

The BASD Secondary Virtual Academy Student Handbook 2022-2023



Purpose

BASD recognizes that families and students often seek an educational format that is more flexible, yet maintains a high level of rigor with a strong connection to the school community. The purpose of the BASD Virtual Academy program is to provide a virtual learning mode to our BASD students closely aligned to our district vision and in-person educational goals. This revised virtual model replaces BOL and serves as a viable alternative for Cyber Charter Programs.

Overview

Asynchronous Learning Opportunities

- The teacher will:
 - provide learning objectives and clear directions with each lesson.
 - provide content aligned to BASD curricula and utilizing resources with which to read, view, explore, and interact (including BASD teacher-recorded instruction).
 - make two weeks' worth of content available to students to provide flexibility for families, yet ensure responsiveness to student needs.
 - dedicate time daily for feedback, support, and response to individual questions and needs.
 - communicate with parents, as needed, to collaboratively support students' learning.
 - respond in a timely manner to parent and student emails.
- The students will:
 - log in to the learning platform and review objectives and activities for the day.
 - review feedback from the teacher from prior work submitted.
 - complete learning experiences at their own pace within recommended timelines.
 - engage with the teacher as needed during scheduled "office hours."

Optional Synchronous Learning Opportunities

- The teacher will:
 - provide optional opportunities for students to participate in "live" sessions. The frequency and focus of these live sessions will be determined by the teacher.
 - These sessions will be optional unless it is determined that a student needs this additional support in order to be successful within the virtual learning environment.
 - have regularly scheduled office hours, which will consist of at least one 40 minute block per 6-day cycle.
 - communicate clearly with students regarding the live sessions and office hours.
- The students will:
 - attend live sessions as desired or determined by individual need.
 - show respect to self, classmates, and teachers by following all virtual rules and expectations.
 - turn on camera
 - be dressed in appropriate attire
 - join from an appropriate workspace

Portrait of a Successful BASD Virtual Student

Strong Time Management: *Can you create and maintain a study schedule throughout the semester without the traditional face-to-face interaction with a teacher?*

- Avoid procrastinating
- Set and follow your own daily schedule
- Be aware of deadlines and expectations for work completion
- Younger students may need to have consistent time management support at home

Effective Communication: *Can you ask for help, make contact with the instructor online, and describe any problems you have with learning materials using email, text messaging, and/or the telephone?*

- Ask questions
- Take advantage of available support services
- Be willing to "speak up" if problems arise
- Communicate with your instructor regularly
- Seek academic accommodations, if appropriate
- Younger students may need consistent communication support at home

Ability to work and study independently: *Can you study and complete assignments without direct supervision and maintain the self-discipline to stick to a schedule?*

- Know when to take breaks
- Engage in self-reflection
- Be self-motivated
- Commit the necessary time and energy to be successful
- Resolve technical problems immediately

Academic Readiness: *Do you have the developmentally appropriate basic reading, writing, math, and computer literacy skills to succeed in the class?*

- Be able to communicate effectively through writing.
- Be a thorough and comprehensive reader.
- Be secure with basic math skills and concepts.
- Be able to independently navigate various platforms and tools (login, find resources, log out, etc.)
- Younger students may need consistent academic and technology support at home.

Technologically Prepared: *Are you prepared to use constantly evolving technology to learn?*

- Have regular and reliable access to a computer and the internet.
- Resolve technical problems immediately.

Virtual Learning Expectations for Students

As a virtual student, my responsibilities include:

*Maintaining Regular Attendance

- Complete the BASD Attendance Form
 - Within a seven-day period (Monday @ 12:01 am to Sunday @ 11:59 pm), students are required to complete the BASD Virtual Attendance Form for the corresponding number of days that Boyertown Area School District is in session.
 - In a typical week, students will complete the form five different days in the seven-day period (Between Monday @ 12:01 am and Sunday @ 11:59 pm).
 - Students are not required to “attend” classes on days that the “brick and mortar” students are not required to attend. This includes traditional snow days, teacher in-service days, or holidays approved by the Boyertown Area School District. Virtual teachers will create content to reflect the scheduled holidays or in-service days.
 - For example, if BASD is only in session for 4 days due to a holiday/vacation day, students will only need to fill out the form on four different days throughout the seven-day period.
 - In the event of a flexible instructional day (FID), students should continue asynchronous work as assigned by teachers.
 - If a student does not complete the Attendance Form for an entire 7-day period, student progress will also be checked. If a student is not making appropriate progress in more than 2 classes, they will be marked as an unlawful absence on the Friday of the 7 day period in which they were not completing the work.
 - **If students are unable to complete any work for more than four days**, parents are required to report the absences to the attendance secretary for their child’s school building using the [Absence Excuse Form](#). Legal absences include illness, serious illness or death in the immediate family, emergency medical or dental attention, and authorized religious holidays.
 - Families taking educational trips during the school year **where students will not be completing work** should utilize the [Educational Trip Form](#). The Educational Trip Form must be completed prior to the trip and submitted for approval. Failure to complete a trip form prior to departure will result in trip days being counted as an unlawful absence.
 - If a student does not log in to any of their online courses for five (5) or more consecutive days **and is behind in work**, the parent/guardian of that student will be contacted. If the student fails to make meaningful progress in his/her courses following that contact, the student may be withdrawn from BASD Virtual.
- Failure to participate in online classes based on the standards above will subject BASD Virtual students to the same truancy and non-attendance consequences as students enrolled in-person at BASD.
- Failure to attend online classes based on the standards above will subject BASD Virtual students to the same truancy and non-attendance consequences as students enrolled in-person at BASD.

***Actively Participating with Online Content**

Students in BASD Virtual

- will follow the school district calendar and schedule of marking periods for the completion of coursework, unless otherwise approved.
- will submit class assignments in a timely manner. Any students that are more than two weeks behind will be considered academically ineligible for all extra-curricular activities.
- may be required to attend office hours when requested by the course instructors.
- may be required to complete on-site assessments as deemed necessary by course instructors, specifically in AP courses.
- will have access to school resources, including the library and counseling office, by appointment only.
- will be expected to follow the same course sequence and grade-level curriculum as “brick-and-mortar” BASD students, unless otherwise approved.
- will be required to participate in all state-mandated testing.
- will be required to meet all BASD graduation requirements including PA Career Readiness requirements.
- will be subject to an athletic team’s or other extracurricular activity’s qualifying rules and/or eligibility guidelines in order to participate.
- will be permitted to attend in-person school events such as grade-level meetings, building assemblies, and class events, if they meet the eligibility guidelines established for the particular event.
- may be charged a fee for all credit recovery courses taken through approved credit recovery programs as well as for any extensions granted in approved courses.
- will be subject to immediate consequences and possible dismissal from BASD Virtual for any confirmed cases of cyberbullying, cyberstalking or cyber harassment, or any violation per BASD policy. See appropriate grade-level handbook for disciplinary guidelines.

***Accessing the Online Platforms (Google Classroom & Infinite Campus)**

All virtual students will access Google Classroom for the learning modules, assignments, and assessments. Teachers will enter all grades in Infinite Campus. Report cards will be accessible through the Parent Portal.

***Completing Required State & Local Assessments**

State Mandated Testing

All virtual students will be required to attend in-person sessions to complete the state-mandated testing. This testing includes the **PSSAs** for middle school students and the **Keystone** exams for high school students. Transportation may be provided by the school district to attend in-person assessments.

All students in Keystone Trigger courses (Biology, Algebra I, and English 10) will be required to take the Keystone Exam in person during the designated testing period. Students who opt-out of the Keystone Exams will be required to take the alternative final exam in person during the designated testing period. Keystone assessments, or the alternative final exam, will count for 20% of the overall grade in Biology, English 10, and Algebra I.

Major Assessments: Benchmarks, Midterms, & EOCAs

Middle School students in virtual courses will be required to complete benchmark assessments throughout the course of the year. These benchmark assessments will be included in the asynchronous modules at the end of the unit or trimester.

Virtual students at BASH are required to take Midterms and EOCAs as part of the BASD assessment plan to measure what we want students to know and be able to do at the middle and end of each course. Midterms will be included in your asynchronous modules near the end of the 2nd semester. Midterms will count as 10% of the overall course grade with the exception of Algebra I, Biology, ELA 10. EOCAs will be required in Math, English, World Language, Social Studies, and Related Studies courses. EOCAs will be administered during the last week of school and must be completed within the timeframe. EOCAs will account for 10% of the overall course grade with the exception of Algebra I, Biology, and ELA 10 where the Keystone exam will count for 20% of the overall grade.

Advanced Placement Courses

Students in AP courses will be required to attend in-person assessments as determined by the teacher. In addition, students in AP courses will be required to take the AP exam in person or complete an alternative in-person EOCA during the testing period. This will count for their final exam grade.

***Following expected deadlines**

Late Work Policy

Graded Assignments will be posted in Google Classroom and Infinite Campus two weeks prior to the due date. All assignments will be due on Fridays by 5 pm (Specific due dates for graded assignments will be listed in Google Classroom). For assignments that are not completed by the due date, teachers will designate the assignment as missing in Infinite Campus. Students who continually or habitually submit late assignments will be placed in the tiered support system. Counselors/administrators will be notified. Students that do not show progress may be required to return to BASD in-person instruction.

***Maintaining Academic Integrity**

Academic Integrity involves honesty in the research, preparation, and submission of assignments. This includes, but is not limited to, sharing answers to assignments, cheating on tests, plagiarism, falsifying information, misuse of technology, etc. Students are expected to uphold the highest level of academic integrity at every stage of the learning process. Students who do not do their own work or who falsify information cannot achieve their educational goals. In addition, the legal and moral implications in society demand that academic dishonesty not be condoned or go undisciplined within our school community. Students who submit work exhibiting academic dishonesty will be subject to academic and/or disciplinary consequences. Teachers will use any means at their disposal to ensure that students maintain a high level of academic integrity. These methods may include but are not limited to, software programs and other library and media sources.

Academic Dishonesty

Plagiarism: Plagiarism shall be defined as the use of another's work with the intent of presenting it as one's own. Presenting the work of another person, whether from print text or the internet, without giving full credit for the work is plagiarism.

Cheating: Cheating shall be defined as intentionally copying another's work with the intent of presenting it as one's own, willingly providing one's own work to another student to claim as his/her own, and/or utilizing unauthorized materials (e.g. electronic device - cell phone, use of translation tools, etc.) during an assessment (e.g. test, quiz, projects, etc.).

Examples of cheating are copying work from another person's test, quiz or project; copying another person's homework, classwork or project; utilizing technology (electronic device - cell phone) to copy and/or distribute to others, etc.

Students committing the offense of plagiarism and/or cheating in any class shall be penalized as follows:

- *The teacher will notify parents and an administrator regarding the plagiarized or cheated assignment*
- *An administrator will meet with the student and parent (if necessary). Administrators will consider the severity and frequency of the infraction in determining the appropriate consequences. The following will act as a guide in determining appropriate consequences:*
 - **First Infraction:** *The student may receive a maximum of up to 50% credit for the remediated assignment. For example, if the original assignment is worth 100 points, and the student earned 80 points on the remediated assignment, the student would receive 40 points*
 - **Second Infraction:** *Additional plagiarism and/or cheating may result in the assignment of a "0" grade for the particular assessment as consistent with BASH's differentiated discipline policy.*
 - **Third Infraction:** *A BASD Virtual student who repeatedly plagiarizes/cheats may be required to return to the BASD in-person learning mode.*

***Following the Acceptable Use of Technology**

Students in BASD Virtual:

- will follow all BASD guidelines for technology use as outlined in the BASD Acceptable Use Policy (AUP). The AUP can be found in the parent portal. This form should be completed digitally at the beginning of the school year.
- will be issued school devices
- will receive an internet stipend if they qualify for free or reduced lunch.

***Completing the PA Career Readiness Requirements**

The Pennsylvania Department of Education requires that all students, regardless of placement, must meet PA Career Ready Standards. As a result, **BASD Virtual students in Grades 3-12** must complete PA Career Readiness artifacts. They will complete these artifacts through **Smart Futures** and in coordination with their BASD Counselor or BASD Virtual Homeroom teacher.

Middle School Career Ready Requirements

Students in middle school will work with their BASD Counselor in the Road to Success course to complete these requirements.

BASH Career Ready Requirements

The career portfolio is a graduation requirement for all virtual students at BASH. Incomplete portfolios will result in loss of privileges the following school year and a failing homeroom grade. Please access the following website for additional information: [Career Portfolio](#)

BASD Student Handbooks by Building Additional building-specific information is available in the following handbooks:

- [BASH Handbook](#)
- [The BASD Middle School Student Handbook](#)

Virtual Learning Expectations for Parents

As a parent, my responsibilities include:

- Providing ongoing, timely support for my online learner.
- Providing a comfortable, quiet workspace for my child to participate in live video conferencing and independent online activities without disruption,
- Encouraging my child to treat each day as a typical school day and to follow the behavior expectations outlined in the student handbook.
- Regularly checking email and responding to teacher and/or school communication as requested or needed.
- Ensuring my child is prepared to attend the live sessions or office hours as required by the classroom teacher.
 - These live sessions will only be required as challenges arise to student success.
- Helping to maintain my child's active participation and regular attendance in their online courses

Virtual Learning Expectations for Teachers

Teacher expectations:

Successful online learning often is based on consistent communication between students and teachers, and clear feedback from teachers to students.

Teachers will do the following:

- Student email is answered within 24 hours with the exception of weekends and holidays.
- Two weeks of lessons are posted in Google Classroom, as well as corresponding graded assignments in Infinite Campus
- The teacher provides timely feedback and communication with students.
- The teacher enters grades in Infinite Campus in a timely manner.

BASD Virtual Student Supports

- **Course Instructors:** The person who is teaching the virtual course. Students will refer to course instructors with questions and concerns regarding lessons, assignments, assessments, etc, as it relates to the virtual course.
- **Parent/Guardian:** Parents/guardians will act as the at-home support and mentor for virtual students. Parents should check in regularly with virtual students to ensure success in the virtual academy.
- **Technology Support:** Students will refer to the IT department with technology issues. To contact the BASD IT department: <https://www.boyertownasd.org/Page/5970>
- **Building Administrators & Counselors:** Building administrators and counselors will continue to support their virtual students. Please access the following links for building administrators & counselors:
 - [BASH Administration](#)
 - [BASH Counselors](#)
 - [Middle School East Administration](#)
 - [Middle School East Counselors](#)
 - [Middle School West Administration](#)
 - [Middle School West Counselors](#)

BASD Virtual Academy Tiered Supports

	The teacher will ...	The student will...
No Tiered Support	provide appropriate instruction, assignments, and feedback.	make appropriate progress and meet academic and behavior expectations.
Level 1 Support (1-2 Weeks to demonstrate progress)	contact parent/guardian to express specific areas of concern.	commit to following the expectations established for a virtual student.
Level 2 Support (1-2 Weeks to demonstrate progress)	arrange a meeting with the student, parent, and other appropriate BASD staff to develop a plan to address student needs.	commit to attending the meeting and addressing specific needs by following the team-created plan.
Level 3 Support	arrange a meeting with the student, parent, counselor, and building administrator to begin the transition back to in-person classes.	Commit to planning the meeting and return to school.

*If students do not show meaningful progress within 1-2 weeks, the student will move to the next tier of support. If students, after moving through the tiered support, do not show meaningful progress, they will be required to return to in-person learning. Building administrators may change the timeline as needed for student progress and success.

Hybrid Options (Enrollment in Brick & Mortar Courses)

In conversations with the counselor/administrator, virtual students may choose to complete some courses in person. Students who choose to take in-person courses must provide their own transportation.

BASD Virtual Courses: BASH

English	Math	Science	Social Studies
Academic English 9	Academic Geo/Trig	Academic Biology	Academic US History II
Honors English 9	Academic Algebra II	Honors Biology	Honors US History II
Academic English 10	Honors Algebra II	Academic Chemistry	Academic World History
Honors English 10	Algebra III	Honors Chemistry	Honors World History
Academic English 11	Academic Pre-Calculus	Academic Physics	Academic Govt & Econ
Honors English 11	Honors Pre-Calculus	Honors Physics	Honors Govt & Econ
Academic English 12	Academic Statistics	Environmental Science	Introduction to Sociology
Honors English 12	AP Statistics	Astronomy	Global Issues
AP Language			AP US History
AP Literature			AP Human Geography
			AP Econ

World Language	Health/Physical Education	Electives
Spanish I	HPE I	Criminal/Civil Law
Spanish II	HPE II	Animation
Spanish III	PE 11	Entrepreneurship
	PE 12	Digital Photography/Communication
		Interior Design
		NJROTC

ENGLISH/LANGUAGE ARTS

81092: ACADEMIC ENGLISH 9

(NCAA Approved Course)

Students will experience a wide variety of literature, including fiction and non-fiction, poetic and dramatic selections. Writing and reading skills are emphasized; listening and speaking skills are incorporated in preparation for further education and careers. Traditional grammar, mechanics, and usage skills are continued as part of the writing process.

81093: HONORS ENGLISH 9

(NCAA Approved Course)

The ninth grade Honors curriculum analyzes classic literature as well as modern works. Students in this course will be challenged by delving deeper into the works studied and developing their thinking and writing skills at a higher level. Students will develop their communication and thinking skills through instruction in the writing process, individual and collaborative projects, and speaking practices.

Recommendation: 'A' in academic 8th grade English and teacher recommendation

81102: ACADEMIC ENGLISH 10

(NCAA Approved Course)

This rigorous, standards-based course provides a solid foundation for students whose future studies and employment will require extensive use of English communications skills. Students will develop the vital skills of self-expression through speaking, listening, reading, and writing, with emphasis on grammar, content, and writing instruction. Special attention will be paid to the development of literacy in both fiction and nonfiction texts. Students will also learn to analyze various genres of literature in preparation for junior and senior level literature courses. The writing component of this course focuses on the integration of primary and secondary source material. A Literature Keystone Exam will be administered at the end of the course.

81103: HONORS ENGLISH 10

(NCAA Approved Course)

This course, designed for the outstanding English student, provides a solid foundation for college bound students whose future studies and employment will require extensive use of English communications skills. Students will develop the vital skills of self-expression through speaking, listening, and writing, with an emphasis on grammar, content, and sophisticated elements of style. This course will also deal with various literary types in a critical and analytical fashion. Students will employ advanced terminology to explore concepts of poetry, prose, fiction, and drama. In addition to orally analyzing literature, students will further develop composition skills in the written analysis of literature. The course includes both fiction and nonfiction multicultural works. Some of the works include independent reading and studying. The writing component of this course focuses on the integration of primary and secondary source material. A Literature Keystone Exam will be administered at the end of the course.

Recommendation: 'B' or better in 9th grade Honors English or 'A' in regular academic 9th grade English, and teacher recommendation.

81112: ACADEMIC ENGLISH 11

(NCAA Approved Course)

This survey course traces the development of the American Dream and its effect on the contemporary American identity. Just as Americans in 1776 fought for their independence in order to forge a new nation, writers struggled to create a literature that was truly American, not only in content, but also in expression. In studying the Colonial, Revolutionary, Romantic, Transcendental, Realist, and Modernist periods of American literature, the student will gain new insights into the unique literary heritage of America. The writing component of this course focuses on the further development of a mature, scholarly style with the inclusion of primary and secondary source material. This course will conclude with a common department End Of Course Assessment.

Students selecting the honors level should demonstrate excellence in both writing and reading comprehension, evidenced by a grade of 'B' or better in previous honors classes or 'A' in previous academic classes and teacher recommendation.

81113: HONORS ENGLISH 11**(NCAA Approved Course)**

This survey course traces the development of the American Dream and its effect on the contemporary American identity. This is achieved through a deeper exploration of literary analysis. Using literary theory and formal criticism, students will have a more enriched understanding of American literature. Just as Americans in 1776 fought for their independence in order to forge a new nation, writers struggled to create a literature that was truly American, not only in content, but also in expression. In studying the Colonial, Revolutionary, Romantic, Transcendental, Realist, and Modernist periods of American literature, the student will gain new insights into the unique literary heritage of America. The writing component of this course focuses on the further development of a mature, scholarly style with the inclusion of primary and secondary source material. There is a higher expectation of skill, rigor, and discourse. Students are expected to exhibit a higher level of commitment, preparation, and critical thinking. Student inquiry and Socratic seminar will drive analysis of text complexity. This course will conclude with a common department End Of Course Assessment.

81114: AP ENGLISH LANGUAGE AND COMP**(NCAA Approved Course)**

**Students may choose to take this course in their Junior year only.*

The purpose of the [AP English Language and Composition](#) course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively. Writing instruction will move beyond formalistic writing such as the five-paragraph essay, placing emphasis on content, purpose, and audience and allowing this focus to guide the organization of their writing. Students will explore the process of composition. They will write in both formal and informal contexts to gain authority and to learn to take risks in writing. Literature selections will be studied to aid students in understanding rhetorical and linguistic choices. Summer reading selections will be required; a reading list will be provided in June.

Recommendation: 'B' or better in previous honors courses and recommendation of 10th grade Honors English teacher.

81122: ACADEMIC ENGLISH 12**(NCAA Approved Course)**

As part of the course content students will read a variety of texts as they explore how environment, culture, and relationships shape personal identity. Students will consider this heightened consciousness of themselves as they seek to understand the motivations of others in their community and their world. Such motivations are often revealed by writers in their lifetime as they seek to effect social change. Students will focus on factors that impact social change, while analyzing the role of literature in illustrating and inspiring these changes. The course will reinforce students' self-awareness, inter-cultural competency, and understanding social issues in context. Student writing will include argumentative pieces requiring students to read and think critically. Throughout the course students will independently engage in a verbal discourse by propelling conversations through posing and responding to questions, synthesizing comments, and working with peers to promote civil, democratic discussions. This course will conclude with a common department End Of Course Assessment.

Students selecting the honors level should demonstrate excellence in both writing and reading comprehension, evidenced by a grade of 'B' or better in previous honors classes or 'A' in previous academic classes and teacher recommendation.

81123: HONORS ENGLISH 12

(NCAA Approved Course)

Our Honors English 12 classes will address the same standards as Academic English 12 but go deeper into the content, at a much faster pace, and have higher expectations for both the quality and quantity of student work. Furthermore, the texts selected for this course will have a greater complexity of rigor that push student learning above and beyond grade-level.

As part of the course content students will read a variety of texts as they explore how environment, culture, and relationships shape personal identity. Students will consider this heightened consciousness of themselves as they seek to understand the motivations of others in their community and their world. Such motivations are often revealed by writers in their lifetime as they seek to effect social change. Students will focus on factors that impact social change, while analyzing the role of literature in illustrating and inspiring these changes. The course will reinforce students' self-awareness, inter-cultural competency, and understanding social issues in context. Student writing will include argumentative pieces requiring students to read and think critically. Throughout the course students will independently engage in a verbal discourse by propelling conversations through posing and responding to questions, synthesizing comments, and working with peers to promote civil, democratic discussions. This course will conclude with a common department End Of Course Assessment. Students selecting the honors level should demonstrate excellence in both writing and reading comprehension, evidenced by a grade of 'B' or better in previous honors classes or 'A' in previous academic classes and teacher recommendation.

81124: AP ENGLISH LITERATURE AND COMP

(NCAA Approved Course)

**Students may choose to take this course in their Senior year only.*

The [AP English Literature and Composition](#) course is intended to give you the experience of a typical introductory college literature course. It includes intensive study of representative works from various genres, periods, and cultures, concentrating on works of recognized literary merit. Reading in the course builds on the reading done in your previous English courses. You will learn to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. You will also learn to consider the social and historical values a work reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpreting a text. Writing assignments in the course will address the critical analysis of literature and will include expository, analytical, and argumentative essays. In addition, creative-writing assignments such as response and reaction papers, freewriting, or keeping a journal will help you see from the inside how literature is written. The goal of both types of writing assignments is to increase your ability to explain clearly and cogently what you understand about literary works and how you interpret them.

Students selecting this AP English course should demonstrate excellence in both writing and reading comprehension, evidenced by a grade of 'B' or better in previous honors classes or AP Language and Composition teacher.

HEALTH/PHYSICAL EDUCATION

84501: HEALTH/PE I - Freshman Only

This course is a combination of health and fitness classes. The objective of the course is to teach students how to evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and life skills to promote life-long participation in fitness activities. The emphasis will be given on improving cardiovascular fitness and the ability to sustain in an individual target heart rate zone for at least 20 minutes during physical activities.

Health content is designed to teach students the skills of decision making, analyzing influences, goal setting, communication, accessing information, self-management, and advocacy. The health core concepts taught are health promotion, lifestyles that enhance quality of life, personal health disease prevention, and destructive behaviors including: tobacco, alcohol, and drug misuse and abuse.

84502: HEALTH/PE II– Sophomore only

This course is a combination of wellness and physical education class. The focus of the physical education portion of the course is on an in-depth study of concepts, principles, and strategies of sport and exercise, as well as skills and attitude development that promotes lifelong fitness. The wellness section of the course will cover topics such as male and female reproductive systems, pregnancy, childbirth, HIV/Aids education, cancer (prevention and treatment) and other infectious diseases. Destructive behaviors such as use of alcohol, tobacco, and other drugs and their impact on decision making will also be addressed in this course. Students will learn the skills necessary to develop and maintain healthy relationships. In addition, the students will receive instruction in first aid and CPR.

84511: PE 11 – Tactics of Lifetime Sports/Personal Fitness – Fall Semester**84512: PE 12 – Tactics of Lifetime Sports/Personal Fitness – Fall Semester**

During the first half of this course, students will study a variety of games/sports and the strategies used during game play. Strategies will be analyzed and compared from one activity to another. Additionally, the activities will supply a focus and opportunity to expand into lifelong fitness. Activities will include but are not limited to tennis, badminton, pickleball, volleyball, and disc golf. During the second half, students will explore and develop a personal fitness routine which demonstrates the benefits of exercise adherence. The following is a list of possible activities in the course: jogging/walking, aerobic activities, circuit training, weight training, flexibility workouts, group fitness, outdoor winter activities for fitness and lifetime fitness activities.

84513: PE 11 – Outdoor Ed/Strength and Conditioning – Spring Semester**84514: PE 12 – Outdoor Ed/Strength and Conditioning – Spring Semester**

During the first half of the course, students will be introduced to a variety of outdoor/environmental physical activities. In this course students will learn how to plan for outdoor excursions, monitor fitness, prepare for changing weather, practice No Trace Philosophy, and develop a plan for living an active lifestyle within the natural environment. During the second half, students learn how to design and implement their own personal fitness program targeted to meet individual needs; this format allows the student flexibility in choosing their strength program in which they will participate.

MATH**83093: ACADEMIC ALGEBRA II****(NCAA Approved Course)**

This course is continuation of Algebra in which the following topics are studied: properties of real numbers, exponents, radicals; linear, exponential, rational and quadratic functions; sequences and introductory logarithms. This class can be taken concurrently with Academic Geometry. **T184 is strongly recommended and at least a scientific calculator is required.**

Prerequisite: Passed Academic Algebra I with a 'C' or higher

83094: HONORS ALGEBRA II**(NCAA Approved Course)**

This course is a continuation of Algebra in which the following topics are studied: properties of real numbers, exponents, radicals; linear, exponential, rational and quadratic functions; sequences, logarithms and matrices. This class can be concurrent w/ Honors Geometry. **T184 is required**

Recommendation: 'B' in Advanced Algebra 1 and either 'B' in Honors Geometry or concurrently with Honors Geometry and a teacher recommendation.

83095: ALGEBRA III (NCAA Approved Course)

It is a transitional course to prepare students for everyday financial living and/or prepare students to continue their education with a college level algebra class. The units consist of algebra work with emphasis on problem solving and preparation for postsecondary placement tests, probability & statistics, basic trigonometry and consumer/financial math topics (banking, budgeting, credit, etc.). Students who have passed Pre-Calculus are **NOT** eligible for this course. **TI84 calculator is very helpful but at least a scientific calculator is required.**

Prerequisite: Passed Algebra II & Geometry and a Senior, Juniors need mandatory teacher approval.

83101: ACADEMIC GEOMETRY & TRIGONOMETRY (NCAA Approved Course)

This course will cover congruence and similarity, area and volume, properties of circles, properties of triangles, coordinate geometry, properties of quadrilaterals, and right triangle trig. The course will focus on logical reasoning as well as algebraic manipulation. This class can be taken concurrently with Academic Algebra 2. This course is for 9th grade students who have not yet taken Keystones. **A scientific calculator is required.**

Prerequisite: Passed Academic Algebra 1, have not attempted Keystone Algebra Exam

83110: ACADEMIC PRE-CALCULUS (NCAA Approved Course)

Topics include function behavior, exponentials & logarithms, triangle trig, analytic trig, and limits. This course requires good reasoning and algebra skills. **TI84 calculator is required.**

Prerequisite: Passed Academic Algebra II with a C or higher & Academic Geometry

83111: HONORS PRE-CALCULUS (NCAA Approved Course)

Topics include function behavior, sequences & series, exponentials & logarithms, triangle trig, analytic trig, limits, and area under a curve. This course requires abstract reasoning, strong algebra skills, and a good work ethic. TI84 calculator is required.

Prerequisite: 'B' in Honors Algebra II and 'B' in Geometry and a teacher recommendation

83120: ACADEMIC STATISTICS (NCAA Approved Course)

This course is for students who have taken a course including trigonometry. In Statistics students will see how it is used to picture and describe the real world, and to show that statistics is used to make informed decisions. Probability serves as the backbone for "decision-making" statistics and will also be studied in its own right. A strong algebraic background is not required. **TI83 or TI84 calculator is required.** Because of the statistical capabilities Casio and Hewlett- Packard will not be sufficient. Financial assistance will be available as needed.

Prerequisite: Passed Pre-Calculus, College Algebra or Algebra 3

83124: AP STATISTICS (NCAA Approved Course)

[AP Statistics](#) is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Projects, investigations, and group activities will be employed to emphasize understanding of concepts rather than the memorization of formulas. AP Statistics is recommended as an additional elective math course for the junior or senior year or as an alternative to calculus for students who will not pursue science or engineering related fields. Though this course does not require advanced mathematics, it does require strong thinking, reading, and writing skills, and extensive work outside of class. This course may run concurrently with Dual Enrollment Intro to Statistics.

TI84 calculator is required.

Recommendation: 'B' in Honors Pre-Calc or Concurrent with Honors Pre-Calc if 'B' in Honors Algebra II

SCIENCE

84092: ACADEMIC BIOLOGY

(NCAA Approved Course)

Academic Biology is a rigorous introduction to the biological sciences in which the student will explore the basic make-up of living things, how they are put together, carry on life processes, pass characteristics on from one generation to the next, and interact with one another and the environment. This is a laboratory course. A Biology Keystone Exam will be administered at the end of the course; proficiency on the Biology Keystone Exam is a state requirement for the class of 2022 and beyond.

84093: HONORS BIOLOGY

Honors Biology is similar to Academic Biology but is available only to students with high interest and exceptional ability. Topics are the same as Academic Biology but covered in greater depth and at a quicker pace. Greater emphasis is placed on higher order thinking skills. Substantial in-depth group or individual projects, oral presentations, and out of class work are required. This is a laboratory course. A Biology Keystone Exam will be administered at the end of the course; proficiency on the Biology Keystone Exam is a state requirement for the class of 2022 and beyond.

Recommendation: 'A' average in current science class; teacher recommendation, strong study skills, and motivation to do out-of-class work.

84102: ACADEMIC CHEMISTRY

(NCAA Approved Course)

Chemistry is a challenging course with a major emphasis on problem solving with mathematical applications. Strong math skills, especially Algebra, are essential. Topics studied include the periodic table, chemical naming and formula writing, bonding and molecular geometry, and chemical reactions and calculations. A scientific calculator is required. Enrolling in chemistry is one way of fulfilling laboratory science requirements.

84103: HONORS CHEMISTRY

(NCAA Approved Course)

Honors Chemistry is similar to Academic Chemistry but is available only to students who demonstrate high interest and exceptional ability. It will cover the same content as Academic Chemistry while incorporating more in-depth discussion and problem solving.

Recommendation: 'A' in Acad. or 'B' or above in Honors Biology, 'A' average in Algebra I, Algebra II completed with 'B' or better; teacher recommendation.

84112: ACADEMIC PHYSICS

(NCAA Approved Course)

Academic Physics is a laboratory-based course with a great deal of hands-on experience. The course covers waves, light, sound, static electricity, DC circuits, measurements, forces, motion, and energy. Mathematics is used extensively for evaluating formulae, analyzing data, graphing, solving problems and recognizing trends. Academic Physics is recommended for college-bound students and for those planning on attending a technical school after graduation. A scientific calculator is required.

Recommendation: 'C' in Algebra II; Trigonometry completed or taken concurrently.

4113: HONORS PHYSICS

(NCAA Approved Course)

This course is similar to Academic Physics, but more rigorous. It is open to students with high interest and exceptional ability. The same topics as Academic Physics are covered, but at a faster pace and greater depth. Application of concepts is stressed. A scientific calculator is required. (May take concurrently with Honors Chemistry.) Students interested in Engineering may also consider taking the following courses: Technical Drawing & Design, Engineering Design and Microsoft Excel.

Recommendation: 'B' in Algebra II; Trigonometry completed or taken concurrently.

84121: ACADEMIC ENVIRONMENTAL SCIENCE (NCAA Approved Course)

Academic Environmental Science is a course that examines the science behind local and global environmental issues. Topics include ecology – biodiversity, material cycles, energy flow, succession; watersheds, wetlands, and aquatic ecosystems; the use and availability of natural resources; agriculture; integrated pest management; waste management; pollution climate change and sustainability. Substantial in-depth projects are required.

Recommendation: Successful completion of Academic Biology.

84222: ASTRONOMY (NCAA Approved Course)

This course is an inquiry into the fundamental concepts of the universe. Topics include the celestial sphere, historical astronomy, telescopes, light and the spectrum, the solar system, the Sun, the life cycle of stars, galaxies, cosmology and the possibilities of life in space. Students will be involved in research assignments, oral presentations, and current events in astronomy. Mathematics is used in various laboratory exercises designed to show modern methods of observing the sky.

SOCIAL STUDIES

82092: US HISTORY II (NCAA Approved Course)

82093: HONORS US HISTORY II (NCAA Approved Course)

This is a multi-disciplined survey course of the development of the United States with an emphasis on the 20th century. Special attention is given to our development as a world power, economic and industrial development, political trends, and societal and cultural problems and achievements. Students will also study Pennsylvania's contributions as well.

Recommendation for all social studies honors courses: 'A' in past academic social studies classes or an 'A' or 'B' in honors, teacher recommendation.

82094: AP U.S. HISTORY (NCAA Approved Course)

[AP United States History](#) offers an in-depth study of the entire range of American history (1491-present) and requires students to showcase an extensive understanding and comprehension of certain themes and trends throughout American history. As an Advanced Placement (AP) course, the rigor of this class is equivalent to that of a first year college survey course in American history, and will be treated as such. To succeed in AP United States history, students must possess excellent critical reading and writing skills and be willing to invest significant time in outside preparation in the form of secondary and primary source reading and analysis. In class, students will participate in hybrid learning stations which will require them to work in collaborative groups, independently, and directly with the teacher on various assignments on a daily basis. Additionally, This class is heavily reliant on the use of technology and student management of various online applications. As such, **students must bring charged laptops and headphones to class every day!**

82102: ACADEMIC MOD WORLD STUDIES (NCAA Approved Course)

82103: HONORS MOD WORLD STUDIES (NCAA Approved Course)

This is a multi-disciplined survey course that studies the history of man; the course starts with the Renaissance and concludes with the present. It includes the development of economics, society, religion, government, education, technology, the arts and influence of geography.

Recommendation for all social studies honors courses: 'A' in past academic social studies classes or an 'A' or 'B' in honors, teacher recommendation.

82112: ACADEMIC GOVT AND ECONOMICS (NCAA Approved Course)
82113: HONORS GOVT AND ECONOMICS (NCAA Approved Course)

This is a required course for all 11th grade students. The course is designed to give the student a comprehensive study of government and economics. The student will examine the functions of the government and rights and responsibilities of citizens. The student will study the role of the government in the economy as well as the economy's impact on the world.

Recommendation for all social studies honors courses: 'A' in past academic social studies classes or an 'A' or 'B' in honors, teacher recommendation. The First Marking Period Benchmark Assessment fulfills the PA House Bill 564 requirement for Civics Exam.

82114: AP ECONOMICS (NCAA Approved Course)

The [AP Economics](#) course is an in-depth study of microeconomics and a survey of macroeconomics. This course is designed to prepare the student to take the A.P. Exam in Microeconomics with the option of taking the Macroeconomics test. An assignment in Macroeconomics will be required during the summer prior to taking the Advanced Placement course. The class will include both Macro and Micro concepts at an accelerated pace.

Recommendation: 'A' average in past social studies courses, teacher recommendation.

82220: SOCIOLOGY – Grades 11 – 12

This introductory course in the behavioral sciences is appropriate for all 11th and 12th grade students. Topics to be discussed will include: The work of sociologists, cultural values and norms, social groups, social stratification, minorities in the social structure, social institutions (such as the family, education, religion, and government), social problems (ecology, crime, poverty, and aging), and the individual's relationship to society. The course will emphasize class discussion and practical experiences in sociology. The course will meet 6 periods per cycle for a year. Grades 11th and 12th

82223: CONTEMPORARY GLOBAL ISSUES (NCAA Approved Course)

Contemporary Global Issues introduces students to various issues facing the world today. Students will explore the role of the United States in a changing world. This course focuses on large global issues such as immigration, conflicts in the Middle East, nuclear weapons, human rights, climate change and more. In addition to these topics, students will learn about global geography and international current events. This class is designed to allow students to form their own opinions on matters that affect their world. Students will evaluate the issues and propose solutions from a variety of perspectives.

Grades 11 and 12.

82241: AP HUMAN GEOGRAPHY

The [AP Human Geography](#) course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Human geography incorporates the concepts and methods associated with several of the disciplines within the social sciences, including economics, geography, history, and sociology. The AP Human Geography course will provide students from all academies a survey level overview of cultural geography. Topics included in this course include: the study of problems of economic development and cultural change (GCBL Academy); consequences of population growth, changing fertility rates, and international migration (HHS Academy); impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life (STEM Academy).

WORLD LANGUAGE

81612: SPANISH I

(NCAA Approved Course)

This course provides an introduction of basic conversational expressions and the development of vocabulary and basic grammatical structures. The main emphasis is on listening and speaking skills with a basic introduction to reading and writing skills. Cultural aspects of many Spanish speaking countries are introduced throughout the course

81622: SPANISH II

(NCAA Approved Course)

This course concentrates on increased vocabulary and grammar development with emphasis on verb tenses and their usage. There is continued emphasis on listening and speaking skills with increased reading and writing activities. The culture of many Spanish speaking countries is discussed.

Recommendation: 'C' or better in Spanish I

81632: SPANISH III

(NCAA Approved Course)

This course provides increased vocabulary development. There will be an intense and thorough review of grammatical structures along with the introduction of some advanced structures. There will be further development of reading and listening skills and a continued development of writing skills through guided practice exercises.

Recommendation: 'C' or better in Spanish II

ELECTIVES

86131: INTRODUCTION TO DRAWING

Students will explore the fundamentals of drawing with a wide variety of drawing media and artistic styles. Design and composition concepts will be an integral part of the instruction. The course will be centered in basic drawing methods, aesthetics, art history, and critical analysis. Drawing media may include graphite pencil, charcoal, pen and ink, colored pencils, and pastels. Some possible subject matter may include: still life, landscapes, portraiture, figure studies, and working from abstraction. All students interested in pursuing an art career should take this course. Students will be required to complete an independent final project that will make up 20% of their final grade.

86415: PERSONAL FINANCIAL MANAGEMENT

In this course, students will gain practical life skills and knowledge necessary to thrive as a member of society. Topics covered will include finding a job, budgeting and saving, Post-secondary education, renting & buying a car and house, credit, investing, and insurance. Students will gain knowledge of budgeting using savings and checking while also understanding financing with credit. Students will become familiar with filing tax forms and completing the Free Application for Federal Student Aid (FAFSA). This course will help students gain future financial independence.

86416: CRIMINAL/CIVIL LAW

If you are interested in pursuing a career in law enforcement or learning your rights as a citizen, this course is for you! Students will study and investigate both civil and criminal law, the court system and making contracts, and apply that knowledge to everyday life. Professionals in law enforcement will provide information on how procedures are performed and the current law. Students will engage in a mock trial, which includes deciding the strategy, preparing questions and responses, and a jury. A visit to the Berks County Court system is also planned.

86511: DIGITAL PHOTOGRAPHY/COMMUNICATION

We all love to share pictures of the things that are important to us, and taking high quality photos of our family, friends, and places we love to go are fun to do! In this exciting, hands-on course we will learn how to take photos of the things we love but create images on a whole new level of quality and detail than we see on our phones. You will use cutting edge digital photography equipment and photo editing software to capture and produce vivid images using many new photography techniques. You will be learning to use cutting edge Nikon digital cameras and the Adobe Suite of programs in this class to make projects perfect for print or to use online. This class also provides opportunities to explore careers in graphic arts, photography, advertising and marketing.

6533: INTERIOR DESIGN

Have you ever watched a home remodeling show and wondered how they generate those 3D computer simulations of the new plan prior to the demolition? In this class, you will have the opportunity to learn the basics of architectural design with an emphasis on the 3D modeling of the structure's interior spaces. From basic interior design principles to advanced concepts such as 3D walkthroughs and importing custom materials, this class will provide you with the same skills that are used by the professionals who work on TV shows like Fixer Upper, Flip or Flop, Love it or List and Curb Appeal. This class is an excellent opportunity to further your abilities in preparation for our other course, Architectural Design.

82400: NAVAL SCIENCE 1

Naval Science 1 introduces students to the meaning of citizenship, the elements of leadership, the value of scholarship in attaining life goals, and engenders a sound appreciation for the heritage and traditions of America. It includes an introduction to leadership, naval customs and traditions, naval ships, their missions and organizations, maritime geography, naval aviation and orienteering. Students will take field trips, learn to drill, be involved in community activities and participate in a variety of in-class and extracurricular activities to include: Military Drill and Marching Procedures/Parades/Competitions, Color Guard Procedures/Parades/Competitions, Personal Military Grooming Procedures/Competitions, Military Physical Fitness Procedures/Competitions, Air-Rifle Safety and Sporting Procedures/Competitions, Personal Safety Procedures/Competitions, Computer Operating Systems and Network Procedures/Competitions, and Mechanical Building and Problem Solving Procedures/Competitions.

** NJROTC courses satisfy physical education requirement for 11th and 12th grade.

BASD Virtual Course Selection Card - Middle School East & West

English	Math	Science
English/Language Arts 6	Math 6	Science 6 (1 semester)
English/Language Arts 7	Pre-Algebra 7	Science 7
English/Language Arts 8	Advanced Pre-Algebra 7	Science 8
	Academic Algebra I	
	Algebra 1 Advanced	
	Advanced Geometry	

Social Studies	Additional Courses
World Cultures & Geography 6 (1 Semester)	Road to Success 6,7,8
Western Civilization 7	Health/Phys Ed 6,7,8
Early American Studies 8	General Music 6,7,8
	Technology Education 6,7,8
	Exploratory World Language 8

BASD Virtual Teachers & Contact Information

Enrollment Steps for Parents/Families:

1. Contact building administration or counselors to inform them of your wish to enroll.
2. Parents/Students complete the [Online Learner Readiness Rubric](#) sent by building.
3. Parents/students meet with building administration, counselors, and/or IEP teams regarding enrollment in the BASD Virtual program. Note that specific processes will be in place for IEP teams.
4. Parents/Students attend the BASD Virtual Orientation in August.
5. Parents/Students sign the BASD Virtual Contract before the start of the year.