

CORE Charter School

# Catalog

[www.corecharter.org](http://www.corecharter.org)

Community  
Options for  
Resources in  
Education

WASC Accredited  
College Readiness  
A-G courses  
Online Courses  
Center Classes  
R.O.P.  
Community College  
Career Tech Ed

High  
School  
Courses

Personalized Learning Public Charter School  
2017-2018

Approved on 



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Welcome to the CORE 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 Personalized Learning Teacher (PLT), 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 through graduation 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 serves students and their families across five Counties: Yuba, Sutter, Butte, Placer, and Nevada. We have a complete list of college preparatory, or “a-g list,” courses, allowing students to pursue a four-year college directly out of high school. CORE has earned a six year WASC (Western Association of Schools and Colleges) accreditation, the highest that a school can achieve. We are continually evolving to provide educationally sound means to deliver personalized instruction, assessments, focused classes, innovative programs, 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 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 school website: [www.coretca.org](http://www.coretca.org) under the High School advising section.

There are also many web resources to help you on the journey. One is Quickstart at [www.collegeboard.org](http://www.collegeboard.org) another is [www.californiacolleges.edu](http://www.californiacolleges.edu).

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.

Lovedeep Bains, School Counselor

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



## Graduation Requirements

In order to graduate, students at CORE Charter School will have successfully completed the minimum graduation requirements.

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 or higher & must include Algebra 1 or Integrated 1)	30 credits – 3 years	3 years beginning with Algebra or Integrated I (4 years recommended)
Life Science or Integrated I	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 or Integrated II	10 credits – 1 year	
Integrated III or Other Science	10 credits- 1 year	CSU/UC: 1 year of either additional physical or biological science from the “d” area subject area
Foreign Language, Visual/Performing Arts, or Career Technical Education	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
Life Skills/Vocational Skills /Technology	10 credits – 1 year	Same as graduation requirements
Electives	50 credits	1 year from the “a-f” subject areas
Total High School Units	220 credits	



## Suggested Schedules for High School Completion

220 Minimum Credits are required for graduation

These are suggested guidelines only. You may modify your individual student's schedule by working with your PLT.

Graduation	UC/CSU College Prep
9 <sup>th</sup> Grade	9 <sup>th</sup> Grade
10 – English 9 10 – Math (Integrated 1/Algebra 1 or higher) 10 – Science (Integrated Science 1) 10 – Physical Education 10 – Foreign Language, VAPA, or CTE 10 – Life Skills/Vocational Skills/Technology <hr/> 60 Credits	10 – English 9 (a-g) 10 – Math (a-g Integrated 1/Algebra 1 or higher) 10 – Science (a-g Integrated Science 1/Earth Science) 10 – Physical Education 10 – Foreign Language (a-g) 10 – Life Skills/Vocational Skills/Technology <hr/> 60 Credits
10 <sup>th</sup> Grade	10 <sup>th</sup> Grade
10 – English 10 10 – Math (Integrated 1/Algebra 1 or higher) 10 – World History 10 – Science (Integrated Science 2 or Biology) 10 – Physical Education 10 – Foreign Language, VAPA, or CTE <hr/> 60 Credits	10 – English 10 (a-g) 10 – Math (a-g Integrated 2/Geometry or higher) 10 – World History (a-g) 10 – Science (a-g Integrated Science 2/Biology) 10 – Physical Education 10 – Foreign Language (a-g) <hr/> 60 Credits
11 <sup>th</sup> Grade	11 <sup>th</sup> Grade
10 – English 11 10 – U.S. History 10 – Math ((Integrated 1/Algebra 1 or higher) 10 – Science (Integrated Science 3 or Earth Science) 20 – Elective (examples): <ul style="list-style-type: none"> <li>• Community College Course</li> <li>• Career Technical Education (CTE)</li> <li>• Driver Education</li> <li>• Visual /Performing Arts</li> <li>• Academic Elective</li> </ul> <hr/> 60 Credits	10 – English 11 (a-g) 10 – U.S. History (a-g) 10 – Math (a-g Integrated 3/Algebra 2 or higher) 10 – Science (a-g Integrated 3, Chemistry, Physics, or Astronomy) 10 – Visual Performing Arts (a-g) 10 – Elective (examples): <ul style="list-style-type: none"> <li>• Community College Course</li> <li>• Career Technical Education (CTE)</li> <li>• Driver Education</li> <li>• Academic Elective</li> </ul> <hr/> 60 Credits
12 <sup>th</sup> Grade	12 <sup>th</sup> Grade
10 – English 12 10 – U.S. Govt./Economics 40 – Elective (examples): <ul style="list-style-type: none"> <li>• Community College Course</li> <li>• Career Technical Education (CTE)</li> <li>• Visual /Performing Arts</li> <li>• Academic Elective</li> </ul> <hr/> 60 Credits	10 – English 12 (a-g) 10 – U.S. Govt./Economics (a-g) 10 – Math (a-g Pre- Calculus/Calculus) 10 – Science (a-g Chemistry or Physics or higher) 10 – College-Preparatory Elective (a-g) 10 – Elective (examples): <ul style="list-style-type: none"> <li>• Community College Course</li> <li>• Career Technical Education (CTE)</li> <li>• Academic Elective</li> </ul> <hr/> 60 Credits

P = a-g college prep

Foundations = with modifications for students with a current SST, IEP, or 504



## Maximum & Minimum Credits

CORE 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 45 credits per semester, determination of appropriateness of “acceleration” will be made, consulting with the School Counselor, on the following criteria:

- Strong grades
- Grade-level coursework
- A general strong indication that the student will be successful with an accelerated schedule

## Thirty Credit Exceptions

In order to be a full-time student, HS students must take 30 credits per semester with the following exceptions:

- Seniors (12<sup>th</sup> grade) may take 25 credits
- Students participating in the following programs may take 20 credits minimum with CORE:
  1. Concurrent enrollment at a community college
  2. Dual Enrollment
  3. ROP (Regional Occupational Program)

## Courses Without Educational Content

In adherence to California Assembly Bill 1012:

- The School will ensure that all students for grades 9-12 are enrolled in courses containing educational content.
- The School will ensure that all students for grades 9-12 do not repeat a course previously completed in which they received a grade sufficient to satisfy graduation credit requirements. However, students may repeat the course to improve the grade. In that case, no additional credits will be awarded.



## Community College Enrollment

Concurrent and Dual Enrollment gives High School students the opportunity to attend college courses and receive simultaneously college units and High School credit for the same course.

**Students are eligible if:**

1. Have completed at least the 8th grade,
2. Have written consent from parent/guardian, and
3. Have written consent from School Counselor, Executive Director, or Designee.

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

Community College Units	High School Credits
.5 units	1.5 credits
1 units	3.0 credits
2 units	6.5 credits
3 units	10 credits
4 units	13 credits
5 units	16.5 credits

**Concurrent Enrollment**

Students can participate in current enrollment through Yuba College, Woodland College, Butte College, or any other California Community College. Taking advantage of concurrent enrollment allows high school students to take more rigorous courses, meet a-g requirements, and start earning college units while enrolled in high school.

**Dual Enrollment**

CORE and Yuba College are working together to offer high school students selected and approved college courses at the Lakeside Resource Center. Taking advantage of dual enrollment courses allows high school students to take more rigorous courses, meet a-g requirements, and start earning college units while enrolled in high school.

**Articulated Courses**

C.O.R.E and local community colleges are working together to offer high school students selected and approved college courses at the Lakeside Resource Center. Taking advantage of articulated courses allows high school students to take more rigorous courses, meet a-g requirements, and start earning college units while enrolled in high school. Students are required to pass the course and final exam with a B or higher to earn college units.



## A-G Course Designation Descriptions

General	UC/CSU College Preparatory (P)
<p>Some courses are not designated as ‘a-g’ courses. These courses fit into the “general” category. Completion of these courses with a C or higher 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 CORE graduation requirements and are rigorous courses following state standards and guidelines.</p>	<p>These classes meet an ‘a-g’ requirement area 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 and a pattern of UC/CSU courses totaling 150 credits. The SAT/ACT must be taken before December of your senior year.</p> <p><b>UC expects the following from non-site-based independent study programs providing ‘a-g’ approved coursework:</b></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, or librarian).</p> <p>Student work shall be evaluated by an impartial professional who has been actively involved in the student’s learning process.</p>





## History and Social Science

### World History (P)

UC/CSU "a" requirement  
Semester- 5 Credits

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, Fascism and the Holocaust.

**This course requires a final exam or significant final project.**

**Text:** World History: Modern Times, Glencoe; Modern World History: Patterns of Interaction, McDougal Littell

**Online:** Cyber High, Odysseyware

### U.S. History (P)

UC/CSU "a" requirement  
Semester- 5 Credits

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.

**This course requires a final exam or significant final project.**

**Text:** The Americans: Reconstruction - 21st Century, McDougal Littell; American Odyssey the 20th Century and Beyond, Glencoe

**Online:** Cyber High, Odysseyware

### American Government (P)

UC/CSU "a" requirement  
Semester – 5 Credits

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.

**This course requires a final exam or significant final project.**

**Text:** Civics: Government and Economics in Action, Prentice Hall

**Online:** Odysseyware

### Economics (P)

UC/CSU "g" requirement elective (History/Social Science)  
Semester – 5 Credits

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.

**This course requires a final exam or significant final project.**

**Text:** Civics: Government and Economics in Action, Prentice Hall

**Online:** Cyber High, Odysseyware



## English

### English 9 (P)

UC/CSU "b" requirement  
 Semester- 5 Credits

This course is designed for 9th grade students to satisfy California State Standards and provide for college preparation. Students will read texts covering four genres: short story, non-fiction, poetry, and drama and will analyze recurrent patterns and themes in historically and/or culturally significant works. They will read at least two novels and respond with a written summary of the literature, character analysis, playbill, or cartoon strip. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. Students will also demonstrate their understanding of the literature through guided discussions and oral reviews of all genres and complete a creative writing project.

**This course requires a final exam or significant final project.**

**Required Reading (two of the following):** No Fear Shakespeare: A Midsummer Night's Dream, Black Like Me, Our Town, Old Man and the Sea, Wuthering Heights, Farewell to Manzanar, To Kill a Mockingbird

**Text:** The Reader's Choice – Course 4, Glencoe; Timeless Voices – Gold, Prentice Hall

**Online:** Cyber High, Odysseyware

### English Literature (P)

UC/CSU "b" requirement  
 Semester- 5 Credits

This course is built around the CCSS in English and Language Arts and breaks down into six themed units, offering a range of engaging, relevant texts, both fiction and non-fiction as well as multimedia selections. Using skills explicitly taught for close-reading, annotating, identifying sign-posts, and backing up claims with text based evidence the students read, write, analyze, discuss, and create, using whole class, small group and independent learning strategies, in order to understand complex text related to an essential question for each theme/unit. Writing and performance based assessments demonstrate how well students learn the skills and objectives of each unit. By the end of the course students will have gained perspective and given voice to their own perspective on six timeless themes.

**Required Reading:** Romeo and Juliet and The Tempest

**Text:** My Perspectives Grade 9, Pearson

### English 10 (P)

UC/CSU "b" requirement  
 Semester- 5 Credits

This course is designed for 10th grade students to satisfy California State Standards and provide for college preparation. Students will read the short story, non-fiction, poetry, drama, legends, and the novel and will analyze recurrent patterns and themes in historically or culturally significant works. They will read at least two novels and respond with a book report/summary, character analysis, journal, or captioned illustration. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies. They will respond orally to the literature in all genres and complete a creative writing project.

**This course requires a final exam or significant final project.**

**Required Reading (two of the following):** Romeo and Juliet, Antigone, Animal Farm, Watership Down, Beowulf: The New Telling, Grendel, Caterbury Tales: Prologue and the Knight's Tale, Flowers for Algernon, The Adventures of Ulysses

**Text:** The Reader's Choice – Course 5, Glencoe; Timeless Voices – Platinum, Prentice Hall

**Online:** Cyber High, Odysseyware



**World Literature (P)**  
**UC/CSU “b” requirement**  
**Semester- 5 Credits**

Course reading selections and research expose students to intriguing lives, places, cultures and ever present themes that are relevant today: struggles for freedom and respect; repression and injustice over race, faith, gender, political beliefs; stark divisions between rich and poor; devastation from war and environmental disasters; mass emigration in search of safe space; love, beauty, laughter, solace, brought by family and community life. Reading full length works, short stories, essays, memoirs, biographies, poems, expository articles researched from news magazines/internet, all from around the world, are intended to open minds, spur curiosity, and provide a platform to learn reading and writing skills for academic college life and an interesting life in general. Map projects develop a sense of geographic location, and background informational text about countries, along with their relationship to the U.S.A., provide context for the stories. Students practice research skills, read, listen, and think in order to write and speak effectively through "Shared Inquiry" discussions, response journals, quick writes, informative essays, persuasive/argumentative essays, literary analysis essays, narratives and research papers. Students learn about each other through discussion groups, project presentations, and read alouds of their own writing.

**Literary Text:** To Be a Hero, I Am Malala, City of Beasts, Angela's Ashes

**Text:** Reading the World, Contemporary Literature from Around the Globe, Perfection Learning

**Manual:** Common Core Writing Companion, Perfection Learning

**English 11 (P)**

UC/CSU “b” requirement  
 Semester- 5 Credits

This course is designed for 11th grade students to satisfy California State Standards and provide for college preparation. Students will read the works of American writers and view the 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.

**This course requires a final exam or significant final project.**

**Required Reading:** House Made of Dawn, To Kill a Mockingbird, The Great Gatsby, The Adventures of Huckleberry Finn, The Scarlet Letter, I Know Why the Caged Bird Sings

**Text:** The Reader's Choice – American Literature, Glencoe; Timeless Voices – American Literature, Prentice Hall

**Online:** Cyber High, Odysseyware

**American Literature (P)**

UC/CSU “b” requirement  
 Semester- 5 Credits

This course is devoted to a study of American literature from the colonial period to the late twentieth century. Students will analyze historical and informational texts as well as to examine the fluid relationship between fiction and non-fiction. Students will make connections with history, art, and other subjects. Student writing will build on skills from previous years, integrating multiple sources and perspectives into their work, reading literary criticism, and writing longer and more complex essays. Students will select a textbook and read a minimum of three literary texts in addition to the use of a manual and primary documents.

**Literary Text:** A Raisin in the Sun, As I Lay Dying, Cannery Row, Daisy Miller, Ethan Frome, Grapes of Wrath, House Made of Dawn, I Know Why the Caged Bird Sings, My Antonia, Sister Carrie, Of Mice and Men, The Adventures of Huckleberry Finn, The Autobiograph of an Ex-Colored Man, The Awakening, The Call of the Wild, The House of the Seven Gables, The Great Gatsby, The Pearl, The Scarlet Letter, Their Eyes Were Watching God, To Kill a Mockingbird, Winesburg, Ohio.

**Text:** The Reader's Choice – American Literature, Glencoe; Timeless Voices – American Literature, Prentice Hall; The Language of Literature American Literature, McDougal Littell; A Farewell to Arms, Scribner

**Manual:** Common Core Curriculum English, Jossey Bass

**Primary Documents:** Common Sense; Declaration of Independence; Preamble to the Constitution and Bill of Rights



**English 12 (P)**  
 UC/CSU “b” requirement  
 Semester- 5 Credits

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. 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 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. **This course requires a final exam or significant final project.**  
**Required Reading:** John Keats: English Poets Series, Much Ado About Nothing, Other Observations, Percy Bysshe Shelly: English Poets Series, Prufrock, Rime of the Ancient Mariner, Robert and Elizabeth Browning: English Poets Series, The Jungle Book, Twelfth Night, 1984  
**Text:** The Reader’s Choice – British Literature, Glencoe; Timeless Voices – British Literature, Prentice Hall  
**Online:** Cyber High, Odysseyware

**British Literature (P)**  
 UC/CSU “b” requirement  
 Semester- 5 Credits

Students will focus on British literature from the Middle Ages to the present. Units are arranged chronologically, so that students may see how earlier works influence later works and how forms and ideas have evolved over time. Students consider prominent themes for each time period. By the end of the course students have become familiar with some of the major works of British literature. Students will select a textbook and read a minimum of three literary texts.  
**Literary Text:** A Christmas Carol, A Passage to India, A Tale of Two Cities, Beowulf: A New Translation, Dracula, Emma, Frankenstein, Hamlet, Heart of Darkness, Henry IV Part I, Jane Eyre, Julius Caesar, King Lear, Pride and Prejudice, Pygmalion, Richard III, Sense and Sensibility, Songs of Innocence and of Experience, The Canterbury Tales, The Faerie Queene, The Merchant of Venice, The Picture of Dorian Gray, The Three Musketeers, The Time Machine, The Tragedy of Macbeth, Waiting for Godot, Wuthering Heights, 1984.  
**Text:** The Reader’s Choice – British Literature, Glencoe; Timeless Voices – American Literature, Prentice Hall; The Language of Literature British Literature, McDougal Littell; My Perspectives British and World Literature, Pearson  
**Manual:** Common Core Curriculum English Grades 9-12, Jossey Bass

**Expository Reading and Writing EAP (P)**  
 UC/CSU “b” requirement  
 Semester – 5 Credits

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. Reading and Writing assignments are given by the instructor.  
**This course requires a final exam or significant final project.**

**Senior Research Project (P)**  
 UC/CSU “b” requirement  
 Semester – 5 Credits

Students will explore a teacher-selected research topic in depth and produce sophisticated expository writing in response in the form of a 3000-4000 word research paper. The paper will include a title page, abstract, table of contents, introduction with thesis statement, conclusion, and bibliography. If applicable, student will include illustrations and appendices. Upon completion, students will develop a speech, PowerPoint, or other kind of presentation, which will be submitted to a panel of at least three persons for evaluation.  
**Manual:** Common Core Curriculum English, Jossey Bass



## Mathematics

### Algebra 1 (P)

UC/CSU "c" requirement  
Semester- 5 Credits

This course deepens and extends understanding of linear and exponential relationships; contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; extend the laws of exponents to square and cube roots; and apply linear models to data that exhibit a linear trend.

**Prerequisite:** grade of "C" or better in Pre-Algebra

**Text:** Algebra Connection Volume 1 and 2, CPM Educational Program; Algebra 1, Carnegie Learning, INC

**Online:** Scout; Cyber High, Odysseyware

### Geometry (P)

UC/CSU "c" requirement  
Semester- 5 Credits

This course will establish criteria for congruence of triangles based on rigid motions; establish criteria for similarity of triangles based on dilations and proportional reasoning; informally develop explanations of circumference, area, and volume formulas; apply the Pythagorean Theorem to the coordinate plane; prove basic geometric theorems; and extend work with probability. students will develop their 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.

**Prerequisite:** grade of "C" or higher in Algebra 1

**Text:** Geometry, Carnegie Learning; Core Connections Geometry, CPM Educational Program

**Online:** Scout; Cyber High, Odysseyware

### Algebra 2 (P)

UC/CSU "c" requirement  
Semester- 5 Credits

Algebra 2 will relate arithmetic of rational expressions to arithmetic of rational numbers; expand understanding of functions and graphing to include trigonometric functions; synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and relate data display and summary statistics to probability and explore a variety of data collections methods.

**Prerequisite:** grade of "C" or higher in Algebra 1

**Text:** Algebra 2, Carnegie Learning; Connections Algebra 2, CPM Educational Program

**Online:** Scout; Cyber High, Odysseyware

### Integrated Math 1

UC/CSU "c" requirement  
Semester- 5 Credits

This course is the first of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. The problem situations, models, and technology used will foster connections among the various strands of mathematics and develop concepts from multiple perspectives.

**Prerequisite:** grade of "C" or higher in Pre-Algebra or Math Course 3

**Suggested Text:** Integrated Math I, Carnegie Learning; Integrated Math I, Mathematics Vision Project; Core Connections Integrated Math I, CPM Educational Program

**Online:** Odysseyware



<p><b>Integrated Math 2</b>            UC/CSU "c" requirement            Semester- 5 Credits</p>
<p>This course is the second of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. Students will learn laws of exponents to rational exponents; compare key characteristics of quadratic functions with those of linear and exponential functions; create and solve equations and inequalities involving linear, exponential, and quadratic expressions; extend work with probability; and establish criteria for similarity of triangles based on dilations and proportional reasoning.  <b>Prerequisite:</b> grade of "C" or higher in Integrated Math I or equivalent  <b>Text:</b> <u>Integrated Math II</u>, Carnegie Learning; <u>Integrated Math II</u>, Mathematics Vision Project; <u>Core Connections Integrated Math II</u>, CPM Educational Program  <b>Online:</b> Odysseyware</p>
<p><b>Integrated Math 3</b>            UC/CSU "c" requirement            Semester- 5 Credits</p>
<p>This course is the third of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series. Through exploration, problem solving, real world application and modeling, Integrated Mathematics 3 builds and strengthens students' understanding of the Real Number system. For the Integrated Mathematics 3 course, instructional time will focus on five critical areas: 1) apply methods from probability and statistics to draw inferences and conclusions from data, 2) expand understanding of functions to include polynomial, rational, and radical functions, 3) expand right triangle trigonometry to include general triangles, and 4) consolidate functions and geometry to create models and solve contextual problems.  <b>Prerequisite:</b> grade of "C" or higher in Integrated Math II  <b>Text:</b> <u>Integrated Math III</u>, Carnegie Learning; <u>Integrated Math III</u>, Mathematics Vision Project; <u>Core Connections Integrated Math III</u>, CPM Educational Program  <b>Online:</b> Odysseyware</p>
<p><b>Pre-Calculus</b>            UC/CSU "c" requirement            Semester- 5 Credits</p>
<p>The course design, content delivery, and key assignments are consistent with the Mathematical Practices highlighted by the Common Core Standards. This course provides thorough instruction in many of the key content areas for college calculus preparation. Functions, relations, trigonometry, introductory linear algebra, introductory limits, and polar functions are all vital strands to the course of study; and their representations in algebraic and graphical form will be explored in great depth throughout the course through persistent reasoning and mathematical modeling.  <b>Prerequisite:</b> grade of "C" or higher in Algebra 1, Geometry and Algebra 2 or equivalent  <b>Text:</b> <u>Advanced Mathematics</u>, Saxon  <b>Online:</b> <u>Scout</u>, Odysseyware</p>
<p><b>Calculus</b>            UC/CSU "c" requirement            Semester- 5 Credits</p>
<p>The course design, content delivery, and key assignments are consistent with the Mathematical Practices highlighted by the Common Core Standards. The following topics will be covered: functions, limits, derivatives and tangent lines, applications of derivatives, antiderivatives, integrals and the area problem, applications of integrals, exponential functions, and elementary differential equations.  <b>Prerequisite:</b> grade of "C" or higher in Pre-Calculus  <b>Text:</b> <u>Calculus with Trigonometry and Analytic Geometry</u>, Saxon</p>



**Charter School**  
*Personalized Learning for Student Success!*



<b>AP Calculus AB</b> UC/CSU "c" requirement Semester- 5 Credits
This is an online honors course. <b>Prerequisite:</b> grade of "C" or higher in Pre-Calculus Online: Scout
<b>AP Calculus BC</b> UC/CSU "c" requirement Semester- 5 Credits
This is an online honors course. <b>Prerequisite:</b> grade of "C" or higher in AP Calculus AB Online: Scout

<b>Science</b>
<b>Integrated Science I</b> UC/CSU "d" requirement Semester- 5 Credits
Students will explore the following individual science disciplines of physics, chemistry, biology, and earth science. Integrated science 1 is designed to give students an overview of each of the disciplines through projects, textbook readings, problem solving, and laboratories. Each science overlaps the other and encourages students to explore the physical and life sciences. The course is broken down into an introduction into science, physics, chemistry, biology, and earth science. <b>Text:</b> <u>Conceptual Integrated Science Explorations</u> , Pearson Education
<b>Integrated Science II</b> UC/CSU "d" requirement Semester- 5 Credits
Students will review foundational concepts of science, physics, chemistry, biology and earth science at a higher level. This course goes in depth into the details of each discipline. Students practice more of the mathematical concepts and applications of science in solving formulas, creating graphs, tables and charts, and working in teams to problem solve. Students are asked to take their thinking to the next level by using simulations, experimentation, and application in everyday situations. More thought provoking and critical thinking skills are required in developing projects, laboratories, and solving problems in this course. <b>Prerequisite:</b> grade of "C" or higher in Integrated Science I or equivalent and Algebra 1 or equivalent. <b>Text:</b> <u>Conceptual Integrated Science Explorations</u> , Pearson Education
<b>Integrated Science III</b> UC/CSU "d" requirement Semester- 5 Credits
Integrated Science 3 is a cross-curricular course that engages students with mathematical applications, graphing and calculations, reading, writing, and application of informational text, historical significance and global impact of scientific studies. Students will access outside resources to further their understanding of physics, chemistry, biology, and earth science. Students will incorporate technology into scientific studies, collect statistical data, and apply material to present day situations. Disciplines will include the history and future of science, universal laws and ethics, industrial, environmental and medical science, engineering, and earth to space transportation, communication, and survival. Students will develop global awareness through out the core content then develop action plans relevant to current events. Each core content unit will incorporate fields of study, career options, and job outlook. Each unit requires students to plan, create, apply, collect, and present the learned skills in practices around the globe. Students complete labs and research in the following areas: Food Science, Forensic Science, Environmental Science, Industrial Science, Medical and Pharmaceutical Science, Biotechnology and Engineering, Chemical Engineering, and other areas of interest. <b>Prerequisite:</b> grade of "C" or higher in Integrated Science II or equivalent and Algebra 1 or equivalent <b>Text:</b> <u>Conceptual Integrated Science Explorations</u> , Pearson Education



<b>Life Science</b>
<b>Biology (P)</b> UC/CSU "d" requirement Semester- 5 Credits
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. <b>Text:</b> <u>Biology: The Dynamics of Life, Glencoe</u>
<b>Biology (H)</b> UC/CSU "d" requirement Semester- 5 Credits
At the honors level, biology content will include an in depth study of the effects and advancements in biology technology, research, and laboratory protocol. Students will dive into the details of the concepts presented and develop their analytical, reasoning and problem solving skills in the laboratory to ready them for careers in the life sciences. Units of study include historical significance of life science, ecology, cells, genetics, evolution, prokaryotes including viruses, and eukaryotes. A comprehensive final exam or substantive, culminating project will be turned in at the end of the course. <b>Prerequisite:</b> 1 year of college preparatory lab science and Algebra 1 or equivalent. <b>Text:</b> <u>Biology: The Dynamics of Life, Glencoe</u>
<b>Forensic Science (P)</b> UC/CSU "d" requirement Semester- 5 Credits
Students will get a real world view of the science behind forensic investigations by becoming the investigators and lab technicians. Students learn the skills it takes to analyze crime scenes, hypothesize scenarios, and run diagnostic tests on the evidence. There is an introduction into the various roles and jobs available to those studying criminals and crime scenes, so students will be able to make an educated decision about career choices involving biology, criminology, anthropology, and lab technicians. <b>Prerequisite:</b> Algebra 1 or equivalent. <b>Text:</b> <u>Forensic Science Fundamentals and Investigations, South-Western Cengage Learning</u>
<b>Human Anatomy &amp; Physiology (P)</b> UC/CSU "d" requirement Semester- 5 Credits
Human Anatomy & Physiology is a course that gives an overview of the structures and functions of the human body from conception to death. Students will study the human body from microscopic to gross anatomy from atoms and cells to organs and systems. Students will be given the opportunity to discover the complexity of the human anatomy and how the body maintains homeostasis through a series of chemical reactions and feedback loops. <b>Prerequisite:</b> 1 year of life science <b>Text:</b> <u>Essentials of Human Anatomy &amp; Physiology, Pearson</u>





### Human Anatomy & Physiology (H)

UC/CSU "d" requirement  
Semester- 5 Credits

Honors Anatomy and Physiology covers anatomy with an emphasis in human physiology. The twelve systems of the human body are covered in depth so that students understand the complex interactions and intricacies of the body. This course was designed with students interested in health and life science related careers in mind such as becoming a physician, nurse, EMT, kinesiology, sports medicine doctor or physical therapist. Units covered include hierarchy of organization, homeostasis, and structure and its relation to function. Laboratories will be devoted to gross and microscopic anatomy and physiochemical processes. There will be dissections, use of simulations, lab demonstrations, pathologies and activities that require students to use mathematical and computational thinking, asking and defining problems, developing and using models, analyzing and interpreting data, construct explanations and design solutions, engage in argument from evidence, and obtain, evaluate, communicate information. Students will complete a comprehensive final examination or substantive, culminating project.

**Prerequisite:** 1 year of college preparatory lab science and Algebra 1 or equivalent.

**Text:** Essentials of Human Anatomy & Physiology, Pearson

### Physical Science

#### Astronomy (P)

UC/CSU "d" requirement  
Semester- 5 Credits

This Astronomy course will investigate concepts and explore topics in both observational and theoretical astronomy. Students will become familiar with the constellations of the night sky, learn the terms and concepts of celestial mechanics and units of measure, and apply them to observational techniques. Students will learn about telescope optics and practice telescope operations and observations. Students will learn about the history of Astronomy and its importance in the development of the natural and physical sciences. Students will learn the basics of stellar evolution, H-R diagrams, stellar classification, blackbody radiation, Cepheid variables, Hubble constant, magnitude, luminosity, among other topics. Students will apply algebra, geometry, and principles of physics to a variety of astronomical problems involving forces, gravitation, kinematics, energy, electro-magnetism, thermodynamics, radiation, nuclear reactions, relativity, and spectral analysis. Students will be exposed to current research in modern astronomy including theories of the early universe.

**Prerequisite:** Concurrent enrollment in Algebra 1 or higher

**Text:** Astronomy Today, Pearson Prentice Hall

#### Chemistry (P)

UC/CSU "d" requirement  
Semester- 5 Credits

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 practical application will be 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:** Biology and Algebra 1 or equivalent.

**Recommended:** Earth Science, Integrated Science, and Algebra 2 or equivalent.

**Text:** Chemistry, Matter and Change, Glencoe



### Chemistry (H)

UC/CSU "d" requirement  
Semester- 5 Credits

Chemistry is designed to challenge students to extend and apply their knowledge of chemical theories and processes beyond the level of an introductory chemistry course. This course provides a rigorous, in-depth study of matter, and its physical and chemical properties. Understanding how atoms, elements, compounds, solutions, and gases behave is the core of chemistry. Discussed within this core are the specific topics of atomic theory, properties of matter; chemical and physical, quantum theory and periodic law, ionic and covalent bonding, chemical reactions and thermodynamics, stoichiometry and molar representation, solution and acid/base chemistry, organic and nuclear chemistry. Students will engage in inquiry based laboratory and experimental design which include accounting for the concepts of accuracy and precision of data collection and representation. Students will take a cumulative comprehensive written final exam at the end of the course showing their ability to apply their understanding of the entire year's course of study and concepts including laboratory skills.

**Prerequisite:** Biology, Integrated Science, or other laboratory science and Algebra 1 or equivalent.

**Recommended:** Earth Science, Integrated Science, and Algebra 2 or equivalent.

**Text:** Chemistry, Matter and Change, Glencoe

### Physics (P)

UC/CSU "d" requirement  
Semester- 5 Credits

Physics is designed to provide a rigorous science course that prepares students with the fundamentals in scientific inquiry and investigation. Students not only develop an understanding of concepts in physics but are able to apply the information and skills learned to other courses in science and cross-curricular. Students are encouraged to explore the world around them, including nature and technology through scientific measurements, mathematics, scientific method, and scientific attitude. Students of physics develop skills in critical thinking, problem solving, data collection, predicting, and analyzing. Students have opportunities to explore the following major areas of physics: mechanics, properties of matter, heat, sound, electricity and magnetism, light, atomic and nuclear physics, and relativity.

**Prerequisite:** Algebra 1 or equivalent.

**Recommended:** Earth Science, Integrated Science, and Algebra 2 or equivalent.

**Text:** Conceptual Physics, Pearson Addison Wesley

### Physics (H)

UC/CSU "d" requirement  
Semester- 5 Credits

The Honors Physics course provides students with an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The topics include but are not limited to kinetics, dynamics, energy, work, power, wave properties, light, sound, electricity, magnetism, and nuclear physics. The goals of this course are to instill an understanding of the basic principles in these areas, to teach qualitative and quantitative thinking skills that can be applied in a broad variety of fields and circumstances, and to cultivate individual and collaborative problem solving skills. Students will apply these skills to lab situations in which they make measurements, assemble equipment, determine possible sources of error, analyze and interpret data, and draw conclusions. This course requires students to understand the derivation and use of mathematical and computational equations as related to all areas of physics.

**Prerequisite:** 1 year of college preparatory lab science and Algebra 2 or equivalent.

**Recommended:** Trigonometry, Pre-Calculus, Integrated Math 3, or equivalent.

**Text:** Conceptual Physics, Pearson Addison Wesley



## Elective Science

Meets high school graduation requirement for Physical Science and “G” elective

### Earth Science (P)

UC/CSU “g” elective – Physical Science  
 Semester- 5 Credits

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.

**This course requires a final exam or significant final project.**

**Prerequisite:** Biology

**Text:** Earth Science: Geology, Environment and the Universe, Glencoe

### Ecology (P)

UC/CSU “g” elective – Physical Science  
 Semester- 5 Credits

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.

**This course requires a final exam or significant final project.**

**Prerequisite:** Biology

**Text:** Ecology of a Changing Planet, Prentice Hall

### Environmental Science (P)

UC/CSU “g” elective – Physical Science  
 Semester- 5 Credits

Environmental Science as a college prep class for students with an interest in agriculture, science and biotechnology. This course is designed to give an understanding of our role in environmental needs. Laboratory and field activities further involve students with real world problems we are facing everyday.

**Prerequisite:** Algebra 1 or equivalent or taken concurrently.

**Text:** TBD



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

### American Sign Language (P)

UC/CSU “e” requirement  
Semester- 5 Credits

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.

**Text:** Learning American Sign Language, Pearson

**Online:** Cyber High

### Italian 1 (P)

UC/CSU “e” requirement  
Semester- 5 Credits

This is beginning course for motivated students who have a desire to learn Italian. This course is intended to present essential vocabulary and grammar, and to develop the pronunciation, listening, reading, and writing skills necessary for basic communication and comprehension. It is also intended to help students appreciate Italian culture by comparing and contrasting foreign cultures with their own. In addition to traditional classroom activities the students will be encouraged to speak and listen by using tools such as language lab, pair/think/share, on-line drill, discussion with instructor and peers, call and response, recitation and/or singing – there will be a strong emphasis on extending the classroom into the community through the use of the World Wide Web –and field trips. This is a rigorous course that will require a minimum of 3-5 hours homework per week in addition to 1 hour per day lecture/class time.

**Text:** Prego!: An Invitation to Italian, The McGraw-Hill Grazian Lazzarino

### Italian 2 (P)

UC/CSU “e” requirement  
Semester- 5 Credits

This course is a continuation of Italian 1. The emphasis is on person-to-person communication. Students will continue to build grammar skills by working on simple situations – greetings, introductions, asking directions. In Italian 2 these situations progressively grow in complexity as the course proceeds. This course will also expose the students to Italian literature. It will focus on short stories, poetry, and novels, and non fictional reading. The course will include the reading of simplified texts with emphasis on oral expression and further study of Italian history and culture. Students will discuss and write about original Italian literary works. They will also memorize poems, excerpts of speeches and learn to deliver them with expression, Just as in Italian 1, in addition to traditional classroom activities the students will be encouraged to practice speaking and listening by using tools such as language lab, pair/think/share, on-line drill, discussion with instructor and peers, call and response, recitation and/or singing – there will be a strong emphasis on extending the classroom into the community through the use of the World Wide Web and field trips.

**Prerequisite:** grade of “c” or higher in Italian I

**Text:** CORSO DI ANTOLOGIA ITALIANA TESTI IDEE PERCORSI (Italian Anthology: Texts, Ideas, Journeys) Volume 1, SEI and Online Conversational Italian at <http://www.educational.rai.it/ioparloitaliano/palinsesto.htm>

### Italian 3 (P)

UC/CSU “e” requirement  
Semester- 5 Credits

This course is intended for those students who have completed Italian 2. Students will be able to increase their understanding of the Italian Language ad culture as they explore the values and ideas expressed by the people of Italy. They will compare these cultural characteristics and practices with those of the United States. Through the study of the Italian language and culture students will be able to reinforce knowledge first acquired in their language arts, history and art classes.

**Prerequisite:** grade of “c” of higher in Italian 2

**Text:** Prego, An Invitation to Italian, McGraw-Hill



**Italian 4 (P)**  
 UC/CSU “e” requirement  
 Semester- 5 Credits

In Italian 4, content and vocabulary are drawn from authentic native sources. Each unit of study provides practice in listening, speaking reading and writing skills. While grammar points may be explained in English, the course is primarily conducted in Italian and students are expected to use the target language exclusively in the classroom. Writing and speaking practice is thematic. The units I developed are designed so that they may be presented in either sequence. In addition to review and practice of major grammar points, as much as possible, grammar concepts are reinforced in the context of reading selections.

Culture: Lessons may be taken from various reading sources as well as specific culture units from Primo Libro. La nota culturale and Invito alla lettura in Prego are used to introduce new cultural topics and as a starting point to contrast and compare life in Italy and in the United States on aspects like family, music, culinary art, school system, politics, immigration. In this respect the civilization section in Primo Libro by Angelo Gimondi (distributed in packets) proved to be very helpful to present and review material about cultural topics as well as initiate discussions in Italian.

**Prerequisite:** grade of “c” of higher in Italian 3  
**Text:** Prego, An Invitation to Italian, McGraw-Hill; Antologia di Letteratura Italiana, Zanichelli; Marcovaldo ovvero Le stagioni in città, Oscar Mondadori

**Spanish 1 (P)**  
 UC/CSU “e” requirement  
 Semester- 5 Credits

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.

**This course requires a final exam or significant final project.**  
**Text:** Buen Viaje! Spanish 1, Glencoe  
**Online:** Odysseyware

**Spanish 2 (P)**  
 UC/CSU “e” requirement  
 Semester- 5 Credits

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.

**This course requires a final exam or significant final project.**  
**Prerequisite:** grade of “c” of higher in Spanish 1  
**Text:** Buen Viaje! Spanish 2, Glencoe  
**Online:** Odysseyware

**Spanish 3 (P)**  
 UC/CSU “e” requirement  
 Semester- 5 Credits

This course is a continuation of Spanish 2. It expands on vocabulary and grammatical structures needed for more advanced communication. Instruction will emphasize the essential language skills of: listening, speaking, reading, and writing. Students will be able to express themselves at a more advance level than the previous year using the present indicative, present subjunctive, preterit, past imperfect, and future tense. Student will also read short stories in the target language to continue to develop their reading comprehension skills. Students will continue to communicate completely in Spanish orally and in writing and will be able to produce paragraphs. The primary focus is for students to become independent users of the language in accordance to Spanish grammatical rules and to continue to foster the appreciation of the Hispanic culture.

**Prerequisite:** grade of “c” of higher in Spanish 2  
**Text:** Buen Viaje! Spanish 3, Glencoe  
**Online:** Odysseyware



## Visual and Performing Arts

### Advanced Drama (P)

UC/CSU "f" requirement  
Semester- 5 Credits

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.

**Prerequisite:** Beginning and Intermediate Drama

**Text:** Instructional Materials Text: The Stage and The School, McGraw Hill

### Art Appreciation (P)

UC/CSU "f" requirement  
Semester- 5 Credits

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.

**Text:** Art Talk, Glencoe

### Art History (P)

UC/CSU "f" requirement  
Semester- 5 Credits

Students will understand visual arts in relation to history and cultures. They will reflect upon and assess the characteristics and merits of their work and the work of others. Students will gain an understanding of media techniques and processes and apply them to their own projects using knowledge of structures and functions, completing at least six major art projects for the year.

**This course requires a final exam or significant final project.**

**Text:** Discovering Art History, Davis Publications

### Film Making (P)

UC/CSU "f" requirement  
Semester- 5 Credits

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.

**This course requires a final exam or significant final project.**

**Text:** Film Art: An Introduction, McGraw-Hill

### Fundamentals of Arts (P)

UC/CSU "f" requirement  
Semester- 5 Credits

This course is designed to give students the necessary technical and perceptual tools to increase their interest in art and give them confidence to pursue higher visual art challenges. Students learn through various projects how to identify art movements and styles through historical research and cultural investigation. Through individual critiques students also develop their ability to evaluate artwork and increase their ability to communicate ideas in a forum where a dialogue based on aesthetics is respected and encouraged. Students will be introduced to cultural and historical significance of various modes of art making through the course of study. Students will also develop a strong personal portfolio comprising their own body of artwork throughout the year.

**Text:** TBD



## Electives

### Introduction to Model Aeronautics and UAVs (P)

UC/CSU "g" requirement elective (Interdisciplinary)  
 Semester – 5 Credits

This CTE course will allow students to begin the process needed to understand model aeronautics and construction techniques. Starting with hands-on tool safety lessons followed by procedures and in class presentations from guest speakers, students will learn the basics of model aircraft. Instruction includes information on the latest in radio controllers and how radio signals communicate with servos and throttle to make unmanned flight possible. The class will work with new and existing airframes to understand and troubleshoot different scenarios common to both nitro and electric powered model aircraft. With extensive hands-on building, students will progress to remote controlled (R/C) simulators. Using the computers and feedback from fellow students and instructor, participants will become proficient at simulating take offs, pattern flying and landing aircraft. This course will introduce students to the history of the UAV starting in WWI and continuing through many different platforms concluding with the current hobbyist quadcopter offerings. Hands-on demonstrations, interactive class lessons and computer simulations will be used to develop a foundation needed for safely participating in the understanding the flight of radio-controlled model UAVs..

**Text:** Guided Flight Discovery, Jeppesen Sanderson

### Advanced Model Aeronautics and UAVs (P)

UC/CSU "g" requirement elective (Interdisciplinary)  
 Semester – 5 Credits

This CTE course will allow students to work with a certified trainer for remote controlled (R/C) model flight, and by year end advance to solo flight certification from the American Modeling Academy (AMA). Students will achieve this goal by constructing their own R/C airplane while learning the sub systems of the aircraft and transmitter through hands-on class work, computer simulators and field trips.

**Prerequisite:** Guided Flight Discovery

**Text:** Guided Flight Discovery, Jeppesen Sanderson

### Introduction to Aerospace (P)

UC/CSU "g" requirement elective (Interdisciplinary)  
 Semester – 5 Credits

This CTE course is an introduction to the history of aviation from its origins to the present day. It provides students with a comprehensive overview and history of aviation beginning with Leonardo da Vinci's manuscript detailing his concept of flight in 1488 to modern day space travel. It provides a detailed history of the evolution of flying craft from the first hotair balloons to gliders, propeller aircraft, jet aircraft, and rocket-powered craft. It examines selected topics on Flight within the Earth's atmosphere from an international perspective with particular emphasis on events in the United States. Overall, the course stresses the history of flight within the broader context of culture, economics, politics, society, technology, and war through lecture, readings, writing assignments and discussions.

**Text:** Aerospace: The Journey of Flight, Civer Air Patrol National Headquarters

### Philosophy (P)

UC/CSU "g" requirement elective (Interdisciplinary)  
 Semester – 5 Credits

This is an introductory course that covers all the major fields of philosophy, including theory of knowledge, metaphysics, philosophy of mind, philosophy of science, ethics, social and political philosophy, philosophy of religion, art, aesthetics. Students will study the great philosophers, and will connect to current issues or problems discussed widely in America.

**Text:** Ultimate Questions, Prentice Hall Pearson

### Psychology (P)

UC/CSU "g" requirement elective (History/Social Science)  
 Semester – 5 Credits

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.

**Text:** Understanding Psychology, Glencoe

**Online:** Odysseyware



**Sociology (P)**  
 UC/CSU “g” requirement elective (History/Social Science)  
 Semester – 5 Credits

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.  
**Text:** Understanding Sociology, Glencoe

**World Religions (P)**  
 UC/CSU “g” requirement elective (History/Social Science)  
 Semester – 5 Credits

The course will give an overview of the histories, sacred texts, and worldviews of the major religions of the world such as Hinduism, Buddhism, Jainism, Daoism, Confucianism, Shinto, Judaism, Christianity, Islam, Sikhism, Indigenous African and American religions, and new religious movements. A framework for religion will be established by exploring the questions “Why are people religious?” and “What is the relationship between religion and science?” Students will delve into, as well as compare and contrast, religious worldviews and religious responses to some of the most critical contemporary ethical issues for example the ecological and economic crisis, war, capital punishment, abortion, euthanasia, plus gender and sexual orientation. Students will learn to recognize “fundamentalism” in the world’s religions and discover the challenges posed by globalization.  
**Text:** The World’s Religions: Worldviews and Contemporary Issues, third edition, Prentice Hall

**Other Course Work**

The beauty of CORE is in the flexibility available to families and students. In addition to the courses listed in this catalog we have a very flexible home study course list. Your personalized learning teacher can work with you to design a custom home study course where you can earn credits for courses that have content, topics, and assignments aligned to the state standards and code sets.

**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. R.O.P. is part of a statewide program designed to bring education and business together.

Below you will find numerous programs that successfully build the bridge for students to cross over from High School to the world of work. Contact the School Counselor for current course information.

<b>Yuba/Sutter/Colusa Counties</b>	<b>Butte County</b>	<b>Placer/Nevada Counties</b>
<p style="text-align: center;"><b>View Courses at:</b>  <a href="http://tricityrop.com">http://tricityrop.com</a>   <a href="http://www.ncstreampc.com/">http://www.ncstreampc.com/</a></p> <p style="text-align: center;">Tri-County R.O.P.                      (530) 822-2952                      970 Klamath Lane                      Yuba City, CA 95993                      Phone: (530) 822-2952                      Fax: (530) 822-3003</p>	<p style="text-align: center;"><b>View Courses at:</b>  <a href="http://rop.bcoe.org/">http://rop.bcoe.org/</a></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;"><b>View Courses at:</b>  <a href="http://www.49errop.com/">http://www.49errop.com/</a></p> <p style="text-align: center;">360 Nevada Street                      Auburn, CA 95603                      Phone: (530) 889-5949                      Fax: (530) 887-1704</p> <p style="text-align: center;">Nevada County Office                      582 Searls Avenue                      Nevada City, CA 95959                      Phone: (530) 265-8848                      Fax: (530) 265-8163</p>





## Career Technical Education (CTE)

CORE desires to provide a comprehensive career technical education (CTE) program that integrates core academic instruction with career technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. CTE pathways shall be designed to help students develop academic, career, and technical skills needed to succeed in a knowledge-based and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

### Aeronautics Pathway

Year 1	Year 2	Related Occupations
<b>Introduction to Aerospace</b> <i>(a-g approved; articulated with FLTEC 300 at Sacramento City College)</i>	<b>Guided Flight Discovery</b> <i>(pending a-g approval; Private Pilot Knowledge Exam Certification earned upon passing exam)</i>	<i>Pilot                      Aircraft Management, Productions, Operations, &amp; Regulations                      Aeronautical Engineer                      Air Traffic Control Specialists</i>

### Model Aeronautics and UAVs Pathway

Year 1	Year 2	Related Occupations
<b>Introduction to Model Aeronautics and UAVs</b> <i>(a-g approved)</i>	<b>Commercial UAV Piloting</b> <i>(UAV / Drone Commercial Certification earned upon passing exam)</i>	<i>Agriculture Business                      Flight Technology                      Cinema                      Civil Applications</i>

### Computer Networking Pathway

Year 1	Year 2	Related Occupations
<b>Introduction to Networking</b> <i>(pending a-g approval)</i>	<b>Advanced Networking</b> <i>(certification earned upon passing exam)</i>	<i>Network Administrator                      Network Security Analysts                      Support Technicians                      Computer Systems Analysts</i>

### Design, Visual and Media Arts Pathway

Year 1	Year 2	Related Occupations
<b>3D Art and Animation</b> <i>(pending a-g approval)</i>	<b>3D Productions</b> <i>(pending a-g approval; articulated with MSP 45 at Butte College)</i>	<i>Graphic Designers                      Web Developers                      Multimedia Artist and Animators                      Video Game Designers</i>

### Fashion Design and Merchandising Pathway

Year 1	Year 2	Related Occupations
<b>Apparel Construction</b> <i>(pending a-g approval; articulated with FASH 9 at Butte College)</i>	<b>Fashion and Textile Design</b> <i>(pending a-g approval; articulated with FASH 10 at Butte College)</i>	<i>Fashion Designers                      Tailors                      Custom Sewers                      Fabric and Apparel Patternmakers</i>



STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

**STATEMENT OF INTENT TO EMPLOY MINOR AND REQUEST FOR WORK PERMIT**

CDE B1-1 (REV. 06-10)

A "Statement of Intent to Employ Minor and Request for Work Permit" form must be completed before a "Permit to Employ and Work" form (CDE B1-4) can be issued to a minor. (California Education Code 49110.1[e])

(Print Information)

**Minor's Information**

_____ Minor's Name (First and Last)		_____ Home Phone	
_____ Birth Date	_____ Social Security Number	_____ Grade	_____ Age
_____ Home Address		_____ City	_____ Zip Code

**School Information**

_____ School Name		_____ School Phone	
_____ School Address		_____ City	_____ Zip Code

**To be filled in and signed by employer (Please review the General Summary of Minors' Work Regulations on reverse.)**

_____ Business Name or Agency of Placement		_____ Business Phone	
_____ Business Address		_____ City	_____ Zip Code
Describe nature of work to be performed: _____			
_____			
_____			

*In compliance with California labor laws, this employee is covered by worker's compensation insurance. This business does not discriminate unlawfully on the basis of race, ethnic background, religion, sex, sexual orientation, 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.*

_____ Employer's Name (Print First and Last)	_____ Employer's Signature	_____ Date
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**To be filled in and signed by parent or legal guardian**

*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 and belief, the information herein is correct and true. I request that a work permit be issued.*

_____ Parent or Legal Guardian's Name (Print First and Last)	_____ Parent or Legal Guardian's Signature	_____ Date
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**For authorized work permit issuer use ONLY**

Maximum number of hours of employment when school is in session:

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
_____ Proof of Minor's Age (Evidence Type)								
_____ Verifying Authority's Name and Title (Print)								
_____ Verifying Authority's Signature								

**Check Permit Type:**

1. Full-time _____	3. ***Workability _____
2. **Work Experience _____	4. Restricted _____
Education, Vocational _____	5. General _____
Education, or Personal _____	
Attendant _____	

\*EC 49130 | \*\*Special Education Grant | \*\*\*Permit type defined by local school



STATE OF CALIFORNIA

DEPARTMENT OF EDUCATION

**STATEMENT OF INTENT TO EMPLOY MINOR AND REQUEST FOR WORK PERMIT**

CDE B1-1 (REV. 06-10)

**General Summary of Minors' Work Regulations**

FLSA-Federal Labor Standards Act, CDE-California Department of Education, EC-California Education Code, LC-California Labor Code

- **If federal laws, state laws, and school district policies conflict, the more restrictive law (the one most protective of the minor) prevails. (FLSA)**
- Employers of minors required to attend school must complete a "Statement of Intent to Employ Minor and Request for Work Permit" (CDE B1-1) for the school attendance for each such minor. (EC 49162)
- Employers must retain a "Permit to Employ and Work" (CDE B1-4) for each such minor. (EC 49161)
- Work permits (CDE B1-4) must be retained for three years and be available for inspection by sanctioned authorities at all times. (EC 49164)
- A work permit (CDE B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor. (EC 49164)
- A day of rest from work is required in every seven days, and shall not exceed six days in seven. (LC 551, 552)
- Minors under the age of 18 may not work in environments declared hazardous or dangerous for young workers, examples listed below: (LC 1285-1312)
  1. Explosive exposure
  2. Motor vehicle driving/outside helper
  3. Roofing
  4. Logging and sawmilling
  5. Power-driven woodworking machines
  6. Radiation exposure
  7. Power-driven hoists/forklifts
  8. Power-driven metal forming, punching, and shearing machines
  9. Power saws and shears
  10. Power-driving meat slicing/processing machines

**HOURS OF WORK**

<b>16 &amp; 17 Year Olds</b>	<b>14 &amp; 15 Year Olds</b>	<b>12 &amp; 13 Year Olds</b>
Must have completed 7 <sup>th</sup> grade to work while school is in session. (EC 49112)	Must have completed 7 <sup>th</sup> grade to work while school is in session (EC 49112)	Labor laws generally prohibit non-farm employment of children younger than 14. Special rules apply to agricultural work, domestic work, and the entertainment industry. (LC 1285-1312)

**School In Session**

4 hours per day on any schoolday (EC 49112; 49116; LC 1391) 8 hours on any non-schoolday or on any day preceding a non-schoolday. (EC 49112; LC 1391) 48 hours per week (LC 1391) WEE students & personal attendants may work more than 4 hours on a schoolday, but never more than 8. (EC 49116; LC 1391, 1392)	3 hours per schoolday outside of school hours (EC 49112, 49116; LC 1391) 8 hours on any non-schoolday No more than 18 hours per week (EC 49116; LC 1391) WEE students may work during school hours & up to 23 hours per week. (EC 49116; LC 1391)	2 hours per schoolday and a maximum of 4 hours per week. (EC 49112)
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**School Not In Session**

8 hours per day (LC 1391, 1392) 48 hours per week (LC 1391)	8 hours per day (LC 1391, 1392) 40 hours per week (LC 1391)	8 hours per day (LC 1391, 1392) 40 hours per week (LC 1391)
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**Spread of Hours**

5 a.m.–10 p.m. However, until 12:30 a.m. on any evening preceding a non-schoolday (LC 1391) WEE students, with permission, until 12:30 a.m. on any day (LC 1391.1) Messengers: 6 a.m.–9 p.m.	7 a.m.–7 p.m., except that from June 1 through Labor Day, until 9 p.m. (LC 1391)	7 a.m.–7 p.m., except that from June 1 through Labor Day, until 9 p.m. (LC 1391)
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**For more information** about child labor laws, contact the U.S. Department of Labor at <http://www.dol.gov/>, and the State of California Department of Industrial Relations, Division of Labor Standards Enforcement at <http://www.dir.ca.gov/DLSE/dlse.html>.



# CORE Charter School

*Personalized Learning Public Charter School*

## *Mission Statement*

CORE Charter School, 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*

Personalized Learning for Student Success!

**Lakeside Resource Center**  
321 16<sup>th</sup> Street  
Marysville, CA 95901  
(530) 742-2786

**Marysville Resource Center**  
922 G Street  
Marysville, CA 95901  
(530) 742-2531

**Camptonville Elementary School**  
16585 School St.  
Camptonville, CA 95922  
(530) 742-2786