



C.O.R.E. Schools

Catalog



www.corebutte.org



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

2015 – 2016 School Year

Board Approved: 09/11/2015

CORE Butte Charter School

Mission Statement

CORE Butte, Inc, in order to foster the educational pursuits of our K-12 students in rural Northern California, utilizes the independent study/personalized learning approach: supporting development through choice of curriculum aligned with 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

CORE Butte Charter School will not discriminate in its programs, admission policies, employment practices or all other operations as provided for in the California State Constitution, Article IX Section 8 and will not discriminate against any student on the basis of ethnicity, religion, national origin, gender, disability, military, veteran, victim of stalking, or basis of any other protected class. Please contact the school's Title IX coordinator, Jonelle Pena, 260 Cohasset Rd. Suite 120, Chico, CA 95926, 530-809-4152, with any concerns.



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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 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 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 websites: www.coreplacer.org, www.coretca.org and www.corebutte.org in the High School advising section. There are also many web resources to help you on the journey. One is Quickstart at www.collegeboard.com another is 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.

Marlene Brenden, CORE High School Counselor

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

CORE Butte Charter School Code: 054171

Instructional Options

CORE is a public Personalized Learning charter school, supporting families who home-school their children. A personalized educational program is designed for each student.

CORE Butte Charter School offers support classes for our Personalized Learning Program at three sites in Chico and Paradise. Families are assigned to a credentialed teacher who provides constant direction for the parent/student/teacher team. A highly qualified subject specific teacher may also be assigned to the student's educational team. This highly qualified teacher will be available to assist students by answering questions, explaining assignments, and/or providing additional resources necessary for specific subjects. Parents take the role of the primary educator of their own child. It is a challenging, exciting, rewarding task.

The roots of our program reside in the **K-12 Home Study program**, now located in Chico on Humboldt Avenue, and in Paradise on Pearson Road. These programs offer an hour or more per week support for some elective and academic subjects, while the parents provide the daily academic instruction for all subjects. Personalized Learning Teachers work with the parents to select state standards aligned curriculum, assignments, and assessments. Work is completed by the student every academic day of the school year, under the supervision of the parent. Field trips, tutoring, and classes in the community are coordinated by the parent and teacher to accommodate the student's best learning schedule. A budget is put in place to allow all students access to these academic supports.

CORE Butte High School (CBHS) is located on Cohasset Road and was designed as a hybrid model program. This program allows students to attend three or more classes per week on site. This model provides academic instruction delivered by education professionals two or three days per week. The parent is still very involved in supervising and correcting homework, participating in meetings regularly with the teacher and student, and becoming engaged with the overall high school program. CBHS also provides a small high school culture for students that is safe, promotes responsibility, and offers many opportunities. Our sports program includes volleyball, basketball, track and golf. Other sports are planned for the future. The ASB (Associated Student Body) sponsors community events, dances and a prom. The program is designed to offer both flexibility and stability. High school students are offered a number of academic support and enrichment classes. ROP classes, junior college concurrent enrollment, online curricula, and community instruction are all attractive components of our high school program.

All students are given opportunities to extend learning through parents' own creativity and exploration. The program affords an enormous amount of freedom to places events interesting and valuable to the student, including field trips assemblies, and school fairs. CORE works with parents to receive instruction from approved vendors in the community. These range from karate lessons to ceramics, tutoring in specific subjects, etc. A portion of a budget is reserved for both enrichment and academic tutoring. The school also provides enrichment classes at our school learning centers.

CORE Butte offers several **CTE (Career Technical Education) Pathways**. Students in these programs learn skills that will help ensure they graduate from high school college prepared and/or career ready. CTE programs are developed in such a manner that students have access to hands-on and on the job training during the completion of the pathway. Each pathway has a "capstone" course in which the students often have an actual work place learning experience outside of the classroom.

CORE offers the following CTE pathways:

Agriculture Pathways in which students may learn a vast array of skills related to various aspects of the agriculture industry, including, but not limited to, plant science, business, and animal science.

Health Science/ Patient Care Pathway in which students learn medical skills / concepts to pursue a career in the healthcare industry

ICT Pathway (Information Computer Technology) which includes learning both about the hardware and software of computer and technology systems.

Interpreter for the Deaf Pathway in which students learn American Sign Language (ASL) along with the necessary skills to become a sign language interpreter.

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 40 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 remedial / 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 CORE:
 1. Concurrent enrollment at the community college to take college coursework
 2. ROP (Regional Occupational Program) coursework
- Credit for Career Explorations in the Workplace is issued through CORE Butte Charter School and is calculated at 1 credit per 20 hrs. worked as documented by pay stubs. A student may not attempt more than 10 credits per semester of this course and may be awarded a maximum of 40 credits throughout their high school career.

Learning Center Class Options for 2015-2016

K12 Home Study Program – Paradise Location

Our Paradise center hosts both academic and extra-curricular classes. Extra-curricular classes take at the Paradise center may be used to supplement an existing home study class*. Academic classes award credits as indicated and students are expected to attend classes and complete all assignments given by the primary instructor who will issue the final grade for the course.

TUESDAY / THURSDAY CLASS SCHEDULE

English 9-10 – 5 credits

English 11-12 – 5 credits

9-12 Conceptual Physics Lab – 0 credits *

Spanish I – 5 credits

TUESDAY / WEDNESDAY / THURSDAY CLASS SCHEDULE

Mathematics II – 5 credits

Mathematics III – 5 credits

CORE Butte High School Program (CBHS) – Cohasset Location

Students of CBHS will be registered into a homeroom class by PLT and additionally, students must register for at least three CORE Butte High School center classes.

Monday Schedule

	212	213	214	215	216	217	218	219	220	221
9:30-10:25			Math 1		Chemistry	ASL I (9:00-10:45)				Pre-Calc
10:30-11:25	Pre-Algebra		Math 1		Chemistry	ASL II (11:00-12:45)				Math III
11:30-12:25	Consumer Math			Global Health Care Careers				Math II		Math IA
12:25-1:00	LUNCH						LUNCH			
1:00-1:55		Intro to Electronics (1:15 – 3:00)			Medical Anatomy & Physiology	Art Media & Color Theory (1:30-3:15)		Math II		
2:00-2:55			Math I						ASL III Interpreting for the deaf (1:15-3:00)	Math III

Wednesday Schedule

	202	210	211	215	301/302	217	218	219	220	221
9:00-10:45	Computer Literacy	US History	US History		Agri Internships	a-g Studio Arts: Multicultural Emphasis		American Sign Language 1	ASB Leadership	US History
11:00-12:45	Yearbook	Middlebury Languages Spanish / French	CAHSEE Math	Global Health (M/W) 11:30-12:25	Environmental Horticulture / Floral Design	a-g Studio Arts: Multicultural Emphasis		American Sign Language I	English 9/10 B	
			CAHSEE ELA							

Tuesday / Thursday Schedule

	202	210	211	212	213	214	215	216	301/302	217	219	220	221
			Martin	Koons	James	Frudden	Chandler	Haas	Anderson	Russell		Ruby	Harvey
8:55-9:25	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom		Homeroom	Homeroom
9:30-10:25	Open Lab	Spanish 2	English 9/10 Basic	Professionalism in the Workplace	Earth Science	Math I	English: World Connections & World History	Chemistry	Ag Communications	Craftsmanship	a-g Music Studio	12 th CSU Expository Reading / Writing	Pre-Calculus
10:30-11:25	Open Lab	Jouralism	English 11/12 Basic	Pre-Algebra	Study Lab	Math I		Chemistry	Ag Biology	Craftsmanship	Study Lab	12 th High School & Beyond	Math III
11:30-12:25	Computer Networking / Intro to Programming: Python **	Spanish 1	Govt. / Econ **	Consumer Math	Marine Biology	English 9/10 B	English 11 / English 12	Conceptual Physics	Ag Business & Econ. / Ag Govt **	Craftsmanship	Math II	12 th CSU Expository Reading / Writing	Math 1A
12:25-1:00	LUNCH												
1:00-1:55	Multimedia	Spanish 1	Govt. / Econ **	English 11 / English 12	Biology	English 9/10 B	English 11: America's Past & US History	Medical Anatomy & Physiology	Animal Science	Health / Freshman Foundations **	Math II	Freshman Foundations / Health **	
2:00-2:55	Intro to Web Design / Web Publications	Spanish 3	Govt. / Econ **	English 9/10 B	Biology	Math I				Intro to Agriculture / FFA	Home Economics		Teen Topics
3:00-3:55									FFA Student Govt.				

Graduation Requirements

In order to receive their high school diploma, students at CORE must have successfully completed the following course requirements as well as satisfy the California High School Exit Exam (CAHSEE) requirement. Visit <http://www.cde.ca.gov/statetests/cahsee> for more CAHSEE 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 – Algebra I Standards	Must complete before graduating (may be taken in 7 th or 8 th grades)	Same as graduation requirements
Mathematics	30 credits – 3 years	Algebra I, Geometry, & Algebra II (4th year recommended)
Science	10 credits Life Science – 1 year 10 credits Physical Science – 1 year	3 years recommended CSU : At least 1 year of physical science and 1 year of biological science, one from the “d” subject area and the from the “d” or “g” area UC : Both courses must be from the “d” subject area.
Health	5 credits – 1 semester	Same as graduation requirements
Physical Education	20 credits – 2 years	Same as graduation requirements
Foreign Language or Visual/Performing Arts	10 credits – 1 year (a listed CTE course may be substituted)	2 years of the same foreign language (3 recommended) and 2 semesters of the same Visual/Performing Arts course
Life Skills/Vocational Skills/Technology	10 credits – 1 year	Same as graduation requirements
Electives	55 credits	1 year from the “a-f” subject areas

Total High School Credits Required to Graduate: 220 credits

Sample Schedules for High School Completion

220 Minimum Credits are required for graduation.

These are sample guidelines only. You may substitute classes and/or modify your individual student's schedule by working with your Personalized Learning Teacher. It is possible to complete the UC/CSU path utilizing classes from the Ag path.

Sample Graduation Path	Agriculture Emphasis Sample Graduation Path	UC/CSU College Prep Sample Graduation Path
9th Grade	9th Grade	9th Grade
10 – English 9/10 10 – Mathematics I 10 – Physical Science 10 – Physical Education 10 – Foreign Language or Fine Art 5 – Health <u>5 – World Geography</u> 60 Credits	10 – English 9 10 – Mathematics I 10 – Intro to Agriculture 10 – Physical Education 10 – Foreign Language 5 – Health <u>5 – World Geography</u> 60 Credits	10 – English 9 * 10 – Mathematics I * 10 – Physical Science class * 10 – Physical Education 10 – Foreign Language * 5 – Health <u>5 – World Geography</u> 60 Credits
10th Grade	10th Grade	10th Grade
10 – English 10 10 – Mathematics II 10 – World History 10 – Biology 10 – Physical Education 10 – Keyboarding/CAHSEE Prep 60 Credits	10 – English 10 10 – Mathematics II 10 – World History 10 – Ag Biology 10 – Physical Education 10 – Agriculture Elective 60 Credits	10 – English: World Connections * 10 – Mathematics II * 10 – World History * 10 – Biology * 10 – Physical Education <u>10 – Foreign Language *</u> 60 Credits
11th Grade	11th Grade	11th Grade
10 – English 11: America's Past 10 – U.S. History 10 – Mathematics III 15 – R.O.P. 5 – Drivers Education/CAHSEE Prep 10 – Elective <hr/> 60 Credits	10 – Ag Communications 10 – U.S. History 10 – Mathematics III 10 – Chemistry 10 – Agriculture Elective 10 – Life Skills Elective <hr/> 60 Credits	10 – English 11 * 10 – U.S. History * 10 – Mathematics III * 10 – Chemistry * 5 – Visual Performing Arts * 5 – Drivers Education/ Work Exp <u>10 – Community College Course</u> 60 Credits
12th Grade	12th Grade	12th Grade
10 – English 12 10 – U.S. Govt./Economics 10 – Consumer Math 10 – R.O.P. <u>10 – Visual and Performing Arts</u> 50 Credits	10 – CSU Expository Reading & Writing 10 – Ag Government / Ag Economics 10 – Animal Science 10 – Consumer Math <u>10 – Agriculture Elective</u> 50 Credits	10 – CSU Expository Reading & Writing* 10 – U.S. Government / Economics * 10 – Marine Biology 10 – Psychology * & Sociology * 10 – Pre-Calculus * <u>10 – Life Skills credits/ Work Exp</u> 60 Credits * Need to be a-g level courses

Concurrent Enrollment

Concurrent Enrollment (CCE) gives High School students the opportunity to attend college courses and receive college credit and simultaneous High School credit for the same course.

Concurrent Enrollment Programs

	College Units	High School Credits
Students are eligible to participate in concurrent enrollment through Butte College, California State University, Chico, or any other California community college. Taking advantage of concurrent enrollment allows high school students the opportunity to start earning college credits while they are still enrolled in high school.	1 unit	3.5 credits
	2 unit	6.5 credits
	3 unit	10 credits
	4 unit	13.5 credits
	5 unit	16.5 credits

BUTTE COLLEGE

The Concurrent Enrollment program at Butte College allows students to supplement their high school education by attending Butte College courses. Credits earned through the program may be used to fulfill high school and college certificate, transfer, or graduation requirements. K-12 students must submit a concurrent enrollment application to Butte College signed by their personalized learning teacher and the school counselor during the semester prior to their program participation.

CHICO SCHOLARS

The High School Scholars (HSS) program is an excellent opportunity for local high school students to take up to two courses at CSU, Chico for a minimal fee. The objective of the program is to offer local area students access to college courses that have not been filled by regularly enrolled CSU, Chico students. To participate, students must be in 11th or 12th grades with at least a 3.0 academic GPA. Interested students should obtain an unofficial copy of their transcript and attend a mandatory orientation where they will be given the opportunity to submit an HSS application.

COLLEGE SUCCESS

CORE Butte's College Success program is located on the CORE campus. College Success offers students a more focused and intentional transition from high school to college. Students are required to take between 9 and 11 college credits per semester as well as maintain a minimum of 20 additional credits through CORE Butte Charter School. Five of which must be a College Success course located on the CBHS CORE campus. Students are accepted into the program through an application process in the spring semester of their sophomore or junior year. Students will be selected based upon grade level, GPA, prior concurrent enrollment success, PLT/Teacher evaluation, post high school goals, and an interview.

OTHER COLLEGE CONCURRENT ENROLLMENT OPTIONS

Concurrent enrollment is possible through any California community college. Concurrent enrollment programs vary by college and interested students should contact the interested college's outreach department to verify concurrent enrollment requirements. Available distant learning classes can be searched via the state database <http://www.cvc.edu/students/courses/>

Course Designation Descriptions

Basic	College Prep
<p>In the core areas we offer some remedial 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 CORE’s standard high school graduation requirements for those who want to enter a community college (CC), trade school or directly transition into the work force.</p>	<p>Completion of these rigorous courses with a C or better develops a level of proficiency in the subject area. All courses follow state standards and guidelines.</p> <p>These classes may 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. A-g courses are not available in every content area. 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. 110 of these units must be completed before your senior year and the SAT must be taken before December of your senior year.</p> <p>UC expects the following from non-site-based independent study programs providing college preparatory 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>

History

World History

UC/CSU "A" Requirement
Full Year –10 Credits Total

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 to be considered a college prep (a-g) class.

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

Basic Level Text: World History, American Guidance Services (AGS)

Other: Example: Online, Butte College (concurrent enrollment), etc.

U.S. History

UC/CSU "A" Requirement
Full Year –10 Credits Total

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 to be considered a college prep (a-g) class.

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

Basic Level Text: U.S. History, American Guidance Service

Other: Example: Online, Butte College (concurrent enrollment), etc.

Government

UC/CSU "A" Requirement
Semester –5 Credits Total

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 to be considered a college prep (a-g) class.

Texts: United States Government: Democracy in Action, Glencoe; Magruder's American Government, Prentice Hall

Basic Level Text: United States Government, American Guidance Service (AGS)

Other: Example: Online, Butte College (concurrent enrollment), etc.

Economics

UC/CSU "G" Requirement
Semester –5 Credits Total

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 to be considered a college prep (a-g) class.

Text: Economics, Principles and Practices, Glencoe

Basic Level Text: Economics, American Guidance Service (AGS)

Other: Example: Online, Butte College (concurrent enrollment), etc.

Ag Government

UC/CSU "A" Requirement
Semester –5 Credits Total

This is designed to be the capstone course for the Ag program and agriculture academy. Mainly a senior level class but juniors can take it as well. We will be covering the government and economics standards but also looking into business principles as related to agriculture. We will practice marketing, sales, and business skills. Students will have the opportunity to create business projects and learn how to develop those entrepreneurial skills. We will work on resume's, cover letters, interview skills, and business etiquette. What a fantastic opportunity to get you ready for college and the career world. Awesome life skills and leadership opportunities through this course.

This course requires a final exam or significant final project to be considered a college prep (a-g) class.

Texts: Instructor provided – 10 credit learning center class

Ag Business & Economics

UC/CSU "G" Requirement
Semester –5 Credits Total

This is designed to be the capstone course for the Ag program and ag academy. Mainly a senior level class but juniors can take it as well. We will be covering the government and economics standards but also looking into business principles as related to agriculture. We will practice marketing, sales, and business skills. Students will have the opportunity to create business projects and learn how to develop those entrepreneurial skills. We will work on resume's, cover letters, interview skills, and business etiquette. What a fantastic opportunity to get you ready for college and the career world. Awesome life skills and leadership opportunities through this course.

This course requires a final exam or significant final project to be considered a college prep (a-g) class.

Texts: Instructor provided – 10 credit learning center class

English

a-g English 9

UC/CSU "B" requirement

Full Year –10 Credits Total

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.

This course requires a final exam or significant final project.

Required Reading:

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

Supplemental Texts:

The Language of Literature – 9, McDougal Littell

The Reader's Choice – Course 4, Glencoe

Timeless Voices – Gold, Prentice Hall

Wordly Wise 3000, Book 9, EPS

Online: BYU Independent Study, Florida Virtual

English 9 Basic

Full Year –10 Credits Total

This remedial 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.

Suggested Text Combinations:

Exploring Literature, American Guidance Service and
Basic English Composition, American Guidance Service

-OR-

Reading and Writing Sourcebook, Great Source

Easy Grammar Plus, ISHA

Alternate Resources:

Daybook of Critical Reading and Writing, Great Source

Easy Grammar, ISHA

Suggested Supplemental Readings:

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; or instructor approved alternate readings from 9th grade list

Online:

a-g English 9/10 A

UC/CSU "B" requirement

Full Year –10 Credits Total

English 9/10 A is designed for 9th and 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.

This course requires a final exam or significant final project.

Required Reading:

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

Supplemental texts as assigned by the learning center teacher.

a-g English 9/10 B

UC/CSU "B" requirement

Full Year –10 Credits Total

Literature Based English is designed for 9th and 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.

This course requires a final exam or significant final project.

Required Reading:

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

Supplemental texts as assigned by the learning center teacher.

English: World Connections

UC/CSU "B" requirement

Full Year –10 Credits Total

This will be a highly interactive, project based college prep English class. All reading, writing, speaking and listening standards will be addressed using World History topics. Students will explore topics through a history text, primary resources, on-line research, and analysis and synthesis of fiction and non-fiction literature. Assessments will be through examinations, projects, and presentations. This course is an a-g college preparatory class. This class must be taken concurrently with a matching World History section.

This course requires a final exam or significant final project.

Corequisite: Concurrent enrollment in a matching World History section.

Texts: Instructor provided – 10 credit learning center class

a-g English 10
UC/CSU "B" requirement
Full Year –10 Credits Total

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.

This course requires a final exam or significant final project.

Required Reading:

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

Supplemental Texts:

The Language of Literature – 10, McDougal Littell

The Reader's Choice – Course 5, Glencoe

Timeless Voices – Platinum, Prentice Hall

Wordly Wise 3000, Book 10, EPS

Online: BYU Independent Study, Florida Virtual

English 10 Basic
Full Year –10 Credits Total

This remedial 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.

Suggested Text Combinations:

Exploring Literature, American Guidance Service and
Basic English Composition, American Guidance Service

-OR-

Reading and Writing Sourcebook, Great Source

Easy Grammar Plus, ISHA

Alternate Resources:

Daybook of Critical Reading and Writing, Great Source

Easy Grammar, ISHA

Suggested Supplemental Readings:

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

Online:

a-g English 11

UC/CSU "B" requirement
Full Year –10 Credits Total

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.

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

Supplemental Texts:

Concise Anthology of American Literature, Pearson

The Language of Literature – 11, McDougal Littell

The Reader's Choice – American Literature, Glencoe

Timeless Voices – American Literature, Prentice Hall

Wordly Wise 3000, Book 11, EPS

Online: BYU Independent Study, Florida Virtual

English 11: America's Past

UC/CSU "B" requirement
Full Year –10 Credits Total

This will be a highly interactive, project based college prep English class. All reading, writing, speaking and listening standards will be addressed using US History topics. Students will explore topics through a history text, primary resources, on-line research, and analysis and synthesis of fiction and non-fiction literature. Assessments will be through examinations, projects, and presentations. This course is an a-g college preparatory class.

This course requires a final exam or significant final project.

Corequisite: Concurrent enrollment in a matching US History section.

Texts: Instructor provided – 10 credit learning center class

Ag Communications

UC/CSU "B" requirement
Full Year –10 Credits Total

This is an Agriculture class for 10-12th grade students. This is a college prep English class. Students will learn and practice the essential public speaking skills needed in the real world. An emphasis will be placed on the FFA speaking contest. Students will gain confidence in public speaking through this class.

This course requires a final exam or significant final project.

Texts: Instructor provided – 10 credit learning center class

English 11 Basic

Full Year –10 Credits Total

This remedial 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.

Suggested Text Combinations:

American Literature, American Guidance Service and
Basic English Composition, American Guidance Service

-OR-

Reading and Writing Sourcebook, Great Source
Easy Grammar Plus, ISHA

Alternate Resources:

Daybook of Critical Reading and Writing, Great Source
Easy Grammar, ISHA

Suggested Supplemental Readings:

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, Concise Anthology of American Literature – Pearson

a-g English 12

UC/CSU “B” requirement

Full Year –10 Credits Total

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.

Requires a final exam / significant final project.

Required Reading:

Twelfth Night, Much Ado About Nothing, Rime of the Ancient Mariner, John Keats: English Poets Series, Percy Bysshe Shelly: English Poets Series, Robert and Elizabeth Browning: English Poets Series, 1984, A Novel, Prufrock, and Other Observations, The Jungle Book

Supplemental Texts:

Oxford Anthology of English Poetry – Oxford, 1990
Spark Notes: Much Ado About Nothing – Spark Publishing
Spark Notes: Twelfth Night – Spark Publishing
The Language of Literature – 12, McDougal Littell
The Reader’s Choice – British Literature, Glencoe
Timeless Voices – British Literature, Prentice Hall
Wordly Wise 3000, Book 12, EPS

Online: BYU Independent Study, Florida Virtual

CSU Expository Reading and Writing

UC/CSU "B" requirement

Full Year –10 Credits Total

This 12th grade 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.

This course requires a final exam or significant final project.

Texts: Instructor provided – 10 credit learning center class

English 12 Basic

Full Year –10 Credits Total

This remedial course is intended for students entering the twelfth grade. Students will read works of British writers and view works of British artists in terms of literary, political and cultural perspectives. Students will complete a variety of reading and writing activities.

Suggested Text Combinations:

British Literature or World Literature, American Guidance Service and

Basic English Composition, American Guidance Service

OR

Reading and Writing Sourcebook, Great Source

Easy Grammar Plus, ISHA

Optional Supplemental Reading:

Twelfth Night, Much Ado About Nothing, Rime of the Ancient Mariner, John Keats: English Poets Series, Percy Bysshe Shelly: English Poets Series, Robert and Elizabeth Browning: English Poets Series, 1984, A Novel, Prufrock, and Other Observations, The Jungle Book

Journalism / Editing

Full Year –10 Credits Total

Students will learn principles of Journalism including editing, format, best practices, fonts, styles and promotion. Editors/Journalists will solicit submissions of student writing and prepare for publishing. They will conduct interviews and student surveys and report on them. They will work closely with layout, graphics and design students in the Publishing class to produce online and in print products. They will learn properties of various types of files appropriate for online and in-print publications. This class has been submitted for approval to be listed as an English Elective college prep class. The class satisfies one year of the English graduation requirement at CORE.

Texts: Instructor provided – 10 credit learning center class

Mathematics

Pre Algebra

Full Year –10 Credits Total

Pre-algebra provides an extra year of study for students who have attained standard mathematics objectives, but are not ready to enter algebra. 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 of exponents using integers and variables; number theory; problem solving using ratios and proportions; operating with rational and irrational numbers; introduction to geometry and measurement.

Suggested Texts: Pre-Algebra (California Edition), Prentice Hall, Pre-Algebra, Glencoe, Pre-Algebra (Algebra ½), Saxon

Basic Level Text: Pre-Algebra, American Guidance Service (AGS), Keys to Series

Other: Example: Online, Butte College (concurrent enrollment), etc

Mathematics 1A

UC/CSU “C” requirement

Full Year –10 Credits Total

The main purpose of Mathematics I is to develop students’ fluency with linear, quadratic and exponential functions. The critical areas of instruction involve deepening and extending students’ understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. In this first year, content centers on linear equations and functions, linear inequalities, including systems of equations and inequalities.

This is the first year of a two-year Integrated Math I sequence concentrating in Algebra skills. Completion of Math 1B (offered the following year) is required to fulfill the Algebra requirement for graduation from high school.

This course requires a final exam or significant final project.

Suggested Text: Integrated High School Mathematics I, Pearson

Other: Example: Online, Butte College (concurrent enrollment), etc

Algebra 1

UC/CSU “C” requirement

Full Year –10 Credits Total

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.

This course requires a final exam or significant final project.

Suggested Text: California Algebra 1: Concepts Skills and Problem Solving, Glencoe

Basic Level Text: Algebra 1, American Guidance Service (AGS), Keys to Algebra

Other: Example: Online, Butte College (concurrent enrollment), etc.

Mathematics 1

UC/CSU "C" requirement
Full Year –10 Credits Total

Integrated Mathematics Course I is the first of three mathematics courses required for college entrance. The course content includes: functions; algebra; geometry; statistics; probability; discrete mathematics; measurement; number; logic; and language. The course emphasizes mathematical reasoning, problem solving, and communication through integration of the various strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. The course emphasizes algebra.

This course requires a final exam or significant final project.

Texts: Integrated High School Mathematics I, Pearson

Other: Example: Online, Butte College (concurrent enrollment), etc.

Geometry

UC/CSU "C" requirement
Full Year –10 Credits Total

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.

This course requires a final exam or significant final project.

Suggested Text: Geometry, Glencoe

Basic Level Text: Geometry, American Guidance Service (AGS), Keys to Geometry

Other: Example: Online, Butte College (concurrent enrollment), etc.

Mathematics II

UC/CSU "C" requirement
Full Year –10 Credits Total

Integrated Mathematics Course II is the second of three mathematics courses required for college entrance. The course content expands upon the mathematical content and techniques of Integrated Mathematics Course I. In addition to further development of the strands with connections and applications, this course emphasizes unifying ideas such as mathematical modeling and argumentation, variation, algorithmic thinking, and multiple representations. The course emphasizes geometry.

This course requires a final exam or significant final project.

Prerequisite: grade of "C" or better in Math I or Algebra I

Texts: Integrated High School Mathematics II, Pearson

Other: Example: Online, Butte College (concurrent enrollment), etc.

Algebra 2

UC/CSU "C" requirement
Full Year –10 Credits Total

This discipline complements and expands the mathematical content and concepts of Algebra I 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.

This course requires a final exam or significant final project.

Prerequisite: grade of "C" or better in Algebra I or Math II

Suggested Text: Algebra 2, Glencoe

Other: Example: Online, Butte College (concurrent enrollment), etc.

Mathematics III

UC/CSU "C" requirement

Full Year –10 Credits Total

Integrated Mathematics Course III is the third of three mathematics courses required for college entrance. The course content expands upon the mathematical content and techniques of Course II. Connections among the strands and unifying ideas continue with attention given to depth of understanding. Students successfully completing Course III are prepared for pre-calculus or alternative mathematics courses that emphasize real-world applications in the social sciences, or life and physical sciences. The course emphasizes advanced algebra and trigonometry.

This course requires a final exam or significant final project.

Prerequisite: grade of "C" or better in Math II or Geometry

Texts: Integrated High School Mathematics III, Pearson

Other: Example: Online, Butte College (concurrent enrollment), etc.

Pre-Calculus

UC/CSU "C" requirement

Full Year –10 Credits Total

Pre-Calculus blends the concepts and skills that must be mastered before Enrollment in a college-level calculus course. The course includes the study of relations and functions, exponential and logarithmic functions, trigonometry in triangles, trigonometric functions, trigonometric identities and equations, polar coordinates, sequences and series, and data analysis.

This course requires a final exam or significant final project.

Prerequisite: grade of "C" or better in Math III or Algebra II and Geometry

Texts: Pre-Calculus: A Graphing Approach, Houghton Mifflin

Other: Example: Online, Butte College (concurrent enrollment), etc.

Higher Level Math

Concurrent Enrollment at Community Colleges

Concurrent enrollment at one of the local colleges may be necessary for advanced coursework not offered through CORE Butte. Please see the Concurrent Enrollment section for further details.

Business Math

Credits vary upon text

Business Math is accepted towards CORE's mathematics graduation requirement. In order to take Business Math, students must have completed the Algebra 1 requirement. Business Math is structured around a three-pronged approach: basic math review, personal financial applications and business mathematics.

Texts: Mathematics with Business Applications, Glencoe – 10 credit text

Basic level text: Math for the World of Work, AGS – 5 credit text

Life Skills Math

Semester –5 Credits Total

Life skills math illustrates the use of math in day to day life. Topics covered include: counting calories, home improvement, math in sports, games of chance, adjusting recipes, math and crafts, fractions in the home, spending money, earning money, traveling, watching the clock, baseball statistics, using percents, working with interest, insurance, lawn care, and using energy.

Basic level text: Life Skills Math, AGS – 5 credit text

Consumer Mathematics

Home Study: Semester – 5 credits total
Learning Center: Full Year – 10 credits total

The class is designed to prepare students to be wise consumers and for life away from home. This is a general mathematics course geared to 11th and 12th grade students and designed to reinforce basic mathematics skills and link those skills to consumer applications. Such applications may include budgeting, taxation, credit, banking service, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

Texts: Instructor provided – 10 credit learning center class

Basic level text: Consumer Mathematics, AGS – 5 credit text

ALEKS Mathematics

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 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 as a supplement to the following courses: Pre-Algebra, Foundations of Math, Algebra 1, High School Geometry, Algebra 2, Pre-Calculus, Trigonometry..

Science

Physical Sciences

Earth Science

UC/CSU "G" requirement
Full Year –10 Credits Total

Earth Science is a comprehensive 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 wet lab and final exam or significant final project to be considered a college prep (a-g) class. Earth Science is considered an elective science (area G) and not a primary lab science (area D) for college admission purposes.

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

Basic Level Text: Earth Science, American Guidance Service (AGS)

Integrated Science

Full Year –10 Credits Total

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.

Available Online: via Cyber High

Introduction to Agriculture

UC/CSU "G" requirement

Full Year –10 Credits Total

This is an introduction to all the possibilities in agriculture. What a phenomenal opportunity- students learn about the various industries in the agriculture industry as well as all about the FFA and what the future holds as a member. This is when students first have a chance to join the agriculture department and begin their journey into the Ag academy. We will discuss leadership opportunities, conferences, contest, ways to earn money, etc. We will explore animal science, plants, floral, agri business, natural resources, even opportunities in ag welding and tractors. We will do many hands on activities and labs as well as field trips and invite guest speakers. This is a first year agriculture student course.

This course requires a wet lab and final exam or significant final project.

Suggested Text: Instructor provided – 10 credit learning center class

Chemistry

UC/CSU "D" requirement

Full Year –10 Credits Total

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.

This course requires a wet lab and final exam or significant final project to be considered a college prep (a-g) class.

Prerequisite: grade of "C" or better in Biology

Corequisite: enrollment in Mathematics III or Algebra II

Suggested Text: Chemistry, Matter and Change, Glencoe

Basic Level Text: Chemistry, American Guidance Service (AGS)

Conceptual Physics

UC/CSU "D" requirement

Full Year –10 Credits Total

This course covers the structure and state of matter. Topics may include forms of energy, wave phenomenon, electromagnetism, and physical/chemical interactions. This course will cover topics that will introduce students to both physics and chemistry at an entry level of instruction. This course is currently awaiting approval for college-prep status.

This course requires a wet lab and final exam or significant final project to be considered a college prep (a-g) class.

Prerequisite: concurrent enrollment in Algebra 1

Suggested Texts: Conceptual Physics, Paul Hewitt

Conceptual Physics Lab

Full Year – No Credits

This is an onsite lab support class to accompany a home study high school conceptual physics class. a-g level science courses require a supervised wet lab component. This is the necessary lab component to satisfy that requirement.

Corequisite: Concurrent enrollment in an a-g Conceptual Physics home study course

Suggested Text: Instructor provided – zero credit Paradise learning center enrichment class

Advanced Level Sciences

Concurrent Enrollment at Community Colleges

Concurrent enrollment at one of the local colleges may be necessary for advanced coursework not offered through CORE Butte. Please see the Concurrent Enrollment section for further details.

Life Sciences

Animal Science

UC/CSU "G" requirement
Full Year –10 Credits Total

Students will be exploring all the aspects of animal science. We will be looking extensively at different animal species, breeds, management practices, health and disease, reproduction, animal handling and much more. This class will be very hands-on and students will have the opportunity to work out at the farm and with animals. Field trips and guest speakers will be incorporated. Sophomore-Senior level class.

This course requires a wet lab and final exam or significant final project.

Prerequisite: Successful completion of Biology

Suggested Text: Instructor provided – 10 credit learning center class

Ag Biology

UC/CSU "D" requirement
Full Year –10 Credits Total

Satisfies Life Science graduation and UC requirement. Students will learn all the biological science standards with an ag twist. We explore how much of agriculture is directly related to biological sciences. Students spend time learning in a hands-on way. They not only learn biology but have the opportunity to be a part of the FFA and ag program. This entitles them to a FFA membership, travel opportunities, leadership development and so much more. Its a biology with a BONUS!

This course requires a wet lab and final exam or significant final project.

Suggested Text: Biology: The Dynamics of Life, Glencoe

Biology

UC/CSU "D" requirement
Full Year –10 Credits Total

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.

This course requires a wet lab and final exam or significant final project to be considered a college prep (a-g) class.

Suggested Text: Biology: The Dynamics of Life, Glencoe

Basic Level Text: Biology, American Guidance Service (AGS)

Marine Biology

UC/CSU "D" requirement
Full Year –10 Credits Total

In this challenging project and lab-based class, students will engage in exploration of the rich diversity of organisms that inhabit the world's oceans. Students will build a foundational understanding of the physical, chemical, and geological factors that comprise aquatic ecosystems and influence life in the sea. Throughout the course, students examine the vast diversity of life- from phytoplankton and invertebrates to fishes, marine reptiles and mammals- that exist and interact within various marine habitats. Special attention is given to kelp forests and ecosystems near the California coast. Readings from the textbook, periodicals, viewings of documentaries and online resources, laboratory dissections, and field analyses hone student understanding of the principles and frameworks of Marine Biology and expand their knowledge of the organisms that populate Earth's oceans.

This course requires a wet lab and final exam or significant final project to be considered a college prep (a-g) class.

Prerequisite: Successful completion of Biology and Algebra I

Suggested Text: Instructor provided – 10 credit learning center class

Medical Anatomy & Physiology

UC/CSU "D" requirement

Full Year –10 Credits Total

Medical Anatomy & Physiology is a yearlong course that provides students an opportunity to explore the intricate and sophisticated relationship between structure and function in the human body through the lens of medical labs and case studies. The course offers students an environment in which they may dive deeply into topics such as homeostasis, anatomical and physiological disorders, medical diagnosis and treatment, modern and past imaging techniques, biochemistry, histology, and survey of the remarkable array of body systems that comprise the human body. Medical laboratory activities reinforce concepts and principles presented in the course, as well as relate all of the topics to health care careers and applications.

This course requires a wet lab and final exam or significant final project to be considered a college prep (a-g) class.

Prerequisite: Completion of Biology with a 'C' or better. Completion of Chemistry recommended.

Co-requisite: Mathematics III

Suggested Text: Instructor provided – 10 credit learning center class

Elective Science

Astronomy

Full Year –10 Credits Total

Astronomy is an introduction to the solar system and general astronomical concepts. The course may include extensive observations and descriptions of the night sky. Students develop the ability to compare and contrast stars, planets, and other objects in space and the way they move. Students learn the names of major constellations, develop familiarity with radio astronomy, and astronomical measuring techniques.

Suggested Text: Astronomy Today, Prentice Hall

Ecology

Full Year –10 Credits Total

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.

Prerequisites: grade of "C" or better in Biology or teacher recommendation.

Suggested Text: Ecology of a Changing Planet, Prentice Hall

Basic Level Texts: 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.

9-12 Science Wet Lab Support

Full Year – No Credits

This is an onsite lab support class to accompany a home study high school science class. a-g level science courses require a supervised wet lab component. This is the necessary lab component to satisfy that requirement. For years where this class is not offered onsite, this class may be arranged through your personalized learning teacher.

Corequisite: Concurrent enrollment in a home study science course.

Suggested Text: Instructor provided

Languages Other Than English – (LOTE)

Foreign Languages

Spanish 1

UC/CSU “E” requirement

Full Year –10 Credits Total

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. Spanish is not available as a non a-g level class.

Suggested Text: Asi se Dice 1, Glencoe

Other: Example: National University Virtual High, Middlebury Languages

Spanish 2

UC/CSU “E” requirement

Full Year –10 Credits Total

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. Spanish is not available as a non a-g level class.

Suggested Text: Asi se Dice 2, Glencoe

Other: Example: National University Virtual High, Middlebury Languages

Spanish 3

UC/CSU “E” requirement

Full Year –10 Credits Total

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. Spanish is not available as a non a-g level class.

Suggested Text: Asi se Dice 3, Glencoe

Other: Example: National University Virtual High, Middlebury Languages

French 1

UC/CSU “E” requirement

Full Year –10 Credits Total

French 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. French is not available as a non a-g level class.

Suggested Texts: Bon Voyage Level 1, Glencoe,

Other: Example: Middlebury Languages

French 2

UC/CSU "E" requirement
Full Year –10 Credits Total

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.

This course requires a final exam or significant final project. French is not available as a non a-g level class.

Suggested Texts: Bon Voyage Level 2, Glencoe,

Other: Example: Middlebury Languages

French 3

UC/CSU "E" requirement
Full Year –10 Credits Total

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.

This course requires a final exam or significant final project. French is not available as a non a-g level class.

Suggested Texts: Bon Voyage Level 3, Glencoe,

Other: Example: Middlebury Languages

French/ Spanish Middlebury Languages

UC/CSU "E" requirement
Full Year – Support Class to supplement a 5CR/Semester online language course

Middlebury Language Class for a-g Spanish and a-g French Levels 1-3. Students will have 2 hours to work in the computer lab and meet with the instructor. Teacher reviews the week's unit, helps students with writing and speaking assignments.

Co-requisite: Middlebury Languages online course

American Sign Language I

UC/CSU "E" requirement
Full Year –10 Credits Total

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.

This course requires a final exam or significant final project. ASL is not available as a non a-g level class.

Suggested Text: Instructor provided – 10 credit learning center class

American Sign Language II

UC/CSU "E" requirement
Full Year –10 Credits Total

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.

This course requires a final exam or significant final project. ASL is not available as a non a-g level class.

Suggested Text: Instructor provided – 10 credit learning center class

ASL III – Interpreting for the Deaf

Full Year –10 Credits Total

This class is immersive in nature. Advanced development of basic reception and production skills in American Sign Language. Emphasis will be on advanced concepts and interacting with the deaf. In addition to written work, students are expected to study/practice the language on a daily basis. Internship opportunities may be available. This course may not be repeated for credit.

Suggested Text: Instructor provided – 10 credit learning center class

Other Language Classes

Several foreign language introductory courses are available through Middlebury Languages or BYU online. Although some may not be college preparatory classes, they are ideal for the student that wishes to explore a language not otherwise offered. They are 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.

Suggested Text: Middlebury Languages, Rosetta Stone, BYU Independent Study

Advanced Level Languages

Concurrent Enrollment at Community Colleges

Concurrent enrollment at one of the local colleges may be necessary for advanced coursework not offered through CORE Butte. Please see the Concurrent Enrollment section for further details.

Visual and Performing Arts

Art I and/or Art II

Full Year –5 Credits Total

This is a basic course in the fundamentals of art expression. The course may include experiences in drawing, painting, two- and three-dimensional design, and sculpture. The course emphasizes observations, interpretation of the visual environment, and imagination and symbolic subjects. Included are application of the elements and principles of design, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process.

Suggested Text: Instructor provided – 5 credit/year learning center class

Other: proficient and/or advanced visual arts standards

Art Appreciation

Full Year –10 Credits Total

This is 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.

Suggested Text: Art Talk, Glencoe

Art Media & Color Theory

UC/CSU "F" requirement

Full Year –10 Credits Total

Art Media and Color Theory is a one-year art course focused in the areas of drawing, painting, conceptual design and color theory designed to provide students with the opportunity to learn about and use a variety of traditional visual arts techniques including modern technology. Assignments are created to focus on the elements of art and design which include line, color, shape/form, value and space. Research and examples in art history will be an integral part of the course of study. Students will study and evaluate artists, designers, and cultures throughout history who have demonstrated significant knowledge and skill in the use of color relative to artistic elements as well as to the historical context. This course will introduce students to the historical and cultural background of art as a visual communication and its role and development in past and present cultures throughout the world, noting human diversity as it relates to the visual arts. Students will demonstrate strategies for selecting color palettes using design principles and elements and demonstrate skill in color mixing and color-discernment.

This course requires a final exam or significant final project.

Suggested Texts: Instructor provided – 10 credit learning center class

Craftsmanship

Full Year –10 Credits Total

The course stresses understanding the suitability of design to materials, respect for the integrity of materials, and good craftsmanship. Students will use the latest craze...pinterest.com. Students will be required to maintain an organized binder of activities, begin a Pinterest account, come prepared with required materials, and complete activities in class. Most of the materials will be provided. Mediums will include wire, concrete, cloth, objects found in nature, wood, ceramics, glass, beading, and the list goes on and on! This class may be repeated as projects change yearly.

Suggested Texts: Instructor provided – 10 credit learning center class

Digital Photography

UC/CSU "F" requirement

Full Year –10 Credits Total

This course presents photography as a fine art in which students explore the use of the art elements and principles of design to communicate their ideas, feelings, or values through photographic work. Students learn digital photographic techniques and explore the world of photo editing.

This course requires a final exam or significant final project.

Suggested Texts: Photographers Handbook, DK, Classroom in a Book, Adobe Press

Drama / Theater / Theatre Arts

UC/CSU "F" requirement

Full Year –10 Credits Total

Students will learn about the essentials of acting, stagecraft, and types of drama and other entertainment, as well as theatre history. In addition, students may be asked to attend a play outside of class time and to participate in student productions.

This course requires a final exam or significant final project.

Suggested Texts: Instructor provided – 10 credit learning center class

Drawing

Semester –5 Credits Total

Cover basic skill building in drawing 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. Teachers are encouraged to assign additional outside activities to complement the curriculum with experiential learning. I.e: Art gallery and museum visits followed by written critiques.

Suggested Texts: Basic Drawing Kit of Materials, North Dakota & Basic Drawing Study Guide, North Dakota

Environmental Horticulture & Floral Design

UC/CSU "F" requirement

Full Year –10 Credits Total

Students will explore floral design techniques, principles, and projects. Students will not only be learning how to create floral arrangements, boutonnieres, corsages, holiday arrangements, etc. but they will also learn proper flower handling techniques, grow principles, and methods of construction. Students will have the opportunity to work out at the school farm, learn green house and gardening techniques, grow plants, flowers, harvest orchard fruit and so much more. Field trips and guest speakers incorporated.

This course requires a final exam or significant final project.

Suggested Texts: Instructor provided – 10 credit learning center class

Film Studies

UC/CSU "G" requirement

Full Year –10 Credits Total

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.

Prerequisites: grade "C" or better in English 9 and 10 or instructor's approval

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

Graphic Design

UC/CSU "G" requirement

Semester –5 Credits Total

The Graphic Design course is an interactive course that combines hands-on introduction with the academic and technical creative skills of a professional graphic designer. Students learn the distinguishing features of communicating academic concepts visually through graphic design. Using technical computer skills to equip them for graphic design professional career pathways. Students master the principles of graphic design using elements as color, typography, and images.

This course requires a final exam or significant final project.

Suggested Texts: NAF Graphic Design curriculum

Instrumental Music or Voice

Credits may vary

Students will explore and work towards proficiency singing or performing with an instrument alone or with others. This course is supplemented with vendor instruction. Students are expected to spend five hours per week in instruction or practice if attempting 5 credits per semester.

Suggested Text: No text for this learning center class

Music Appreciation

Full Year –10 Credits Total

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.

Suggested Text: Music! It's Role and Importance in Our Lives; Fowler, McGraw-Hill

Music Studio

UC/CSU "F" requirement

Full Year –10 Credits Total

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.

This course requires a final exam or significant final project.

Suggested Text: Music! It's Role and Importance in Our Lives; Fowler, McGraw-Hill

Painting

Semester –5 Credits Total

Cover basic skill building in 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. Teachers are encouraged to assign additional outside activities to complement the curriculum with experiential learning. I.e: Art gallery and museum visits followed by written critiques.

Suggested Texts: Beginning Painting Kit of Materials, North Dakota & Beginning Painting Study Guide, North Dakota

Photography

Semester –5 Credits Total

This course presents photography as a fine art in which students explore the use of the art elements and principles of design to communicate their ideas, feelings, or values through photographic work. Students learn traditional photographic techniques and study the history of photography as a fine art, as well as the artists who use the medium of photography. Teachers are encouraged to assign additional outside activities to complement the curriculum with experiential learning. I.e: Art gallery and museum visits followed by written critiques.

Suggested Texts: Photography, North Dakota,

Studio Arts: Multicultural Emphasis

UC/CSU "F" requirement

Full Year –10 Credits Total

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.

This course requires a final exam or significant final project to be considered a college prep (a-g) class.

Suggested Text: Art Talk, Glencoe

Yearbook

Full Year –10 Credits Total

Students will be learning and using Photoshop and In-Design on the iMacs to learn some very valuable graphic design production. Students will also be involved in collecting ads, layout design, writing copy, and editing for the yearbook.

Suggested Texts: Instructor provided – 10 credit learning center class

Physical Education

Physical Education I, II, II/IV

Semester –5 Credits Total

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.)

This class may be retaken for credit.

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

Fitness for Life

Semester –5 Credits Total

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 is in addition to work completed in the suggested texts.

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

Horsemanship & Eventing

Full Year –5 Credits Total

Students study the art or practice of riding on horseback and may participate in competitive equine events such as rodeo, cross-country, dressage, and show jumping.

Partner Dance

Full Year – No Credit - Hours for this learning center class may be used towards home study PE logs.

Partner Dancing will explore the art of Ballroom, Latin, and Swing dancing. Students will learn multiple styles of partner dancing as well as the etiquette that goes along with them. Dances that will be covered include but are not limited to Fox-Trot, Waltz, West Coast Swing, East Coast Swing, Night Club 2-Step, New York Hustle, Salsa, Cha-Cha, and Tango. Learn to dance in a fun, engaging environment!

Sea Cadets Training

Full Year –10 Credits Total

The Naval Sea Cadet Corps (NSCC) is for American youth ages 13-17 who have a desire to learn about the Navy, Marine Corps, Coast Guard and Merchant Marine. The objectives of the Sea Cadet program are to introduce youth to naval life, to develop in them a sense of pride, patriotism, courage, and self-reliance, and to maintain an environment free of drugs and gangs. Cadets are instructed by both Sea Cadet Officers and senior cadets through classroom and applied instruction in subjects such as basic seamanship, military drill, and leadership. Most Sea Cadet regions throughout the country hold weekend competitions where units compete with each other to test their seamanship and military skills.

You must be an active Sea Cadet in order to get credit for this course.

Health

Semester –5 Credits Total

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: Health, Glencoe

Basic Level Text: Life Skills Health, American Guidance Service (AGS)

Global Health

UC/CSU “G” requirement

Semester –5 Credits Total

Global Health enables students to understand public health on a global scale applying their academic base of scientific knowledge. Students learn what disease is and investigate its impacts on world populations applying their scientific foundations. Through the study of health in different societies, they learn about the relationship between health and socioeconomic development. Students learn how environmental, nutritional, and behavioral risk factors jeopardize health. They learn how communities, governments, and cooperative global efforts can intervene to improve health. Students first study each concept as it applies to their own community, and then they look at it in a more global context. Students practice deciphering and interpreting the data they find in tables, charts, graphs, and maps using the scientific process. Students are exposed to working with information compiled by the foremost global health agencies, such as the World Health Organization, the Centers for Disease Control and Prevention, the World Bank, and UNICEF. Students apply this information through a scientific lens, developing hypothesis, applying data to create conclusions and recommend courses of action. Students have a chance to explore the careers that apply scientific knowledge and research what it would be like to have a career in a global health career field.

This course requires a final exam or significant final project.

Suggested Texts: NAF Global Health curriculum

Health (online)

Semester –5 Credits Total

Each day hundreds of decisions are made, including important decisions that have a huge impact on personal life. Making good decisions is a whole lot easier for those who have the correct information before making those decisions. Being equipped with correct information will empower students to manage real issues, like quality nutrition, substance abuse, coping with stress, and sexual abstinence. Good health is both mental and physical. Making good decisions starts with knowing the facts, understanding the consequences, and having the confidence to choose well. A series of signposts take students through the course, providing information, direction, and a little encouragement. Students learn to use important tools for communicating feelings and opinions. Other tools provide a foundation for becoming a savvy consumer in a world of advertising, credit cards, and focusing on earth-friendly practices that will help the environment. This course comes with a long-term payoff. Learning to make good decisions now will set a positive direction to follow for the future.

Suggested Text: Life Management Skills, Florida Virtual online course

Nutrition & Health

Semester –5 Credits Total

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: Nutrition and Wellness, Glencoe

Life Skills/Vocational Skills/Technology

ASB Leadership

Full Year –10 Credits Total

This class is designed for students interested in leadership roles within the school, including elected and appointed officers. The class will include governance meetings of the Associated Student Body, snack bar organization, junior high and high school event planning, and other school activities. Students are elected from their peers in the spring for enrollment the following fall.

Suggested Texts: Instructor provided – 5 credit learning center class

American Sign Language I

UC/CSU “E” requirement

Full Year –10 Credits Total

Please see description in Language Other Than English (LOTE) section of the catalog. Student may earn either foreign language or CTE credit for this course.

American Sign Language II

UC/CSU “E” requirement

Full Year –10 Credits Total

Please see description in Language Other Than English (LOTE) section of the catalog. Student may earn either foreign language or CTE credit for this course.

ASL III – Interpreting for the Deaf

Full Year –10 Credits Total

Please see description in Language Other Than English (LOTE) section of the catalog. Student may earn either foreign language or CTE credit for this course.

Auto Mechanics

Full Year –10 Credits Total

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

Career Explorations & Skills Development

Credits vary upon text

Students explore career options through various texts and research.

Suggested Text: Succeeding in the World of Work, Glencoe – 10 credit text

Basic level text: Career Planning, AGS – 5 credit text

Career Explorations in the Workplace

Credits vary

Students earn credits in the Career Explorations program by being gainfully employed or by shadowing a career in the workplace. 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) he or she will earn 6 units.

Credits attempted are set at the beginning of the term and need to be adjusted mid-term at the learning period meetings through a master agreement addendum if hours worked as documented by pay stubs or learning logs are not sufficient to attain what was originally attempted. No partial credit will be issued at the end of the term.

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

Carpentry

Full Year –10 Credits Total

This class emphasizes the preparation of individuals to lay out, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. It may include instruction in common systems of framing, including stair layout, windows and exterior doors, floor systems, drywall installation and finishing, construction materials, estimation, and blueprint reading.

Suggested Text: Carpentry and Building Construction, Glencoe

Clothing & Fashion

Full Year –10 Credits Total

This course introduces drawing of the fashion figure and develops relationships of design to clothing. Included is application of the elements and principles of the visual arts, a study of historical and contemporary visual arts as they relate to fashion design from a worldwide perspective, and instruction in the critique process.

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

College Success

Full Year –10 Credits Total

This program is open to students during their 10th, 11th, and 12th grades with priority given to seniors. It is a full year program, with students attending college courses during both the fall and spring semesters. Students may take a maximum of 11 college credits and may access all Butte College campuses. Students should plan to attend for the full year, as the curriculum will build through the year. In addition to their college coursework they must take 20 CORE Butte credits each semester, five of which is the College Success course.

Suggested Texts: Instructor provided – 10 credit learning center class

Community Service

Credits vary upon commitment

Community Service is a type of experiential learning that engages students in active participation in local and state government and community service organizations. It is a means for students to be involved in service work that is relevant to them personally while contributing to their community and their academic goals.

A community service home-study class is designed to explore the societal issues addressed by a particular agency and to allow students to contribute directly to that agency. Students should participate in an organized service activity and reflect on that activity in such a way as to gain further understanding of agency purpose, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility. Service learning engages students in active, collaborative, and inquiry-based learning experiences that meets identified community needs.

Students are expected to contribute a minimum of 75 hours to a local service organization in order to earn 5 credits.

Computer Literacy

Full Year –10 Credits Total

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;

Computer Networking

Semester –5 Credits Total

Information Technology Computer Networking is a hands-on introduction to peer-to-peer and client/server networks. The course guides students through all phases of implementing and troubleshooting common TCP/IP Ethernet networks. It covers network components, cables, and connectors, as well as the OSI model, protocols, and topologies. Students implement and troubleshoot a LAN and learn about access issues for WANs. Finally, students explore opportunities for network-related careers.

Suggested Texts: NAF Computer Networking curriculum

Consumer Education [& Economics]

Full Year –10 Credits Total

Consumer Education & Economics is a contemporary consumer education program that covers all financial literacy basics: Understanding our economy, Managing family and personal finances, Understanding and managing credit, Making well-informed purchasing decisions, creating a business plan and more.

Suggested Text: Consumer Education & Economics, Glencoe

Other: ie: Personal Finance I & II, Starline Press, Business & Personal Finance, Glencoe, Personal Finance, Dave Ramsey supplemented with moneyskill.org

Culinary Essentials

Full Year –10 Credits Total

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: Culinary Essentials, Glencoe

Driver's Education

2.5 Credits

This online 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. Certificate of course completion must be turned in to the admin office in order to pass this course.

Intro to Electronics

Full Year –10 Credits Total

This class will introduce the four most important principals of electronics, Volts, Amps, Ohms, and Watts. Along with Ohm's law, these principals form the basic foundation of all of the electronic gadgets we can't live without. Hands on activities will reinforce the theories studies. Students will also learn how to solder and use a DMM (digital multi meter) to measure electronic quantities. Introduction to Electronics Technology will provide students with the fundamentals of the theory, measurement, control, and application of electrical energy.

Suggested Text: Electricity and Electronics Technology, Glencoe

Entrepreneurship

Full Year –10 Credits Total

This is a hands-on class to help you learn basic business skills while earning credit for running your own business. This course will provide you with the core skills you need to become successful. In this course you will study how business is organized in the United States, starting a business, recruiting, interviewing, hiring, staffing, and personnel management. Students study managing assets, financing alternatives, and investments while contributing hours towards the success of their business.

Suggested Text: Starline Business Set – Starline Press

Freshman Foundations

Full Year –10 Credits Total

This course is designed to meet the needs of freshman students. Students will be introduced to school culture, events, academic support, and community service beyond the classroom. This course will also cover study skills, how to prep for midterms and finals, the use of a student planner and so much more. Students will also work on self-advocating skills. This class is highly recommended for any Freshman in our school.

Suggested Texts: Instructor provided – 10 credit learning center class

Game Design I

Full Year –10 Credits Total

Through study of both tabletop and video games, students will learn the elements of game design. They will explore various mechanics, themes, and dynamics of a well-designed game. They will learn to separate and define these design elements to gain a deep working knowledge of how games work, including original concepts, balanced design, and effective rule-setting. Following this, students will learn how to use Game Maker to create their own visuals and make their own games through an easy interface that teaches some basic programming principles and allows students to develop their ideas. The course culminates in a final project in which groups of students design and make their own game, then present it to the class.

Suggested Texts: Instructor provided – 10 credit learning center class

Game Design II

Full Year –10 Credits Total

This course refines student skill and expands student knowledge in game design. Students will refine skills in design, animation, graphic imaging, coding, and multimedia production.

Suggested Texts: Instructor provided – 10 credit learning center class

Healthcare Careers

Semester –5 Credits Total

This course explores the many health care occupations that prevent, treat and manage illness. It will be centered on guest speakers and hands-on explorations aimed at developing a holistic approach to healthcare while exploring the realities of various health professions.

Suggested Texts: Instructor provided – 5 credit learning center class

Healthcare Seminar

Semester –2.5 Credits Total

This course will provide an exciting hands-on interactive exploration in the area of health through project-based, individual, and group work. Students will explore ethics, medical practice, and much more with each semester focusing on a different healthcare topic. Possible topics include immunization, organ donation, clinical trials in drug development, cardiac health and CPR, and the history of surgery. Students will attend a one-hour introductory class, two 5-hour Friday seminar workshops, and two advisor check-ins throughout the semester as they complete group or individual projects at home.

Suggested Texts: Instructor provided – 2.5 credit learning center class

High School & Beyond

Full Year –10 Credits Total

High School and Beyond is the final year in a continuum of elective courses designed to provide students with the necessary information and experiences to develop college and career readiness skills as well and facilitate the development of an online 10-year Career and Education Plan.

Suggested Texts: Career Choices from Get Focused, Stay Focused

Highly Effective Teens

Full Year –5 Credits Total

Two high interest books will be used to help students discover how they can become more independent and effective in life. The habits range from being proactive in every aspect of one's life to planning and prioritizing one's daily life and responsibilities. In the book *The 6 Most Important Decisions* it talks about six key decisions to make and how their choices will make or break your future (including choosing good friends, dating, etc).

Suggested Texts: *The 7 Habits of Highly Effective Teens*, Simon & Schuster, *Six Most Important Decisions You'll Ever Make*, Simon & Schuster

Home Economics

Full Year –10 Credits Total

Students will learn about household budgeting, sewing, cooking, floral design, cake decorating and clothing design. This is a 5 unit course so there will be homework and projects assigned during the semester.

Suggested Text: Instructor provided – 5 credit learning center class

Other Text: *Culinary Essentials*, Glencoe

Housing and Interior Design

Full Year –10 Credits Total

This course teaches offers students both the fundamentals of interior design and consumer-based housing skills.

Text: *Housing and Interior Design*, Glencoe

Intro to Web Design

Semester –5 Credits Total

Web Design is a hands-on introduction to designing, building, and launching Web sites. Students learn about Web development including HTML coding, usability, design, and Web-based publishing tools. Students determine business requirements, gather Web content, create Web pages, conduct usability testing, launch their Web sites, and plan how to attract traffic. Finally, students take a look at various career opportunities in Web design.

Suggested Texts: NAF Web Design curriculum

Intro to Programming: Python

Semester –5 Credits Total

Introduction to Programming uses Python as a basis for learning general programming skills. Students learn programming principles by comparing Python to other programming languages. They use models as a way to quickly solve new problems using knowledge and techniques already learned. Students complete over 60 programs in the course, including both text and graphics/animation programs. In addition to programming, students learn program design, documentation, formal debugging, and testing. Finally, students examine career opportunities in programming.

Suggested Texts: NAF Introduction to Programming curriculum

Keyboarding

Semester –5 Credits Total

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: Keyboard – Typing, Mavis Beacon

Life Skills

Varies

Life Skills is designed to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal-setting and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision making, wellness and personal safety, and contributing to your community.

Suggested Texts: Applying Life Skills, McGraw Hill – 10 credit project based text

Other: Everyday Life Skills, AGS – 5 credit text,

Students may also talk to their teacher about developing a custom curriculum that meets the course description above. 5 credits per semester may be awarded for a year-long personalized course.

Medical Terminology

Full Year – 10 Credits Total

This course will provide the framework needed to learn and recognize word roots, prefixes, and suffixes used in medical language today. Students will learn how to combine words to create meaningful medical conditions as well as comprehend their definition and know the correct abbreviations, spelling, and pronunciation. Terms will cover all major body systems, including musculoskeletal, respiratory, circulatory, digestive, reproductive, and urinary.

Prerequisite: completion of 9th grade English with a grade of C or better

Suggested Texts: Instructor provided – 10 credit learning center class

Multimedia I

Full Year –10 Credits Total

This course explores the integration of digital media including computer graphics, video production, audio production, and animation. Students work on Multimedia projects from concept (content gathering/research) to project completion (authoring/transmission) and focus on the media needed by small and large companies for marketing and corporate communication purposes. Students develop and demonstrate skill through creation of multimedia productions and presentations on venues such as in portfolios, web productions, and live presentations. This course prepares students to work in teams and deploy projects for community organizations and businesses.

Suggested Texts: Instructor provided – 10 credit learning center class

Professionalism in the Workplace

Full Year –10 Credits Total

This course introduces students to identifying essential external and internal communication skills, managing conflict, developing a positive attitude, and creating the professional image for the workplace. Upon successful completion of this course, the student will be able to examine the components of external and internal communication skills, demonstrate the effective verbal and nonverbal skills required for managing conflict, evaluate the techniques for developing a positive attitude, and assess the interpersonal and self-management skills necessary for creating a professional image for the workplace. The course is intended to be articulated with the Butte College course BCIS 33.

Suggested Texts: Instructor provided – 10 credit learning center class

Small Engine Mechanics

Semester – 5 Credit

Courses provide students with knowledge and skills to service and recondition small engines, typically emphasizing two-and four-cycle engines. Students will learn how to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power and overhaul tools; and read and interpret service manuals and parts catalogs. Applications may include lawn mowers, tractors, tillers, power tools, gardening equipment, chain saws, etc.

Teaching / Office Assistant

Semester – 1 Credit / varies upon hours committed per week

Students enrolling in a teaching assistant or office assistant class commit regular hours each week dedicated to working with teaching/library/office staff on tasks as assigned.

Suggested Text: No text associated with this class

Teen Topics

Full Year –10 Credits Total

Teen Topics is a class designed for sophomores and juniors in a continuum of elective courses designed to provide students with the necessary information and experiences to develop college and career readiness skills as well and facilitate the development of an online 10-year Career and Education Plan.

Suggested Texts: Career Choices from Get Focused, Stay Focused.

Web Publishing

Semester –5 Credits Total

This course introduces students to the Internet and World Wide Web. Students will study the history of the Internet, search engines, Web design process, navigation strategies, creation and editing of graphics, Web hosting services, and Web publishing.

Suggested Texts: NAF Web Design curriculum

Basic Woodworking

Full Year –10 Credits Total

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: *Wood Technology & Processes*, Glencoe

Academic Electives

CAASPP English Prep

Full Year –5 Credits Total

Students may enroll in this class who would like extra academic support in preparing for the California High School Exit Exam or the California Assessment of Student Performance and Progress. This course section will focus on English skills. Test taking skills and other strategies will be discussed.

Suggested Texts: Instructor provided – 5 credit learning center class

Other: CAHSEE On Target, UC Davis, CAHSEE Success, Kaplan

CAASPP Math Prep

Full Year –5 Credits Total

Students may enroll in this class who would like extra academic support in preparing for the California High School Exit Exam or the California Assessment of Student Performance and Progress. This course section will focus on Math skills. Test taking skills and other strategies will be discussed.

Suggested Texts: Instructor provided – 5 credit learning center class

Other: CAHSEE On Target, UC Davis, CAHSEE Success, Kaplan

Child Development

Semester –5 Credits Total

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.

Suggested Text: The Developing Child, Glencoe

Programming Methodology

Full Year –10 Credits Total

This course covers the principles and programming styles used in the design and implementation of contemporary programming languages. Students are introduced to the history of programming languages, language syntax and formal grammars, language processors such as compilers and interpreters, and generalized parsing strategies. The course focuses on particular language constructs and their realization in a variety of programming languages. A particular language such as C, BASIC, or Pascal is used to provide students with practical illustrations of various programming principles.

Psychology

Semester –5 Credits Total Total

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.

This course requires a final exam or significant final project.

Suggested Text: Understanding Psychology, Glencoe

Sociology

Semester –5 Credits Total Total

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.

This course requires a final exam or significant final project.

Suggested Text: Understanding Sociology, Glencoe

Other: Online

World Geography

Full Year –10 Credits Total

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.

Text: World Geography – Building a Global Perspective, Prentice Hall

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. CORE Butte 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 and some even articulate to Butte college. ROP applications are usually accepted in February or March for the following school year’s classes. You can view current available offerings at <http://rop.bcoe.org/> Please see your counselor for any additional details.

Other Coursework

The beauty of CORE’s program 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 between 1 and 10 credits per year for courses that have content, topics, and assignments aligned to the state published code set.

Online Options

CORE provides multiple online curricula options. Talk to your personalized learning teacher if you are interested in pursuing a class through online study. Current credit-bearing high school offerings include:

- BYU Independent Study
- Cyber High
- Florida Virtual Global
- Middlebury Languages

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[c])

(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)				Check Permit Type: 1. *Full-time 2. **Work Experience Education, Vocational Education, or Personal Attendant		3. ***Workability 4. Restricted 5. General	
Verifying Authority's Name and Title (Print)							
Verifying Authority's Signature							

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

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

16 & 17 Year Olds	14 & 15 Year Olds	12 & 13 Year Olds
Must have completed 7 th grade to work while school is in session. (EC 49112)	Must have completed 7 th 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>.

The CBHS Medical Pathway is part of a larger network of schools using **HASPI – Health and Science Pipeline Initiative** as well as being supported by the BGPC, HWI, and Butte College.



Visit www.HASPI.org for details.

Three Main Goals of HASPI:

- Increase middle and high school students' awareness of health career opportunities
- Improve performance in middle school, high school and college science courses
- Support student transition and completion of college programs.

Students of all academic levels and backgrounds are encouraged to participate in the Medical Pathway.



For more information on the CORE Medical Pathway please contact:

Stephanie Haas

Medical Pathway Coordinator
CTE Course & Medical Science Teacher
shaas@corebutte.org

Karen Chandler

Medical Pathway Advisor
CTE Course Teacher
kchandler@corebutte.org

Matt Harvey

Medical Pathway Advisor
CTE Course Teacher
mharvey@corebutte.org

Marlene Brenden

School Counselor
mbrenden@corebutte.org



<http://med.corebutte.org>



Giving our students an opportunity to explore a future career in healthcare through a hands-on approach with a variety of work-based learning opportunities.

FIND YOUR FUTURE

If you have interest in any of these professions, the CBHS Medical Pathway could be a great start for you.

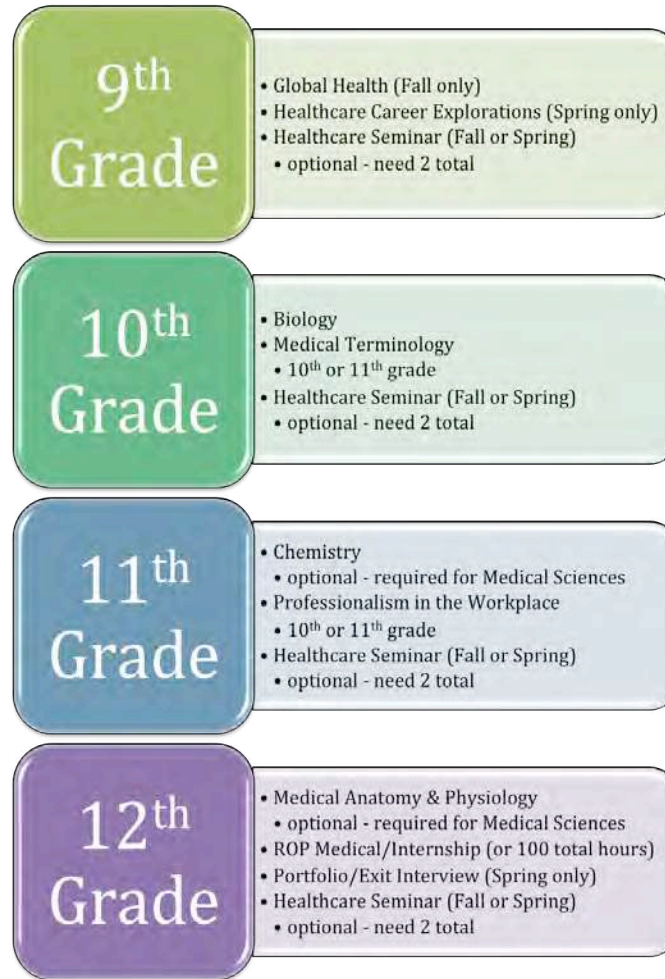
- Physical Therapist, Speech Therapist, Respiratory Therapist
- Surgical Technician, X-ray Technician, Laboratory Technician
- Fire Fighter, Paramedic or EMT
- Medical Examiner or Forensic Pathologist
- Kinesiologist or Athletic Trainer
- Pharmacist or Pharmacy Technician
- Registered Nurse or Nurse Practitioner
- MD: Surgeon, Veterinarian, Dentist, Psychiatrist

There are many careers in the medical field, so if you don't know yet you can still join us and discover your interests along the way!

GET A GOOD START

- Join a group of students with similar goals and motivation.
 - Become knowledgeable in medical subjects not traditionally offered in high school.
 - Fulfill your high school requirements while learning skills that will help you in your medical career.
 - Get hands on experience as an intern in the medical field.
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SUGGESTED PATHWAY



PATHWAY OPTIONS



PRIVILEGES

The Medical Pathway offers:

- Introduction to the world of healthcare
- Science classes that offer a unique medical application and lab with each topic
- Practice with specialized lab equipment
- Guest speakers
- Healthcare mentors
- Healthcare special topic seminars and projects
- Healthcare internship opportunities
- CPR Certification and other training required for a career in healthcare.
- Possible field trips to hospitals, clinics, biotech and research companies, colleges and universities.



CORE | Butte

A Personalized Learning K-12 Charter School

K-8 Home Study Program Chico Learning Center

1600 Humboldt Rd., Ste 3
Chico, CA 95928
Phone: (530) 809-0599
Fax: (530) 636-4090

K-12 Home Study Program Paradise Learning Center

5665 Scottwood Rd.
Paradise, CA 95969
Phone: (530) 872-8294

Administrative Offices

260 Cohasset Rd., Ste 130
Chico, CA 95926
Phone: (530) 809-4152
Fax: (530) 809-4912

CORE Butte High School (CBHS) & 9-12 Home Study Programs Learning Center

260 Cohasset Rd., Ste 120
Chico, CA 95926
Phone: (530) 894-3952
Fax: (530) 566-9819

