselor for details.

	Construction and Architectural Design – ROP Full Year – up to 20 Credits	
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Learn job skills related to a career in Architectural CAD drafting, as well as an academic for a degree in Architecture while earning math or vocational credit. All students shall gain knowledge in support of developing basic blue prints and designs. Students shall have an opportunity to add life to their work by creating 3D renderings and models.

Credits Per Semester: 10 credits (5 math and 5 life skills/technical vocational)

- ◆ This Class Offers Entry-level training in drafting and computer aided drafting Guidance and support needed to qualify for higher education including advanced technical training programs
- ◆ Instruction emphasizing software utilization through the development of projects
- ◆ Job seeking skills including resume writing and interview techniques
- ◆ Skill development in mechanical, architectural, civil electronic, isometric drafting, program customization, troubleshooting and communication

ROP Information: Locations, Start Dates, Instructor contact numbers:

www.49errop.com Placer/Nevada Counties

www.bcoe.org/ROP/ Butte County

<http://rop.sutter.k12.ca.us/> Yuba/Sutter Counties

Interested students must fill out the Pre-enrollment/waiting list at your Learning Center front desk. There is also a binder with paper copies of courses available.

Construction Technology Basic Semester – 5 Credits	Construction Technology – ROP Full Year – up to 40 Credits	
<p>Create your own course to learn basic skills necessary to work in the construction industry: drafting, surveying, carpentry, construction supply, sheet metal, heating and air conditioning, cabinet making, landscaping, electrical, building maintenance, plumbing, glazing, equipment operation, and welding. This can be accomplished through research, volunteering on job sites, job shadowing, working with others who have the skills to teach you. Work must be documented through journaling, photographs, time logs, and other assignments worked out between you and your PLT. Use the skills listed in this course description as a check sheet or outline of topics to research and/or practice skills.</p> <p>Suggested text is in the elective section of most resource rooms at your center. It is a textbook on Construction.</p>	<p>This ROP course may earn up to 10 math, 10 Life Skills/Vocational Skills/ Technology and 20 elective credits. This course offers entry-level skills necessary to work in the construction industry. Internships are available in: drafting, surveying, carpentry, construction supply, sheet metal, heating and air conditioning, cabinet making, landscaping, electrical, building maintenance, plumbing, glazing, equipment operation, and welding.</p> <ul style="list-style-type: none"> ◆ Pre-requisite work experience for admission to impacted college programs such as architecture ◆ A student must be able to demonstrate a maturity level commensurate with the needs of the construction industry. ◆ A successful student must be willing to follow directions, and have regular attendance. ◆ Engineering, surveying or drafting. ◆ Instruction may include: Basic carpentry, Basic construction theory, Basic drafting, Blueprint reading, Building code application, Electrical, Equipment operation, Plumbing, Resume writing and job interview techniques, Safety, Surveying, Using hand & power tools. <p>www.49errop.com Placer/Nevada Counties</p> <p>www.bcoe.org/ROP/ Butte County</p> <p>http://rop.sutter.k12.ca.us/ Yuba/Sutter Counties</p> <p>Students must fill out the Pre-enrollment/waiting list at your Learning Center front desk. There is also a binder with paper copies of courses available.</p>	

Fashion Design Basic Full Year – 10 Credits	Fashion Design – ROP Full Year – up to 40 Credits	
<p>This course has not been written yet but if you have advanced sewing skills, you can design and write a course description yourself. It must include an advanced final project and the skills and projects completed throughout the semester to introduce, learn and practice these skills to mastery. A portfolio must be kept to document your progress. It should include a minimum of 4 garments completed; sketches of designs possibly copied from the pattern envelope with your own fabric choices and reasons for these choices; math worksheets used to compute minimum yardage needed, cost of supplies, and total cost of each project; photos of projects in progress and completed. Semester's work should culminate in an informal fashion show organized by you and promoted to friends, family, and teachers for a viewing of your completed projects and to share your challenges and successes.</p>	<p>In this two-semester 360-hour course students will explore the elements of fashion design. Students will learn the aspects of design necessary to create sketches, designs, and articles of clothing. This course also studies fashion trends throughout history and includes an understanding of cultural, social, political and economic influences on fashion design. Students learn and then use the elements of design to analyze other designers' works. Throughout the semester, students learn about the career opportunities related to fashion design and the world of fashion.</p> <p>Credits Per Semester: up to 20 credits: 5 units of math credit; 5 units of Life Skills; and 10 units of Elective credit for graduation.</p> <p>ROP Information: Locations, start dates, instructor contact numbers: www.49errop.com Placer/Nevada Counties www.bcoe.org/ROP/ Butte County</p> <p>Interested students must fill out the Pre-enrollment/waiting list at your Learning Center front desk. There is also a binder with paper copies of courses available.</p>	

Fashion Merchandising Careers Basic Semester – 5 Credits	Fashion Merchandising Career – ROP Full Year – up to 40 Credits	
<p>You design a course overseen by your PLT in order to learn the functions and foundations of the fashion industry. Must include research and a well written papers on each of the following topics:</p> <ul style="list-style-type: none"> ◆ The Origins and Influences of Fashion ◆ Visual Merchandising ◆ Fabrics and Textiles ◆ Consumer Psychology and Behavior ◆ Fashion Trends, Forecasting and Promotion. <p>This course also must include 3 interviews or possible job shadowing of people in the fashion merchandising industry, which may include all types of retail businesses. Documentation should include the name, position, place of employment and phone # of the interviewee, the questions asked in the interview (prepared in advance and typed). Responses should be summarized in writing next to the questions for your PLT.</p>	<p>Learn the functions and foundations of the fashion industry as well as instruction in the origins and influences of fashion, visual merchandising, fabrics and textiles, consumer psychology and behavior, fashion trends, forecasting and promotion. Internship opportunities may include all types of retail businesses.</p> <p>This Class Offers: Practical experience in the fashion merchandising industry through formal class instruction and on-the-job training in boutiques, specialty stores and major retailers.</p> <p>Instruction May Include: Consumer psychology; Fabrics and textiles; Fashion forecasting; Origins and influence of fashion; Promotion; Visual merchandising.</p> <p>Credits Per Semester: 20 credits: 5 units of math credit; 5 units of Life Skills; and 10 units of Elective credit for graduation.</p> <p>ROP Information: Locations, start dates, instructor contact numbers:</p> <p>www.49errop.com Placer/Nevada Counties</p> <p>www.bcoe.org/ROP/ Butte County</p> <p>http://rop.sutter.k12.ca.us/ Yuba/Sutter Counties</p> <p>Interested students must fill out the Pre-enrollment/waiting list at your Learning Center front desk. There is also a binder with paper copies of courses available.</p>	

Accounting – ROP

Full Year – up to 20 Credits

Receive hands-on training in the preparation of payroll and financial statements, posting journals and ledgers, preparing business financial statements and money management. Employment opportunities may include bookkeeper, payroll clerk, and accounts receivable and/or accounts payable clerk. Instruction may include:

- ◆ Analyzing transactions for service and merchandising firms
- ◆ Creating PowerPoint presentations
- ◆ Designing flyers on Microsoft Publisher
- ◆ Maintaining a petty cash fund
- ◆ Making journal entries and posting to general and/or subsidiary ledgers
- ◆ Posting and preparing payroll
- ◆ Preparing a bank reconciliation
- ◆ Preparing an income statement, a balance sheet and a statement of owner's equity
- ◆ Preparing Excel spreadsheets
- ◆ Resume writing and job interview techniques
- ◆ Typing memos, forms and letters using Microsoft Word
- ◆ Using accounting terminology and the basic accounting equation

Credits Per Semester: 20 credits: **5 units of math credit**; 5 units of Life Skills; and 10 units of Elective credit for graduation.

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Not available in Butte County ROP

Interested students must fill out the Pre-enrollment/waiting list at your Learning Center front desk. There is also a binder with paper copies of courses available.

Marketing Careers – ROP

Full Year – up to 20 Credits

Learn marketing and sales practices, procedures and techniques, ethics, customer relations, inventory and stock control, display, advertising and retail clerical skills. Students may choose to focus on fashion marketing functions and foundation of the fashion industry as well as instruction in the origins and influences of fashion, visual merchandising, fabrics and textiles, consumer psychology and behavior, fashion trends, forecasting, and promotion. Internship opportunities may include all types of retail businesses. A wide variety of training sites are available. The interests and abilities of students are taken into consideration before making a jobsite placement.

Special Considerations: Marketing students should like people and be willing to work with the public; Students must be able to comply with the dress code for their assigned job site.

Instruction May Include: Advertising, Customer relations, Display techniques, Economics, Entrepreneurship, Job portfolio/interview techniques, Marketing math, Marketing procedures, Receiving and marking merchandise, Record keeping/accounting, Sales techniques, Stock control and inventory, Store operations and security.

Credits Per Semester: 20 credits: **5 units of math credit**; 5 units of Life Skills; and 10 units of Elective credit for graduation.

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www.bcoe.org/ROP/ Butte County

<http://rop.sutter.k12.ca.us/> Yuba/Sutter Counties

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Science

Physical Sciences

Physical Science Basic Full Year – 10 Credits	Integrated Science Full Year – 10 Credits	
With this Physical Science course, students learn the properties of matter, elements, compounds, electricity, and sound and light. Students reading below grade level gain practice in working with data and sharpen their abilities to infer, classify, and theorize. Reading Level 3-4 Interest Level 6-12 Suggested Text: <u>Physical Science</u> , American Guidance Service	Integrated Science is a blending of Physical Science, Earth Science and Life Science that will give students the foundations necessary to succeed in future High School Science coursework. Students will learn the basics of the Scientific Method applicable to all fields of scientific study. Prerequisite: No Prerequisite Online: Example: Cyber High	
Chemistry Basic Full Year – 10 Credits	Chemistry Full Year – 10 Credits	a-g Chemistry Full Year – 10 Credits
Chemistry – Taking a look at what matter is made of and how it behaves, down to the subatomic level. Engaging full-color graphics and page layouts draw students in. The AGS Chemistry book provides a clear, sound basis of scientific knowledge. Besides presenting chemistry fundamentals, the text offers features that dispel common myths and provide examples of connections between chemistry and the environment, technology, and consumer choices. It also presents real-life problems affecting the world and their chemistry-related solutions. In addition, Investigations and Express Labs give students added exposure to chapter concepts, to increase comprehension. A perfect introduction to the field of chemistry. Reading Level 3-4 Interest Level 6-12 Suggested Text: <u>Chemistry</u> , American Guidance Service	Chemistry is taught as a concept oriented course with emphasis on understanding the general laws governing the properties of the elements, their compounds and their reactions. Importance will be placed on understanding how chemical principles and concepts are developed and how these principles can be used to explain phenomena in everyday life. Ample mathematical application made in all topics. Introduces principles of atomic theory, Periodic Law, bonding, molecular formulas, equations, stoichiometry, solution and acid-base chemistry, equilibrium and thermochemistry. Descriptive chemistry and the chemistry of carbon compounds are integral parts of the course. Prerequisite: grade of “C” or better in Algebra 1 or teacher recommendation Suggested Text: <u>Chemistry, Matter and Change</u> , Glencoe	<i>This course is available as a Community College Course through Concurrent Enrollment.</i>
	Physics Full Year – 10 Credits	a-g Physics d-Lab Science UC/CSU Full Year – 10 Credits

Concurrent Enrollment at Community Colleges

Concurrent enrollment at community Colleges may be necessary for advanced coursework not offered through CORE Schools. These courses are available with High School Counselor permission via the Academic Enrichment form available at the Learning Center front desk. Completed college coursework is recorded on your college transcript as well as on your High School transcript at value of 3.33 High School credits for each 1.0 college credit.

Life Sciences

Biology Basic Full Year – 10 Credits	Biology Full Year – 10 Credits	a-g Biology UC/CSU d-lab science Full Year – 10 Credits
<p>Students learn about classification and organization; patterns of reproduction, growth, and development; the human body's systems; ecological cycles; and other basic biological building blocks.</p> <p>Prerequisite: No Prerequisite</p> <p>Suggested Text: <u>Biology</u>, American Guidance Service</p>	<p>In this course, students will use experimentation and inquiry to explore the basic concepts of biological science. All aspects of life will be investigated, including cellular structure, structure and function of plants and animals, genetics, evolution, diversity and principles of classification, and ecological relationships.</p> <p>Prerequisite: grade of "C" or better in Algebra 1 or teacher recommendation</p> <p>Suggested Text: <u>Biology – The Dynamics of Life</u>, Glencoe</p>	<p>In this course, students will use experimentation and inquiry to explore the basic concepts of biological science. All aspects of life will be investigated, including cellular structure, structure and function of plants and animals, genetics, evolution, diversity and principles of classification, and ecological relationships.</p> <p>This course requires a final exam or significant final project.</p> <p>Suggested Text: <u>Biology: The Dynamics of Life</u>, Glencoe Methods and/or Strategies Lecture Textbook Demonstration Laboratory activities Video Class discussions</p>

Dental Careers – ROP

Full Year – up to 40 Credits

Receive instruction in dental office procedures, practices, standards and ethics as well as dental terminology, physiology and disease processes, dental asepsis and sterilization, 4-6 handed dental assisting, patient care, front office skills and telephone techniques. Internships may be located in dental offices/clinics or dental labs. This is a Full Year Course.

Credits Per Semester: 20 credits including 5 credits of Life Science, 5 credits of Life Skills/Vocational Skills/Technology, and 10 credits of Elective.

This Class Offers:

- ◆ Classroom and on-the-job training in entry-level dental assisting, receptionist, and lab technician
- ◆ College Credits
- ◆ Development of hand/eye coordination
- ◆ Development of professional manner, speech and appearance
- ◆ Networking for the future
- ◆ Science credits for high school students, depending on the district in which they are enrolled
- ◆ Skills transferable to the global market
- ◆ The opportunity to participate in the care of patients in a dental environment while networking and obtaining information for future education and employment

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<p align="center">Animal and Veterinary Careers Basic Semester – 5 Credits</p>	<p align="center">Animal and Veterinary Careers Full Year – 10 Credits</p>	<p align="center">a-g Integrated Animal Science – ROP d - Lab Science Full Year – up to 40 Credits</p>
<p>Self-created course using hands on learning projects, such as 4-H, as a base. Should include a self created notebook of information learned in your project such as: nutrition, digestion, type of feed, reproduction, common diseases, and animal behavior. You should include photos, articles found and journal writes of your experience and how this information is relevant in society today. Propose a schedule along with ideas to your PLT for approval and work out any assessments with PLT.</p> <p>Prerequisites: Biology Basic</p>	<p>The <u>Introduction to Animal Science: Global, Biological, Social and Industry Perspectives</u> continues to present the most complete, up-to-date coverage of the traditional disciplines that are so essential to a solid foundation in Animal Science: nutrition, digestion, feeds, genetics, reproduction, disease, and animal behavior. Species-focused chapters include the major species (horse, dairy cattle, beef cattle, sheep, goat, poultry, and swine) as well as the minor species (aquaculture, pets/companion animals, and rabbits). In addition, however, the study of modern Animal Science also requires a comprehensive, non-traditional approach that effectively introduces the discipline as an ever-changing and integral part of every aspect of human existence. For this reason, author W. Stephen Damron not only presents thorough coverage of the major species and their respective concerns - he also challenges the student to consider the many pressing interests relevant to Animal Science as it influences and is influenced by society today.</p> <p>Suggested Text: www.pearsonschool.com/index</p>	<p>Animal & Veterinary Careers Employment Opportunities May Include:</p> <ul style="list-style-type: none"> ◆ Animal services/S.P.C.A. ◆ Veterinary assistant (unregistered) ◆ Horse farm employee ◆ Pet groomer's assistant/bather ◆ Feed store clerk ◆ Pet shop clerk <p>This class offers instruction in applied anatomy and physiology, the study of common diseases (pathology), veterinary procedures, diagnostic laboratory procedures, small and large animal health care, animal grooming, restraint techniques, client relations and office procedures. Internship opportunities may include veterinary clinics, horse ranches, animal control, feed and tack stores, pet shops, or pet grooming shops.</p> <p>Credits Per Semester: up to 20 credits: <u>5 Life Science, 5 Life Skills/Vocational Skills/Technical, 10 Elective</u></p> <p>www.49errop.com Placer/Nevada Counties www.bcoe.org/ROP/ Butte County</p> <p>Not Available at Tri County ROP</p> <p>Interested students must fill out the Pre-enrollment/waiting list at your Learning Center front desk.</p> <p>There is also a binder with paper copies of courses available.</p>

Academic Elective Science

Meets graduation requirement for Physical Science, but not “d-lab science” list only “g-elective” on a-g list

Earth Science Basic Full Year – 10 Credits	Earth Science Full Year – 10 Credits	a-g Earth Science UC/CSU “g” elective Full Year – 10 Credits
<p>Short, concise lessons hold students’ interest and provide explanations of basic principles.</p> <ul style="list-style-type: none"> ◆ Controlled vocabulary ensures reading mastery. ◆ Key vocabulary words are defined in margin notes. ◆ Lesson objectives are identified for students. ◆ Provides test-taking tips in every chapter. ◆ Investigations provide hands-on experience. ◆ Course helps students apply skills to everyday life. ◆ Table of contents: <ul style="list-style-type: none"> • Studying the Earth • Describing the Earth • The Earth and Moon System • The Solar System • Stars and Galaxies • Earth Chemistry • Minerals • Rocks • The Earth’s Atmosphere • Weather and Climate • The Earth’s Water • Weathering and Erosion • Forces in the Earth • A Record of the Earth’s History <p>Suggested Text: <u>Earth Science</u>, American Guidance Service</p>	<p>Earth Science is a comprehensive college preparatory laboratory science designed to cover the following general headings: Investigations and Experimentation, Mathematical and Statistical Analysis of Data, Matter and Chemical Composition of the Earth, Dynamic Earth Processes, The Many Forms of Energy in the Earth’s System, Bio- and Geochemical Cycles, Applications and Solutions to Problems in the California Setting, Astronomy From the Subatomic to the Cosmic, The Principle of Conservation as it Applies to the Physical and Environmental World in Which We Live, The Challenges That are Inherent to Maintaining Our Planet’s Order.</p> <p>Co-requisite: Algebra</p> <p>Suggested Text: <u>Earth Science: Geology, Environment and the Universe</u>, Glencoe</p>	<p>This is under the History/Social Studies category because for the UC/CSUs this fulfills a g-elective under History/Social Studies Category.</p> <p>Earth Science is a comprehensive college preparatory laboratory science designed to cover the following general headings: Investigations and Experimentation, Mathematical and Statistical Analysis of Data, Matter and Chemical Composition of the Earth, Dynamic Earth Processes, The Many Forms of Energy in the Earth’s System, Bio- and Geochemical Cycles, Applications and Solutions to Problems in the California Setting, Astronomy From the Subatomic to the Cosmic, The Principle of Conservation as it Applies to the Physical and Environmental World in Which We Live, The Challenges That are Inherent to Maintaining Our Planet’s Order.</p> <p>This course requires a final exam or significant final project.</p> <p>Co-requisite: Algebra</p> <p>Suggested Text: <u>Earth Science: Geology, Environment and the Universe</u>, Glencoe</p>

Languages Other Than English – L.O.T.E.

Foreign Languages

	Spanish 1 Full Year – 10 Credits	a-g Spanish 1 (e-LOTE) Full Year – 10 Credits
	<p>Spanish 1 is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently, with accurate pronunciation and intonation, while fostering an appreciation of the culture.</p> <p>Suggested Text: <u>Buen Viaje! Spanish 1</u>, Glencoe</p>	<p>Spanish 1 is an introductory course for students who wish to learn a foreign language. It is intended to develop limited facility in each of the major communication skills: listening, reading, speaking, and writing. Major emphasis is on development of the ability to speak fluently, with accurate pronunciation and intonation, while fostering an appreciation of the culture.</p> <p>This course requires a final exam or significant final project.</p> <p>Suggested Text: <u>Buen Viaje! Spanish 1</u>, Glencoe Online: National University Virtual High</p>
	Spanish 2 Full Year – 10 Credits	a-g Spanish 2 (e-LOTE) Full Year – 10 Credits
	<p>This course expands and refines the speaking and listening skills necessary to attain competence in complex conversations and reading and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be taught.</p> <p>Suggested Text: <u>Buen Viaje! Spanish 2</u>, Glencoe</p>	<p>This course expands and refines the speaking and listening skills necessary to attain competence in complex conversations and reading and writing. The vocabulary will continue to expand. Phonics review and further grammatical concepts will be taught.</p> <p>This course requires a final exam or significant final project.</p> <p>Suggested Text: <u>Buen Viaje! Spanish 2</u>, Glencoe Online: National University Virtual High</p>
	French 1 Full Year – 10 Credits	a-g French 1 (e-LOTE) Full Year – 10 Credits
	<p>Become familiar with the concepts of gender and number, the French verbal system, and the notion of parties and ways of marking possession. Phonological, grammatical topics and vocabulary are introduced in the context of a continuing story. Class requirements will aim at expanding the student's ability to communicate orally and in writing, as well as to understand by reading contextually.</p> <p>Suggested Texts: <u>French Ultimate Year 1</u>, Power Glide; <u>French Year 1</u>, The Learnables</p>	<p><i>This course is available as a Community College Course through Concurrent Enrollment.</i></p>

Concurrent Enrollment at Community Colleges

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	French 2 Full Year – 10 Credits	a-g French 2 (e-LOTE) Full Year – 10 Credits
	<p>Communicate in French. Emphasize listening, speaking, reading and writing skills in preparation for advanced work. Be able to express yourself at a basic level in present and past tense. Additionally, emphasize the focus on reading comprehension in the French language.</p> <p>Suggested Texts: <u>French Ultimate Year 2</u>, Powerglide; <u>French Year 2</u>, The Learnables</p>	<p><i>This course is available as a Community College Course through Concurrent Enrollment.</i></p>
	American Sign Language I Full Year – 10 Credits	a-g American Sign Language I (e-LOTE) Full Year – 10 Credits
	<p>This Course will teach the basic signs, grammar, finger spelling and the cultural aspects of deafness. Students will learn basic communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include: role-playing, skits, and songs. In addition to written work, students are expected to study/practice the language on a daily basis. Students will also be required to complete a report and attend one out-of-class function. This course may not be repeated for credit.</p> <p>Suggested Text: <u>Learning American Sign Language</u>, Pearson</p>	<p>This Course will teach the basic signs, grammar, finger spelling and the cultural aspects of deafness. Students will learn basic communication as well as song signing. Total participation is mandatory in order to properly learn the language. Activities will include: role-playing, skits, and songs. In addition to written work, students are expected to study/practice the language on a daily basis. Students will also be required to complete a report and attend one out-of-class function. This course may not be repeated for credit.</p> <p>This course requires a final exam or significant final project.</p> <p>Suggested Text: <u>Learning American Sign Language</u>, Pearson</p> <p><u>On TCA a-g list only</u></p>
	American Sign Language II Full Year – 10 Credits	a-g American Sign Language II (e-LOTE) Full Year – 10 Credits
	<p>Further develop basic reception and production skills in American Sign Language. Emphasis will be on deaf culture, syntax and vocabulary of more abstract concepts. Students will be required to sign stories, skits and songs, as well as completing two book reports and attending two out-of-class functions. In addition to written work, students are expected to study/practice the language on a daily basis. This course may not be repeated for credit.</p> <p>Suggested Text: <u>Learning American Sign Language</u>, Pearson</p>	<p>Further develop basic reception and production skills in American Sign Language. Emphasis will be on deaf culture, syntax and vocabulary of more abstract concepts. Students will be required to sign stories, skits and songs, as well as completing two book reports and attending two out-of-class functions. In addition to written work, students are expected to study/practice the language on a daily basis. This course may not be repeated for credit.</p> <p>Suggested Text: <u>Learning American Sign Language</u>, Pearson</p> <p><u>On TCA a-g list only</u></p>

Visual and Performing Arts

	Art Appreciation Full Year – 10 Credits	a-g Art Appreciation Full Year – 10 Credits
	<p>Take a first year art course in the fundamentals of art. Emphasize the necessary skills to provide you with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, applications of the Visual arts. Learn the tools, techniques, materials, technology and application of what is learned in other art forms, subject areas and careers. The art elements and principals of design serve as a foundation for each unit covered. Apply selected historical or cultural contexts with attention to analysis, interpretation, and judgment of student work as well as appreciation of art works from other cultures and times.</p> <p>Suggested Text: <u>Art Talk</u>, Glencoe</p>	<p>Take a first year art course in the fundamentals of art. Emphasize the necessary skills to provide you with a perceptual base leading to understanding artistic perception, creative expression, historical and cultural context(s), aesthetic valuing and connections, relations, applications of the Visual arts. Learn the tools, techniques, materials, technology and application of what is learned in other art forms, subject areas and careers. The art elements and principals of design serve as a foundation for each unit covered. Apply selected historical or cultural contexts with attention to analysis, interpretation, and judgment of student work as well as appreciation of art works from other cultures and times.</p> <p>This course requires a final exam or significant final project.</p> <p>Suggested Text: <u>Art Talk</u>, Glencoe</p>
	Film Studies Full Year – 10 Credits	a-g Film Studies Full Year – 10 Credits
	<p>Study film as both an art and a means of communication. Learn to “read” a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors and purpose. Emphasize the various techniques used by filmmakers to convey meaning. Embark on an introduction of traditions in film making – especially the narrative traditions shared with literature – as well as the history of the cinema. In addition, examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. Along with film analysis requiring short essays, create short film-related projects.</p> <p>Prerequisites: grade “C” or better in English 9 and 10 or instructor’s approval</p> <p>Suggested Text: <u>Film Art: An Introduction</u>, McGraw-Hill</p>	<p>Study film as both an art and a means of communication. Learn to “read” a film, analyzing its narrative structure, genre conventions, subtext, technical and artistic factors and purpose. Emphasize the various techniques used by filmmakers to convey meaning. Embark on an introduction of traditions in film making – especially the narrative traditions shared with literature – as well as the history of the cinema. In addition, examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. Along with film analysis requiring short essays, create short film-related projects.</p> <p>This course requires a final exam or significant final project.</p> <p>Prerequisites: grade “C” or better in English 9 and 10 or instructor’s approval</p> <p>Suggested Text: <u>Film Art: An Introduction</u>, McGraw-Hill</p>

		<p align="center">a-g Studio Art: Multicultural Emphasis Full Year – 10 Credits</p>
		<p>Studio Art is a multi-culture art class which coordinates 2-D and 3-D studio work with cultural studies. Selected cultures of Meso-American, Middle Eastern, Asian, and 16th-19th Century Europe will be introduced to produce art projects that relate to each unique culture. The art elements and principles of design composition serve as a foundation for each unit covered. Attention is given to visual studio work, language and culture studies, and knowledge of and appreciation for various art forms.</p> <p>This course requires a final exam or significant final project.</p> <p>This Course is available at CORE Butte only.</p>
	<p align="center">General Music Instrument or Voice Full Year – 10 Credits</p>	
<p>Students in General Music will explore and work towards proficiency singing or performing with an instrument alone or with others.</p>		
	<p align="center">Music Appreciation Full Year – 10 Credits</p>	
<p>This course is designed to be an introduction to musical styles, both western and non-western. Learn how music affects your culture and other cultures around the world. Learn how music is used in a myriad of situations, from communication to mood setting. Recognize music in its written form as well as its aural form.</p> <p>Suggested Text: <u>Music! It's Role and Importance in Our Lives</u>; Fowler, McGraw-Hill</p>		
	<p align="center">Music Studio Full Year – 10 Credits</p>	<p align="center">a-g Music Studio Full Year – 10 Credits</p>
<p>The focus of this course is on developing musical performance skills while learning about the use and value of music in people's lives. This course is for both beginners and for those furthering their musical skills. Emphasis is on reading music and developing fundamentals of performance in the instrument of choice, including voice. This course encourages students to view music in a social context rather than as abstract information to be learned for its own sake. It presents music as a natural and essential ingredient of one's own life and of human life in all cultures.</p> <p>a-g course requires a final exam or significant final project</p>		

	Graphic Arts/Video Productions – ROP Full Year – up to 20 Credits	a-g Graphic Arts/Video Productions – ROP Full Year – up to 20 Credits
	<p>Depending on the ROP site, these courses may focus on:</p> <ul style="list-style-type: none"> ◆ Graphic Communications ◆ Video Directing, Editing and Producing ◆ Audio Engineering ◆ Web Based applications ◆ Budgeting and Pricing ◆ Broadcasting and Multimedia Processes <p>www.49errop.com Placer/Nevada Counties www.bcoe.org/ROP/ Butte County http://rop.sutter.k12.ca.us/ Yuba/Sutter Counties</p> <p>Interested students must fill out the Pre-enrollment/waiting list at your Learning Center front desk. There is also a binder with paper copies of courses available.</p>	<p>Depending on the ROP site, these courses may focus on:</p> <ul style="list-style-type: none"> ◆ Graphic Communications ◆ Video Directing, Editing and Producing ◆ Audio Engineering ◆ Web Based applications ◆ Budgeting and Pricing ◆ Broadcasting and Multimedia Processes <p>This course requires a final exam or significant final project.</p> <p>www.49errop.com Placer/Nevada Counties www.bcoe.org/ROP/ Butte County http://rop.sutter.k12.ca.us/ Yuba/Sutter Counties</p> <p>Interested students must fill out the Pre-enrollment/waiting list at your Learning Center front desk. There is also a binder with paper copies of courses available.</p>
	Drawing and Painting Semester – 5 Credits	
<p>Cover basic skill building in drawing and painting production, applying the fundamentals of the elements and principles of fine art and design. Experience not only art production, but also artistic philosophy, art criticism and art history. Analyze and make critical assessments about artworks, respond appropriately to a variety of inquiries related to the curriculum and produce artwork that shows individual creativity and problem solving ability.</p> <p>Suggested Texts:</p> <p><u>Basic Drawing Kit of Materials</u>, North Dakota <u>Basic Drawing Study Guide</u>, North Dakota <u>Beginning Painting Kit of Materials</u>, North Dakota <u>Beginning Painting Study Guide</u>, North Dakota</p>		

Physical Education

Semester – 5 Credits

At the beginning of each school term, the student, parent and personalized learning instructor will structure a physical education plan to assure students address each of the following standards:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms
2. Applies movement concepts and principles to the learning and development of motor skills
3. Exhibits a physically active lifestyle
4. Achieves and maintains a health-enhancing level of physical fitness
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings
7. Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Students will keep an activity log to account for the physical exercise portions of the standards. An example of an activity log can be found in the Appendix of this catalog. Other areas can be addressed through written work, research, discussion and/or presentation. (For more information on the California Physical Education Standards, please visit www.cde.ca.edu.)

Suggested Texts: Fitness for Life, North Dakota; Fitness for Life Study Guide, North Dakota

Health

Health Basic Semester – 5 Credits	Health Semester – 5 Credits	
Understand your physical health and learn how to maintain mental and emotional health. Understand aspects of substance use and abuse. Understand the fundamental concepts of growth and development. Suggested Text: <u>Life Skills Health</u> , American Guidance Service	Become acquainted with the availability and effective use of health services, products, and information. Explore environmental and external factors that affect individual and community health. Understand the relationship of family health and individual health. Know essential concepts and practices concerning injury prevention and safety and understand essential concepts about nutrition and diet. Know how to maintain and promote personal health and know about prevention and control of disease. Go beyond physical health and learn how to maintain mental and emotional health. Understand aspects of substance use and abuse. Understand the fundamental concepts of growth and development. (For more specific standards based on student grade level, you may want to reference www.cde.ca.gov) Suggested Text: <u>Health</u> , Glencoe	
	Nutrition Semester – 5 Credits	
Come to understand specific facts and principles about food safety and nutritional components of food. New information about food additives, preservatives and health are just a few of the topics to be covered. The class will help today's and tomorrow's consumers with knowledge needed to make informed decisions about our food supply. Suggested Text: <u>Nutrition and Wellness</u> , Glencoe		
Fitness for Life Basic Semester – 5 Credits	Fitness for Life Semester – 5 Credits	
Suggested Texts: <u>Fitness for Life</u> , North Dakota; <u>Fitness for Life Study Guide</u> , North Dakota	This course must include a membership at your local gym, which is an approved vendor, where attendance is maintained at a minimum of 3 x week. This requirement of the class is in addition to work completed in the suggested texts: <u>Fitness for Life</u> , North Dakota along with the <u>Fitness for Life Study Guide</u> .	

Life Skills/Vocational Skills/Technology

High School and Beyond Semester – 5 Credits

This course is designed to assist the student (and parent) in planning for High School graduation and success in life. The first part of the course focuses on academic planning, personal/social and career issues. The second part of the course explores the many post secondary options available and financial planning strategies.

Suggested Texts: Getting Ready for Life After High School, LACOE; Don't Miss Out, Octameron Press

Auto Mechanics Full Year – 10 Credits

Demonstrate understanding in engine performance, engine repair, automotive maintenance, electrical systems, transmissions and drivelines. This is a hands-on course.

Suggested Texts: Automotive Excellence Volumes 1 and 2, Glencoe

Business Math Full Year – 10 Credits

Business Math/Personal Finance is accepted towards C.O.R.E.'s mathematics graduation requirement. In order to take Business Math/Personal Finance, students must have completed the Algebra 1 requirement. Business Math/Personal Finance is structured around a three-pronged approach: basic math review, personal finance and business mathematics.

Text: Math with Business Applications, Glencoe

Career Explorations Semester – 5 Credits

Suggested Text: Succeeding in the World of Work, Glencoe

Carpentry Full Year – 10 Credits

Suggested Text: Carpentry and Building Construction, Glencoe

Clothing Full Year – 10 Credits

Suggested Text: Clothing, Fashion, Fabrics and Construction, Glencoe

Computer Literacy Full Year – 10 Credits

Develop the skills needed to be proficient in computer keyboarding and use of the Microsoft's Word word processor. Become familiar with the Windows operating system. Explore desktop publishing, Microsoft's Excel spreadsheet, Microsoft's PowerPoint presentation software and navigating the Internet.

Suggested Texts/Materials: Computing Essentials, McGraw Hill; Microsoft Office 2003, Computer Literacy Press; Office XP – A Comprehensive Approach, Glencoe

Driver's Education 2.5 Credits

This class completes half of the requirements needed to apply for a California Driver's License, needing to be followed by Driver's Training. Students' experience will allow them to perform safely in the automobile transportation system. This is a 2.5 unit class.

Online: <http://www.drivereducationonline.com/>

	Electronics Full Year – 10 Credits	
Suggested Text: <u>Electricity and Electronics Technology</u> , Glencoe		
	Food Preparation Full Year – 10 Credits	
This course provides an introduction to foods and nutrition. Topics include food safety, general nutrition and personal diet evaluation. Students will also learn the fundamentals of planning, preparing and serving simple meals. Basic equipment use and care, food purchasing and preparation techniques will be covered. Suggested Text: <u>Culinary Essentials</u> , Glencoe		
	Housing and Interior Design Full Year – 10 Credits	
This course teaches offers students both the fundamentals of interior design and consumer-based housing skills. Text: <u>Housing and Interior Design</u> , Glencoe		
	Keyboarding Semester – 5 Credits	
In this elective course, students will develop correct techniques for touch-typing in order to increase the speed and accuracy of their typing abilities. They will also be introduced to basic conventional typing practices. Timed tests that track the number of words typed per minute and the number of mistakes made during the same time period will be given regularly. A typewriter or a computer with a word processing program is needed for coursework. The computers in the school computer lab may also be utilized for this class. Suggested Resource: <u>Keyboard – Typing</u> , Mavis Beacon		
7 Habits of Highly Effective Teens – Basic Semester – 5 credits	7 Habits of Highly Effective Teens Semester – 5 Credits	
This course is based on Sean Covey's bestseller that applies the principles of the 7 Habits to teens and the tough issues and life-changing decisions they face. Topics include self-image, building friendships, resisting peer pressure, achieving goals, getting along with parents, and more. Suggested Text: <u>The 7 Habits of Highly Effective Teens</u> , Simon & Schuster	This course is based on Sean Covey's bestseller that applies the principles of the 7 Habits to teens and the tough issues and life-changing decisions they face. Topics include self-image, building friendships, resisting peer pressure, achieving goals, getting along with parents, and more. Suggested Text: <u>The 7 Habits of Highly Effective Teens</u> , Simon & Schuster	
	Basic Woodworking Full Year – 10 Credits	
Cover the proper use and care of woodworking hand tools and offers an introduction to the fundamental operation of woodworking machines, emphasizing safety. You will be required to make specific projects from your own scaled drawings. Class stresses shop safety. Be able to recognize basic wood properties, identify common wood species, and learn current manufacturing techniques. Student will be able to develop skills in reading and interpreting charts, selecting and using proper measuring devices, and plan and complete tasks by following an organized process while improving basic math skills through applied activities. Suggested Text: <u>Wood Technology & Processes</u> , Glencoe		

Work Experience

For course options and course descriptions, see the Life Skills/Vocational Skills/Technology section.

Students earn units in the Work Experience Education program by being enrolled in the course, completing the accompanying coursework, and being gainfully employed. The number of credits earned depends on how many hours the student works within the time frame of the semester, with a maximum of 10 units per semester and 40 units for a student's high school career. For every 20 hours of work, a student earns 1 unit. For example, if a student works 120 hours (or, roughly, 6 hours/week for the semester) while being enrolled in the Work Experience program and completes the accompanying coursework, s/he will earn 6 units. (See page 10 under Units)

Work Permit Applications are available at the <http://www.coretca.org/> website and/or may be copied from the inside back page of this catalog.

Academic Electives “g” Requirement

	Psychology - Child Development Semester – 5 Credits	a-g Introduction to Psychology UC/CSU “g” requirement Semester – 5 Credits
	<p>The Developing Child takes an “ages and stages” approach to providing a comprehensive overview of the development of children from birth through adolescence. At each stage, students explore typical physical, emotional and social, and intellectual development. The course explores the latest information on brain development, expanded coverage of older children and adolescents, and summaries of physical developmental milestones.</p> <p>Suggested Text: <u>The Developing Child</u>, Glencoe</p>	<p>This introductory course in psychology is a survey of the multiple aspects of human behavior. Become involved in a survey of the theoretical foundations of human functioning in such areas as learning, motivation, emotions, personality, deviance and pathology, psychological factors and social influences. Understand and gain insight into the complexities of human relationships in personal, social and vocational settings.</p> <p>Prerequisite: grade “C” or better in Social Studies</p> <p>Suggested Text: <u>Understanding Psychology</u>, Glencoe</p>
	Sociology Semester – 5 Credits	a-g Sociology “g” requirement Semester – 5 Credits
	<p>Introduction to Sociology is a social science course designed to introduce the student to the basic concepts of the intercultural discipline of sociology. Emphasize the following special areas: culture, socialization, social stratification and the five institutions, including family, politics, economics, religion and education. Examples of other topics include: demography, deviance, technology, environment social issues, social change and social organization.</p> <p>Prerequisite: grade of “C” or better in Social Studies</p> <p>Suggested Text: <u>Understanding Sociology</u>, Glencoe</p>	<p>Introduction to Sociology is a social science course designed to introduce the student to the basic concepts of the intercultural discipline of sociology. Emphasize the following special areas: culture, socialization, social stratification and the five institutions, including family, politics, economics, religion and education. Examples of other topics include: demography, deviance, technology, environment social issues, social change and social organization.</p> <p>Prerequisite: grade of “C” or better in Social Studies</p> <p>Suggested Text: <u>Understanding Sociology</u>, Glencoe</p>
	World Geography Full Year – 10 Credits	
	<p>This course focuses on the 21 concepts of geography derived from National Geography Standards. Students apply these concepts to gain a fuller understanding of the patterns and processes that shape the world and its people. Students will gain a broad understanding of physical and human geography in all the major regions of the world.</p> <p>Text: <u>World Geography – Building a Global Perspective</u>, Prentice Hall</p>	

Sports Medicine Basic Full Year – up to 40 Credits	Sports Medicine Full Year – up to 40 Credits	a-g Sports Medicine (g-elective) Full Year – up to 40 Credits
<p>Self-developed course including research on Sports Medicine as a career field. This should include internet research of career websites with interviews of people in the field, what education is needed to enter the field of sports medicine, and whether or not your research has stimulated an interest within you for this field.</p> <p>Could include a “Job Shadow” for a day in a physical therapy office or someone involved in some aspect of sports medicine with a write up of your experience.</p> <p>Collect articles and make journal writes and keep in a scrapbook format for PLT along with your research and other work.</p> <p>Learn basic human anatomy – bones, muscles and major organs and arrange for testing of the material with your PLT. Toward the culmination of course, write a resume to date, including the creation of this self-developed course.</p> <p>Prerequisites: a grade of “C” or better in Basic Biology, Chemistry or Physical Science</p>	<p>Self-developed course including research on Sports Medicine as a career field. This should include internet research of career websites with interviews of people in the field, what education is needed to enter the field of sports medicine, and whether or not your research has stimulated an interest within you for this field.</p> <p>Include a “Job Shadow” for a day in a physical therapy office or someone involved in some aspect of sports medicine with a write up of your experience. Collect articles and make journal writes and keep in a scrapbook format for PLT along with your research and other work. Complete 75% of Suggested text and turn in to PLT.</p> <p>Prerequisites: a grade of “C” or better in Biology, Chemistry or Physical Science, Algebra 1 or teacher recommendation</p> <p>Suggested Text: <u>Essentials of Anatomy and Physiology</u>, Prentice Hall</p>	<p>This up to 40 credit class offers an introduction to the field of athletic training. Learn basic anatomy and physiology, prevention and assessment of athletic injuries, immediate and temporary care of injuries, training room/office management practices, procedures, standards and ethics. Internship experience is included.</p> <p>This Class Offers:</p> <ul style="list-style-type: none"> ◆ An introduction to the field of athletic training. ◆ Hands-on experience in management and prevention of athletic injuries. ◆ Prerequisite experience for admission to many 4-year college programs in athletic training. <p>Credits Per Semester: 20 credits: 5 units of math credit; 5 units of Life Skills; and 10 units of Elective credit for graduation.</p> <p>This is a full year course: 40 total credits</p> <p>49er ROP Information: Locations, Start Dates, Instructor contact numbers: www.49errop.com</p> <p>Interested students must fill out the Pre-enrollment/waiting list for 49er ROP at the front desk. There is also a binder with paper copies.</p>
Ecology Basic Full Year – 10 Credits	Ecology Full Year – 10 Credits	a-g Ecology UC/CSU “g” elective Full Year – 10 Credits
<p>Possibilities include Flying Wild curriculum, Project W.E.T. (Water Education for Teachers) curriculum. Forest Stewardship research and activities. Stream or river stewardship research and activities.</p>	<p>The goal of the Ecology course is to introduce students to the general concepts, principles and methodologies necessary to comprehend the interrelationships that occur in the natural world. Moreover, students are encouraged to explore their own role(s) in the natural world, both helpful and harmful. Finally, focus on the positive aspect of a person’s involvement in ecology by providing ideas to reduce, correct or inhibit harm to the environment.</p> <p>Prerequisites: grade of “C” or better in Biology or teacher recommendation.</p> <p>Suggested Text: <u>Ecology of a Changing Planet</u>, Prentice Hall</p>	<p>The goal of the Ecology course is to introduce students to the general concepts, principles and methodologies necessary to comprehend the interrelationships that occur in the natural world. Moreover, students are encouraged to explore their own role(s) in the natural world, both helpful and harmful. Finally, focus on the positive aspect of a person’s involvement in ecology by providing ideas to reduce, correct or inhibit harm to the environment.</p> <p>This course requires a final exam or significant final project.</p> <p>Prerequisites: grade of “C” or better in Biology or teacher recommendation.</p> <p>Suggested Text: <u>Ecology of a Changing Planet</u>, Prentice Hall</p>

Regional Occupational Programs (ROP)

“Get the training you need for the job you want” is the motto of the Regional Occupational Programs. R.O.P. is a public education program offering career preparation classes to high school students and adults each year. Sponsored by the California Department of Education, R.O.P. is part of a statewide program designed to bring education and business together.

Listed below you will find numerous programs and courses that successfully build the bridge for students to cross over from High School to the world of work.

CORE Schools **strongly encourages** its students to take advantage of the excellent ROP programs provided by the Placer, Nevada (49er ROP), Yuba, Sutter, Colusa (Tri-County ROP) and Butte Counties.

Contact the ROP in your area for current course information.

Placer/Nevada Counties	Butte County	Yuba/Sutter/Colusa Counties
<p>http://www.49errop.com/</p> <p style="text-align: center;">View and enroll in Courses at:</p> <p>http://sites.placercoe.k12.ca.us/ROP/CourseRequest/Administration</p> <p style="text-align: center;">360 Nevada Street Auburn, CA 95603 Off - 530.889.5949 Fax - 530.887.1704 Contact Us</p> <p style="text-align: center;">Nevada County Office 582 Searls Avenue Nevada City, CA 95959 Off - 530.265.8848 Fax - 530.265.8163</p>	<p>http://www.bcoe.org/ROP/</p> <p style="text-align: center;">2491 Carmichael Drive Suite 100, Chico, CA 95928 Phone: (530) 879 - 7457 Fax: (530) 879 – 7458</p> <p style="text-align: center;">Email: rop@bcoe.org</p>	<p>http://rop.sutter.k12.ca.us/</p> <p style="text-align: center;">Tri-County R.O.P. (530) 822-2952 970 Klamath Lane Yuba City, CA 95993 (530)822-2952 (530)822-3003 FAX</p>

Index

a-g courses	9
ALEKS math	17
Academic Electives “g” requirement	39
Academic Elective Science.....	29
Accounting – ROP	24
Algebra	17, 18, 19
American Sign Language	31
Animal and Veterinary Careers – ROP.....	28
Art Appreciation	32
Auto Mechanics	36
“Basic” Designation description	9
Basic Graduation Suggested Schedule	4
Biology	26
Business Math/Personal Finances	19, 36
Career Explorations	36
Carpentry	36
Chemistry.....	25
Clothing	36
Code (School Code)	1
Computer Literacy	36
Community College Course Options	5
Concurrent Enrollment at Community Colleges	19, 25, 30
Construction and Architectural Design	20
Construction Technology	21
Courses – Basic, General, UC/CSU “a-g”	9
Courses	10
Course Delivery Options @ CORE Schools.....	5
Course Designation Descriptions	9
Credits	3
Dental Careers – ROP.....	27
Drawing and Painting.....	34
Driver’s Education.....	36
Earned Required Credits in ROP Courses	20
Earth Science (academic elective “g” requirement, or graduation req.)	29
Ecology	40
Economics	11
Electronics	37
English	12, 13, 14, 15
Expository Reading and Writing (E.A.P. English)	16
Fashion Design.....	22
Fashion Merchandising Careers	23

Film Studies	32
Fitness for Life	35
Food Preparation	37
Foreign Languages	30
French	30, 31
“General” designation description	9
General Graduation Suggested Schedule	4
Geometry	18
Government	11
Graduation Requirements.....	2
Graphic Arts/Video Productions – ROP.....	34
Health	35
High School and Beyond	36
History and Social Science	10
Housing and Interior Design	37
Independent Study Curriculum Options.....	5
Interior Design	37
Keyboarding	37
Languages Other Than English (Foreign Languages).....	30
Learning Center Class Curriculum Options	5
Life Sciences	26
Life Skills/Vocational Skills/Technology.....	36
Marketing Careers – ROP	24
Mathematics	17, 18, 19
Mathematics Credit Within the ROP (Regional Occupational Program).....	20, 21, 22, 23, 24
Maximum & Minimum Credits.....	3
Music	33
Nutrition	35
Online Distance Learning Options	5
Online – Virtual Curriculum Options	5
Physical Education	35
Psychology	39
Physical Science	25
Physics	25
Regional Occupational Program Options	5, 20, 41
ROP – Academic Elective Science.....	29
ROP – Math Credit Options	20, 21, 22, 23, 24
Schedules – Basic Graduation, General Graduation, UC/CSU Graduation	4
School Codes	1
Science (Physical Sciences) (Life Sciences) (Academic Elective Science)	25, 26, 29
Seven Habits of Highly Effective Teens	37
Social Science	10
Sociology	39

Spanish	30
Sports Medicine	40
Studio Art: Multicultural Emphasis	33
Suggested Schedules for High School Completion	4
Thirty Unit Credit Exceptions	3
Trigonometry and Pre-Calculus	19
“UC/CSU a-g” designation description	9
UC/CSU College Prep Graduation Suggested Schedule	4
U.S. History.....	10
Visual and Performing Arts	32
Woodworking	37
Work Experience	38
Work Permit Request (Statement of Intent to Employ Minor)	inside back cover
World Geography.....	39
World History	10

Work Experience Education WEE

Work Experience Education is a great way for high school students to earn units through coursework) and a paying job. While being employed at a job of either the student's choice or teacher/counselor's assistance, the student is required to complete accompanying coursework that assists the student in personal career assessment, job market knowledge, and job search tools such as the job search, resumes, and interview techniques. Students can earn a maximum of 10 units of Work Experience per semester (depending on coursework and the number of hours worked) and a maximum of 40 units throughout their high school career. In order to be admitted into the program, students need to be a minimum of 16 years of age or in the 11th grade with a 2.0 GPA. To become enrolled students need to:

- Speak to your personalized Learning instructor about enrolling in WEE.
- Secure employment that, ideally, would suit your passions and skills.
- Hold onto paycheck stubs in your job since you earn units based on the time that you work throughout the semester. You earn a grade based on your accompanying coursework.

Units for hours on the job are as follows, with a maximum of 10 units allowed per semester.

20-39 hours =	1 unit	120-139 hours=	6 units
40-59 hours =	2 units	140-159 hours=	7 units
60-79 hours =	3 units	160-179 hours=	8 units
80-99 hours =	4 units	180-199 hours=	9 units
100-119 hours =	5 units	200+ hours =	10 units

Statement of Intent to Employ Minor and Request for Work Permit

NOT A WORK PERMIT – PRINT ALL INFORMATION EXCEPT SIGNATURES

For Minor to Complete

Minor's Name (last name first)	Social Security Number	Date of Birth	Age
Street Address	City	Zip Code	Home Phone
School Name	Address	ZIP Code	School Phone

For Employer to Complete

Business Name	Street Address	City	Zip Code
Business Phone	Minor's Work Duties	Hourly Wage	
Employer's Workers' Compensation Insurance Company _____			
Maximum number of hours of employment when school is in session:			
Mon. _____	Tues. _____	Wed. _____	Thurs. _____
Fri. _____	Sat. _____	Sun. _____	Weekly = _____
This business does not discriminate unlawfully on the basis of race, ethnic background, religion, sex, color, national origin, ancestry, age, physical handicap, or medical condition. I hereby certify that, to the best of my knowledge, the information herein is correct and true.			
Supervisor's Signature	Supervisor's Name (printed or typed)		

For Parent to Complete

This minor is being employed at the place of work described with my full knowledge and consent. I hereby certify that, to the best of my knowledge, the information herein is correct and true. I request a work permit to be issued.

In addition to this employer, my child is working for: _____
Name of Business

Signature of Parent or Legal Guardian

Date

For School to Complete

_____	Evidence of Minor's Age	_____	Grade Level
TYPE: Regular _____	Vacation _____	Work Experience Education _____	
Year-Round _____	Other: (specify) _____		



CORE Schools

Mission Statement

CORE Schools, in order to foster the educational pursuits of our K-12 students in rural Northern California, utilizes the home based education/personalized learning approach which supports development through choice of curriculum aligned with the state standards, engaging parents along with students in learning and offering classes at our centers and within the community with the goal that students will demonstrate measurable academic growth in addition to the social skills necessary for their future success.

Vision

To provide unique educational opportunities nurturing far-reaching success for students

Motto

Personalizing Education for Student Success

Nevada City Learning Center

650 Gold Flat Road
Nevada City, CA 95959
(530) 470-9241

Colfax Learning Center

225 South Railroad Street
Colfax, CA 95713
(530) 346-8340

Chico Learning Center

260A Cohasset Road, Ste 3
Chico, CA 95926

(530) 894-3952

Marysville Learning Center

922 G Street
Marysville, CA 95901
(530) 742-2786

Paradise Learning Center

5665 Scottwood Road
Paradise, CA 95969
(530) 872-8294

Loomis Learning Center

3853 Taylor Rd, Suite 700
Loomis, CA 95650
(916) 577-1223



Galt Learning Center

640 Carol Dr., Suite 100
Galt, CA 95632
(209) 745-4529

**Educational
Materials Library**

260 Cohasset Road, Suite 120
Chico, CA 95926
(530) 894-3952

Administrative Office

650 Gold Flat Road, Suite A
Nevada City, CA 95959
(866) 267-3822
(530) 478-9458
Fax (530) 478-9629
www.coretca.org