



# BASE

**Beaverton Academy of Science and Engineering**



## **Academic Planning Guide 2021-2022**

# TABLE OF CONTENTS

<b>Principal's Message</b>	Page 01
<b>Program Highlights</b>	Page 03
<b>Middle School</b>	Page 04
Middle School Wheel	Page 05
6th Grade Class Descriptions	Page 06
7th Grade Class Descriptions	Page 11
8th Grade Class Descriptions	Page 17
<b>High School</b>	Page 25
High School BSD Diploma Requirements	Page 26
Schedule Information	Page 29
Biomedical Pathway	Page 32
Computer Science Pathway	Page 35
Engineering Pathway	Page 38
Life and Success Class Descriptions	Page 41
Biomedical Science Class Descriptions	Page 44
Computer Science Class Descriptions	Page 48
Engineering Class Descriptions	Page 52
English Language Arts Class Descriptions	Page 55
Fine Arts Class Descriptions	Page 59
Math Class Descriptions	Page 61
Health Class Descriptions	Page 64
Science Class Descriptions	Page 66
Service Class Descriptions	Page 70
Social Studies Class Descriptions	Page 73
World Language Class Descriptions	Page 77
Additional Options	Page 79
<b>Policies and Procedures</b>	
Academic Integrity	Page 81
Advanced Programs	Page 83
Four Year Plan	Page 88
Grading	Page 89
Student Education Plan and Profile (StEPP)	Page 90
College Admissions	Page 93
Off Campus Courses	Page 96
Transfer Credit	Page 101
Diploma and Graduation	Page 102
Athletics and Activities	Page 105

Greetings!



I don't think anyone could have predicted that BASE's first year of operation would have been during a pandemic. To the credit of the BASE staff, we found ways to offer every course that is usually included in our Planning Guide. You'll find them all here again for you to consider for next year.

Our mascot, the Phoenix, is an ancient symbol of renewal. It's mid-winter as I write this and I know that many, many families, students, and staff members are weary of the trials brought about by COVID-19. I also know that spring is around the corner. The dark winter will lighten, the virus will be beaten back, and our lives will return to a semblance of normalcy. Let the process of looking ahead and selecting classes renew our spirits and remind us that we will be together again soon.

Thank you to many staff, students, and families who have supported this work and our team throughout this difficult time. Together WE rise!

Cheers,

Andrew Cronk  
Principal,  
Beaverton Academy of Science and Engineering.

### **BASE Mission Statement:**

***The Beaverton Academy of Science and Engineering welcomes and prepares a diverse community of students to thrive, lead and contribute to a better world through challenging, innovative and collaborative learning experiences.***

# ACADEMIC PROGRAM PLANNING GUIDE 2021-2022

## **BASE Mission Statement:**

The Beaverton Academy of Science and Engineering welcomes and prepares a diverse community of students to thrive, lead and contribute to a better world through challenging, innovative and collaborative learning experiences.

## **Beaverton School District Goal:**

WE empower all students to achieve post-high school success.

*"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."*

## Using the Program Planning Guide

Gaining independence, continuing your education, and finding a career – those are some of the options available to you once you leave high school. Carefully use the information presented in this guide to develop a four year plan for high school graduation, complete at least one of our Programs of Study, consider your goals for your future after high school, and thoughtfully select courses that will help you achieve those goals and plans.

Use this planning guide at home with your parents and at school with teachers, and your school counselor. Make every effort to take advantage of the opportunities to educate yourself about your choices by getting input from your teachers regarding the level and types of classes that will help you reach your goals, and seek your counselor's guidance regarding course prerequisites, possible sequences, and post-high school planning.

# Beaverton Academy of Science & Engineering

**We are a part of the  
EL Education network.**



We value authentic connections and improving our community through our learning.



**We are nationally  
certified by Project  
Lead the Way (PLTW).**

Our PLTW programs span grades 6-12 where students begin exploring pathway options in middle school in order to prepare to choose a high school pathway. Seniors complete a capstone project in Biomedical Sciences, Engineering, or Computer Science.

**We are an AVID school.**

We offer college readiness elective courses and implement school-wide instructional practices to support student success.



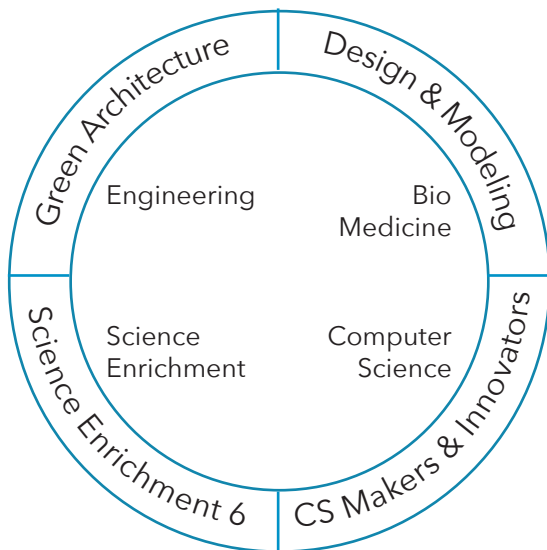
\*Please note: All course information provided herein is based on currently offered classes. Course offerings next year are subject to change based on staffing, transition, and student requests.

# MIDDLE SCHOOL



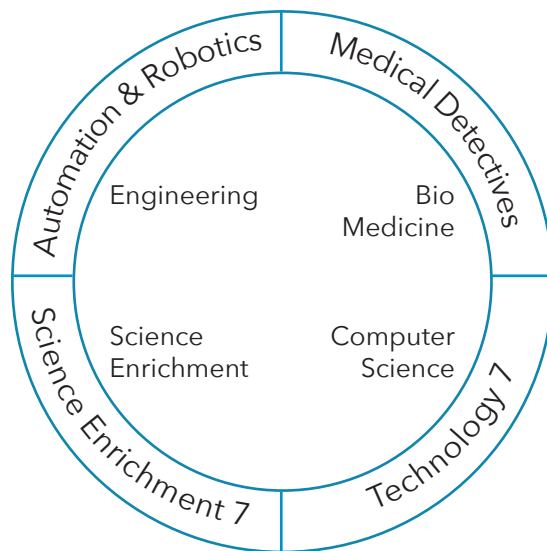
Middle school is a time for exploration...for identifying interests and establishing a foundation of character traits and habits of excellence to build upon in high school. Students in the 6th and 7th grades explore our pathways in Biomedical Sciences, Computer Science, and Engineering as well as Science Enrichment through our “Wheel” classes, which rotate every 9 weeks. BASE 8th grade students will select two semester-long elective classes to deepen their knowledge and declare a pathway in the 9th grade year.

## MIDDLE SCHOOL WHEEL

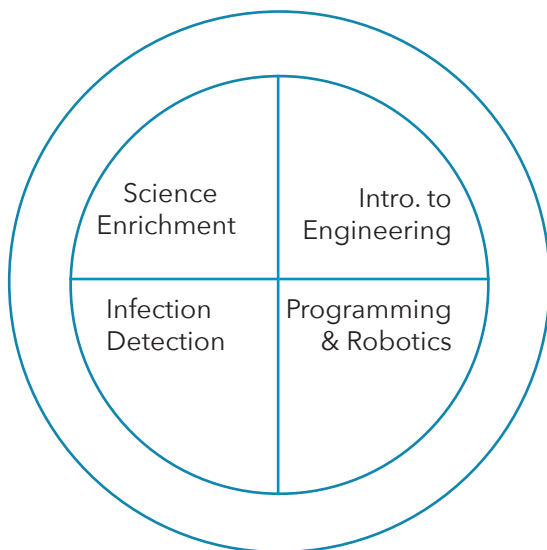


All 6th graders take a 9-week rotation of 4 classes which explore the possible pathways at BASE: Green Architecture, Design & Modeling, Science Enrichment, and CS Makers & Innovators. Giving students the opportunity to explore the variety of pathways options allows students to become familiar with the many possibilities within the STEM fields. Students get a "sample" in each of these classes and can begin to hone in on their passions as STEM students.

Building off the previous 6th grade wheel, the 7th grade wheel provides even more opportunities for exploration and growth within the STEM pathways. Students will take a 9-week rotation of the following 4 classes: Technology 7, Medical Detectives, Automation & Robotics, and Science Enrichment 7.



After two previous years of self-discovery and exploration, 8th grade students are able to choose two of the following 4 semester-long classes as their elective courses. Students have spent the previous two years growing their passion for various STEM topics and are now able to take these passions and apply them to focused courses. Students will take *two* from the following four semester-long classes: Science Enrichment, Infection Detection, Intro. to Engineering, and Programming & Robotics.





# MIDDLE SCHOOL CLASSES

The focus of our middle school is exploration. Students will explore our pathways in Computer Science, Biomedicine, and Engineering while laying a solid foundation in science.



## 6<sup>th</sup> Grade Classes

### WHEEL CLASSES

#### Design and Modeling

Course Code: A140Q

Length: Quarter

Prerequisites:

Notes:

Grades: 6

Fees: None

Pathway: Biomedical Science

Design & Modeling is a nine-week, entry-level Project Lead The Way “Gateway” course. Students will discover the design process and develop an understanding of the influence of creativity and innovation in their lives. Students will have fun designing and building assistive medical devices for people with cerebral palsy, creating challenging puzzle cubes, and learning to make detailed engineering sketches. At the end of the course, students are challenged and empowered to use and apply what they’ve learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.



## Computer Science for Makers and Innovators

Course Code: A142Q

Grades: 6

Length: Quarter

Fees: None

Prerequisites:

Pathway: Computer Science

Notes:

Computer Science Makers & Innovators teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. While designing algorithms and using computational thinking practices, students code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

## Green Architecture

Course Code: A169Q

Grades: 6

Length: Quarter

Fees: None

Prerequisites:

Pathway: Engineering

Notes:

In this class, we will learn how to use an architectural scale to accurately measure drawings and read architectural plans. We will transfer those pencil drawn plans to a computer-aided design program. In addition, we will learn about planning residential spaces, the different systems in a home, how to read the symbols found in architectural plans, and how to choose materials to remain within a given budget.

## Science Enrichment 6

Course Code: C186Q

Grades: 6

Length: Quarter

Fees: None

Prerequisites:

Pathway:

Notes:

Students of all ages learn more science-content and skills when they engage in investigation and discovery using everyday materials and the basic equipment of science. Inquiry based learning builds critical thinking skills which are important to decision making in all aspects of our children's lives. Science Enrichment's inquiry centered lessons capture student's natural curiosity and help engage them in observation, measurement, identification of properties, and experimentation with a particular focus on chemistry.



## CORE CLASSES

### Language Arts 6

Course Code: L1161/2

Length: Year

Prerequisites:

Notes:

Grades: 6

Fees: None

Pathway:

Language Arts (grade 6) courses build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. These courses may emphasize the use of language for different effects, in different contexts, and for different purposes.

### Math 6/7

Course Code: M1301/2

Length: Year

Prerequisites: None

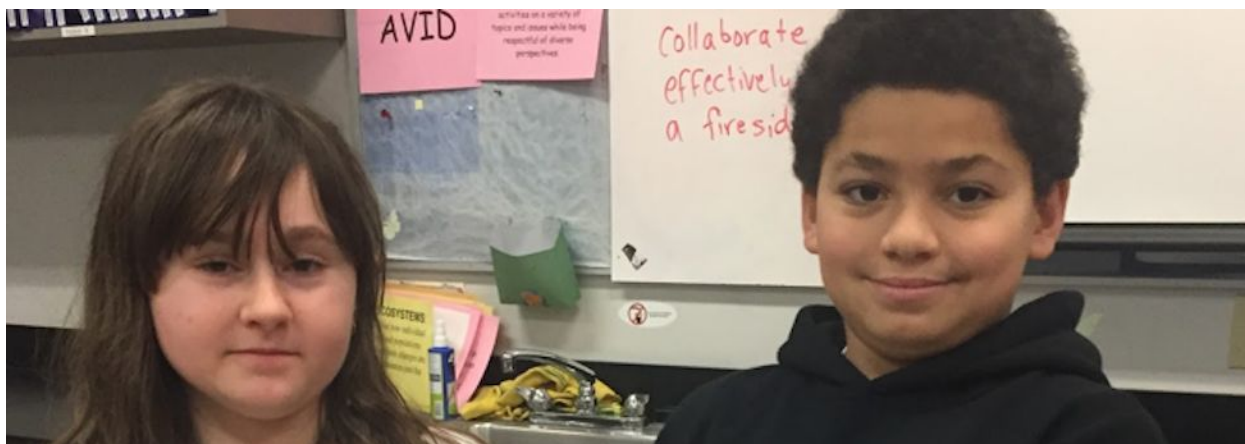
Notes:

Grades: 6

Fees: None

Pathway:

Students will solve problems involving the four operations with rational numbers, create and manipulate algebraic expressions, write and solve inequalities, analyze and solve proportions, explain and use formulas to find area and volume of geometric solids, apply scale factors to geometric figures and scale drawings, and investigate and use probability models.



## Science 6

Course Code: C1161/2

Length: Year

Prerequisites:

Notes:

Grades: 6

Fees: None

Pathway:

This is a foundational lab-based integrated science course. Using the processes of scientific inquiry, engineering design, and critical thinking students will discover and apply patterns in such topics as cell, tissue, organ, and organ systems, ecology, energy, electricity, and magnetism. An important aim of the course is to develop and build students' performance in problem-solving, scientific literacy, and technical communication skills that will be useful in later science courses. This course will address all grade level ODE structure and function, interaction and change, inquiry and engineering standards.

## Social Studies 6

Course Code: S1661/2

Length: Year

Prerequisites:

Notes:

Grades: 6

Fees: None

Pathway:

In this course students will be introduced to some of the fundamental social science tools and skills they will need in future years at BASE, including collecting and analyzing sources, asking compelling questions, and drawing thoughtful conclusions about history, geography, and civics.



## OTHER CLASSES

### PE/Health 6

Course Code: P1261/2

Length: Year

Prerequisites:

Notes:

Grades: 6

Fees: None

Pathway:

Students will discuss the value of physical activity for a higher quality of life and life-long fitness. Health classes are integrated into the Physical Education curriculum. A variety of teaching techniques and assessments will be used to teach the health topics of alcohol & drug prevention, control of disease, healthy eating, mental, social, emotional, environmental and sexual health, unintentional injury, and violence prevention.



## Fine Arts 6

Course Code: F1161/2

Length: Year

Prerequisites:

Notes:

Grades: 6

Fees: None

Pathway:

This class will focus on the basic elements and principles of design. These elements and principles will be introduced through production in various media, such as drawing, painting, and sculpture. This class will expose students to the art of world cultures and encourage them to explore possible influences on their own culture

# 7<sup>th</sup> Grade Classes

## WHEEL CLASSES

### Medical Detectives

Course Code: C120Q

Length: Quarter

Prerequisites:

Notes:

Grades: 7

Fees: None

Pathway: Biomedical Science

Medical Detectives explores the biomedical sciences through hands-on projects and labs that require students to solve a variety of medical mysteries. For example, genetic testing for hereditary diseases and DNA crime scene analysis will put the students in the place of real-life medical detectives: using their medical knowledge to solve problems!



## Technology 7

Course Code: A157Q

Length: Quarter

Prerequisites:

Notes:

Grades: 7

Fees: None

Pathway: Computer Science

This technology courses provide to students the knowledge and ability to use computers and technology efficiently. Content includes exposure to cloud-based applications, graphic design tools, computer hardware, web design, as well as responsible digital citizenship.

## Automation and Robotics

Course Code: A141Q

Length: Quarter

Prerequisites:

Notes:

Grades: 7

Fees: None

Pathway: Engineering

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.



## Science Enrichment 7

Course Code: C187Q

Length: Quarter

Prerequisites:

Notes:

Grades: 7

Fees: None

Pathway:

Students of all ages learn more science-content and skills when they engage in investigation and discovery using everyday materials and the basic equipment of science. Inquiry based learning builds critical thinking skills which are important to decision making in all aspects of our children's lives. Science Enrichment's inquiry centered lessons capture student's natural curiosity and help engage them in observation, and measurement.



## CORE CLASSES

### Language Arts 7

Course Code: L1171/2

Length: Year

Prerequisites:

Notes:

Grades: 7

Fees: None

Pathway:

In the 7th-grade Language Arts course, students refine their reading and writing skills by diving into learning expeditions that require higher-level reading and writing skills. At the same time, students are asked to be critical thinkers and strong communicators.



## Math 7/8

Course Code: M1401/2

Length: Year

Prerequisites: Math 6/7

Notes:

Grades: 7

Fees: None

Pathway:

This course focuses on having students present the proof or process towards the solution. Students will analyze, evaluate and solve linear equations, investigate patterns of association in bivariate data, graph and solve systems of linear equations, apply properties of angle relationships, understand and apply the Pythagorean theorem, explain and apply properties of integers. We will also explore geometry with surface area and volume of geometric shapes.



## Science 7

Course Code: C1171/2

Length: Year

Prerequisites:

Notes:

Grades: 7

Fees: None

Pathway:

This is a foundational lab-based integrated science course. Using the processes of scientific inquiry, engineering design, and critical thinking students will discover and apply patterns in such topics as cell processes, genetics, and heredity, sexual and asexual reproduction, weather and climate, water cycle, force and motion, human impact on the environment, layers of the atmosphere, weathering, erosion and deposition. An important aim of the course is to develop and build students' performance in problem-solving, scientific literacy, and technical communication skills that will be useful in later science courses. This course will address all grade level ODE structure and function, interaction and change, inquiry and engineering standards.

## Social Studies 7

Course Code: S1171/2

Length: Year

Prerequisites:

Notes:

Grades: 7

Fees: None

Pathway:

In this course, we look at ancient history through the lenses of Movement, Regions, Location, Human Interaction, and Place. We develop our skills to analyze maps, graphs, charts, and data. Most importantly, we have fun answering questions like How did humans take the leap from predominantly nomadic hunter-gatherers to people that both put-down roots and extend branches to all corners of the globe? Who am I? Who were they? Who are we? This course helps answer these questions in a year-long study of ancient civilizations.



## OTHER CLASSES

### Fine Arts 7

Course Code: F1171/2

Length: Year

Prerequisites:

Notes:

Grades: 7

Fees: None

Pathway:

This class will focus on the basic elements and principles of design. These elements and principles will be introduced through production in various media, such as drawing, painting, and sculpture. This class will expose students to the art of world cultures and encourage them to explore possible influences on their own culture.



Art by Bianca Lopez Arreola

### PE/Health

Course Code: P1201/2

Length: Year

Prerequisites:

Notes:

Grades: 7, 8

Fees: None

Pathway:

Students will discuss the value of physical activity for a higher quality of life and life-long fitness. Health classes are integrated into the Physical Education curriculum. A variety of teaching techniques and assessments will be used to teach the health topics of alcohol & drug prevention, control of disease, healthy eating, mental, social, emotional, environmental and sexual health, unintentional injury, and violence prevention.

# 8<sup>th</sup> Grade Classes

## WHEEL CLASSES

### Infection Detection

Course Code: C130X

Length: Semester

Prerequisites:

Notes:

Grades: 8

Fees: None

Pathway: Biomedical Science

Students explore the spread of disease, types of germs, the immune system, how medical interventions can keep people from getting sick or make infectious diseases less deadly, and how epidemiologists track down and eliminate the source of an outbreak. This lab course involves inquiry into hygiene practices (glowing "germs" and black lights!), exploration of microbiology lab techniques (fire! microscopes! incubators!), problem-solving in finding the source of an epidemic, and a public health outreach project in our community.

### Introduction to Engineering

Course Code: To be determined

Length: Semester

Prerequisites:

Notes:

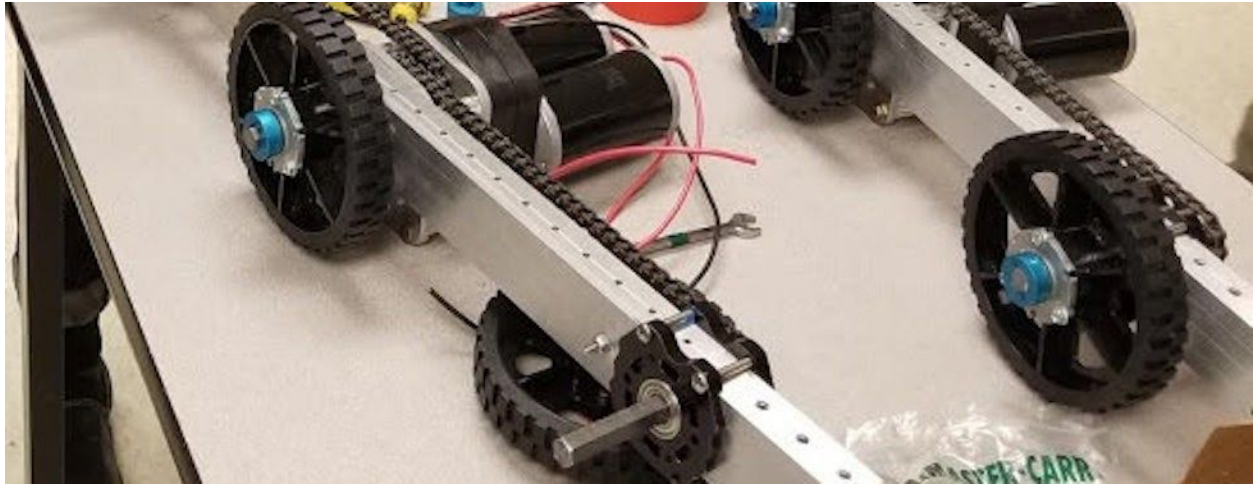
Grades: 8

Fees: None

Pathway: Engineering

In this class, students will be introduced to both the engineering process and to specific tools and interfaces that connect people to the digital world. Students will design and implement solutions to problems using the Arduino microcontroller and digital electronics.





## Programming and Robotics

Course Code: To be updated

Length: Semester

Prerequisites:

Notes:

Grades: 8

Fees: None

Pathway: Computer Science

We will explore the world of robotics and programming with our little friend LocoRobo! This is a project-oriented hands-on course that encourages students to have fun experimenting with their little robot friend. We will use python as our programming language and learn fundamental computer science concepts to create solutions for tasks our robot will complete. We will also explore the multiple pathways that computer science can offer.

## Science Enrichment

Course Code: C185X

Length: Quarter

Prerequisites:

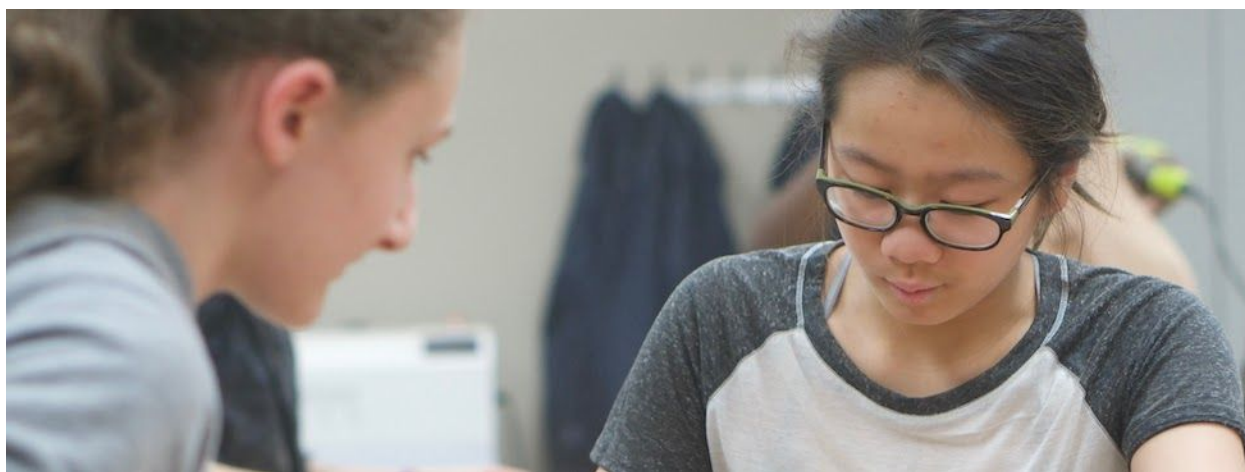
Notes:

Grades: 8

Fees: None

Pathway:

Students of all ages learn more science-content and skills when they engage in investigation and discovery using everyday materials and the basic equipment of science. Inquiry based learning builds critical thinking skills which are important to decision making in all aspects of our children's lives. Science Enrichment's inquiry centered lessons capture student's natural curiosity and help engage them in observation, measurement, identification of properties, and experimentation.



## CORE CLASSES

### Language Arts 8

Course Code: L1181/2

Length: Year

Prerequisites:

Notes:

Grades: 8

Fees: None

Pathway:

In English Language Arts, students will develop and strengthen their verbal communication, writing, and reading skills through learning expeditions that focus on journalism, the legal system, and unique forms of storytelling. ELA will include a focus on collaborative projects, including creating newspapers and participating in a mock court trial, as well as individual writing work. In addition to news articles and short nonfiction pieces, students will read independent choice novels and participate in book clubs.

### Algebra/Geometry/Statistics I (MS)

Course Code: M3811/2

Length: Year

Prerequisites:

Notes:

Grades: 6, 7, 8

Fees: None

Pathway:

The Algebra/Geometry/Statistics I course is the first in a three-course sequence. The first course focuses on the Algebra concepts, solving linear functions, modeling with linear functions, solving systems of equations, using arithmetic and geometric sequences to develop linear and exponential functions, as well as graphing functions. Geometry concepts include congruence, construction and proof using lines, angles, triangles and other two-dimensional figures. Statistics concepts include basic measures of central tendencies spread, and position.



## Science 8

Course Code: C1181/2

Length: Year

Prerequisites:

Notes:

Grades: 8

Fees: None

Pathway:

This is a lab-based integrated science course. Using the process of scientific inquiry, engineering design, and critical thinking, students will discover and apply patterns to develop explanations on topics such as natural selection and evolution; matter, atomic structure, and chemistry; geological time and changes to the Earth over time; and gravity and the reasons for the cyclical observable patterns in the Sun-Earth-Moon system. An important aim of this course is to develop and build students' skills in problem-solving, scientific literacy, and technical communication that will be useful in later science courses. We will also focus on making data-informed decisions through inquiry-based engineering projects.

## Social Studies 8

Course Code: S1181/2

Length: Year

Prerequisites:

Notes:

Grades: 8

Fees: None

Pathway:

Students will study the history, government, and economics of the United States between 1765 and the Civil War. Major events studied include the American Revolution, the development of democracy, the Constitution, and the Civil War. Students will be exposed to many opportunities to analyze sources, take notes, write, think critically, consider civic engagement, and read & interpret information displayed in maps, charts, graphs, etc.



## ELECTIVE CLASSES

### Introduction to Spanish

Course Code: W1401/2

Length: Year

Prerequisites:

Notes:

Grades: 8

Fees: None

Pathway:

In this class, students will develop basic communication skills through reading, writing, speaking and listening; while acquiring knowledge of basic grammatical structures needed for effective communication and building vocabulary. Students will investigate products, practices, and perspectives of the Spanish-speaking culture. By the end of the year, students should be able to hold short conversations and respond to oral and written questions in Spanish.

### PE/Health

Course Code: P1201/2

Length: Year

Prerequisites:

Notes:

Grades: 7, 8

Fees: None

Pathway:

Students will discuss the value of physical activity for a higher quality of life and life-long fitness. Health classes are integrated into the Physical Education curriculum. A variety of teaching techniques and assessments will be used to teach the health topics of alcohol & drug prevention, control of disease, healthy eating, mental, social, emotional, environmental and sexual health, unintentional injury, and violence prevention.



## CAREER AND LIFE SUCCESS CLASSES

### AVID Workshop (MS)

Course Code: E16x1/2

Length: Year

Prerequisites:

Notes: Application and interview

Grades: 6, 7, 8

Fees: None

Pathway:

AVID (Advancement Via Individual Determination) is an elective class for students capable of completing a college preparatory path with support and are not realizing their full potential academically. The AVID curriculum is driven by the WICOR method, which stands for Writing, Inquiry, Collaboration, Organization and Reading. Much of a student's time in an AVID elective class will be spent in collaborative tutorial groups led by trained AVID tutors. Students engage in class-level and cross-level team builders, visit college campuses, listen to guest speakers and participate in community service projects.

### Crew (MS)

Course Code: 20X1/2

Length: Year

Prerequisites:

Notes: Will appear as 'Advisory' on student's schedule

Grades: 6, 7, 8

Fees: None

Pathway:

In EL schools, each student is known well by at least one adult within the school. One structure for developing this relationship—and supporting students socially, emotionally, and academically—is crew. The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals. Multi-year relationships are also forged in other school structures (e.g., multi-age classrooms, looping) to ensure that students' needs are met and individual strengths are discovered. High school students complete their career education graduation requirement during the second semester of each year of Crew.

### Success Workshop (MS)

Course Code: E5131/2

Length: Year

Prerequisites:

Notes:

Grades: 6, 7, 8

Fees: None

Pathway:

Students are selected to be invited to this class based on prior-year academic data. Students in this class improve their academic achievement through a variety of motivational techniques and interventions. Students work closely with the teacher and others in this class to become better students and find more success academically and in their own identity as learners. The selection for this class is made by the administration, teachers, and counselors.

### Supervised Study (MS)

Course Code: 6801/2

Length: Year

Prerequisites:

Notes:

Grades: 6, 7, 8

Fees: None

Pathway:

This class is designed to allow students time to complete classwork assignments and prepare for tests during the school day. Students are in class with other students who may be able to collaborate with them and assist them with completing work.

### Student Leadership (MS)

Course Code: E4011/2

Length: Year

Prerequisites:

Notes: Application Required

Grades: 6, 7, 8

Fees: None

Pathway:

In this course, students will explore different leadership styles and how they apply to their own strengths as leaders. Lessons will focus on development of leadership skills such as communication, decision-making, creative thinking, teamwork, and problem solving. Leadership students will plan and execute campus social activities such as club fairs, socials, dances, and other school-wide events. Application required.

## Learning Strategies I-IV (MS)

Course Code: R4051/2

Length: Year

Prerequisites:

Notes:

Grades: 6, 7, 8

Fees: None

Pathway:

This course is only available to students with Individualized Educational Plans (IEP's). These courses provide students with academic support, skill development, and organizational structure for the purpose of achieving success within their core academic areas of study and within the school's social environment. Students will receive specially designed instruction, as outlined by the services listed in the IEP, as well as supplemental instruction in grade-level content. In addition to these supports, an emphasis is placed on self-advocacy, helping students understand and communicate their own strengths and challenges as learners. Students will be assigned a certified case manager who coordinates the services outlined in the IEP. Services are delivered in small-to-medium sized classes.

## Intermediate English Language Development (MS)

Course Code: N2101/2

Length: Year

Prerequisites:

Notes:

Grades: 6, 7, 8

Fees: None

Pathway:

English language support courses are designed to promote English language proficiency in reading, writing, speaking, and listening. Courses at all levels are characterized by sound instructional strategies, challenging curriculum, and learning environments that foster intensive language development. Student progress and academic English language proficiency are demonstrated as content courses are successfully completed and state benchmarks in reading, writing, and speaking are attained.



Art by Akshaya Yerram

# HIGH SCHOOL



High school is the time for students to dive deep into their pathways and augment their course work with additional rigorous coursework in the core subjects. All ninth grade students will declare a pathway to pursue that, of course, may be changed at any time. This section of the Academic Planning Guide describes the high school classes and the policies that affect high school students.

# BASE Curriculum Plan

The State of Oregon and Beaverton School District require students to complete 24 course units in order to graduate. Regular attendance also continues to be a requirement. These requirements reflect the minimum program that students can complete and still earn a high school diploma. For the majority of students, particularly those who are planning post-high school education, the pursuit of a challenging academic program is the most important consideration, and additional classes in core subject areas are necessary.

Students planning to enter a four-year Oregon Public University System school will need to meet the University's admission requirements. Students planning to attend out-of-state and/or private colleges and universities should work with their school counselors to assist in the communication with admission counselors at individual universities to plan a high school course of study as it relates to specific admission requirements. It is important to develop these plans early in your high school career.



## Minimum Graduation Requirements

### Typical Curriculum Plan

#### PART I:

##### **Language Arts (4)**

1 credit required at Grade 9:	Literature and Composition 9
1 credit required at Grade 10:	Literature and Composition 10
1 credit required at Grade 11: advanced courses	Literature and Composition 11 or advanced courses
1 credit required at Grade 12: advanced courses	Literature and Composition 12 or advanced courses

##### **Mathematics (3)**

1 credit required at Grade 9:	AGS I, AGS II, AGS3, AAGS3, or advanced courses
2 credits required Grade 10-12:	AGS II, AGS III, AAGS3, Pre-Calc or advanced courses

##### **Social Science (3)**

1 credit required at Grade 9:	World Geography & Culture
1 credit required at Grade 10:	US History or AP U.S. History
1 credit required at Grade 11/12:	Econ/Gov, AP Gov, or Law

##### **Science (3)**

1 credit required at Grade 9:	STEM Physics
1 credit required at Grade 10:	STEM Chemistry
1 credit required at Grade 11-12:	Biology I, AP Biology, AP Chemistry, AP Environmental Science, AP Physics 1

##### **Health Education (1)**

1.0 credit Grade 9:	Health 1 & Health 2 (If not completed during 9th grade, students will continue to be scheduled into Health.)
---------------------	---

**Physical Education (1)**

0.5 credit Grade 9:

Students must submit a minimum of 65 hours of physical activity documented on the PE Forms.

0.5 credit Grade 10:

Students must submit a minimum of 65 hours of physical activity documented on the PE Forms. *(A total of 130 hours are required to meet the graduation requirements.)*

**Electives:**

All students, with the assistance of their parents and school counselor, may select a combination of elective courses that best meet the needs of their post-high school graduation plans and their desired pathway. Three of these elective credits must be earned in any one of the following areas: music, visual arts\*, theater arts, business education, technology education, or world language\*\*. CTE Programs of Study in the areas of Biomedicine, Computer Science, and Engineering are focused elective courses that support students in hands-on career opportunities. Elective credits in additional math & science courses and in world language are highly recommended for college-bound students and students planning on entering an apprenticeship program..

**PART II:**

Essential Skills that demonstrate proficiency: Read, write, and apply math

Essential Skills can be met by Reading, Writing, and Math scores on the OSAS and ACT (both opportunities are provided junior year) or SAT. For students who do not meet on these assessments, work samples may be used.

**PART III:**

Career Education (.5):

All students must complete Personalized Learning Requirements. To meet these requirements,

(StEPP) :

Each student must: 1) develop an education plan and build an education profile, 2) participate in career-related learning experiences, 3) apply and extend knowledge in an extended application. Students utilize CIS technology to meet some of these requirements in their Crew classes.

**Total Credits to Graduate: 24**

\*Students who intend to apply to schools in California must take courses in the fine arts. See counselors for information.

\*\*Students who are planning to attend four-year universities and many other colleges must successfully complete a minimum of two years of the same world language.



## BSD Diploma Requirements

BSD Diploma Requirements	
Subject	Credits
English/Language Arts	4
Mathematics (AGS1 level or above)	3
Science (1.0 each of Physics, Chemistry, Biology)	3
Social Studies	3
Physical Education 1 / Physical Education 2	0.5 / 0.5
Health	1
Second Language, Arts, Applied Arts	3
Electives	5.5
Career Development	0.5
<b>Total Credits</b>	<b>24</b>
Essential Skills	
Read and Comprehend a Variety of Text	Smarter Balanced/ACT/SAT/Work Samples
Write Clearly and Accurately	Smarter Balanced/ACT/SAT/Work Samples
Apply Mathematics in a Variety of Settings	Smarter Balanced/ACT/SAT/Work Samples
Personalized Learning	
Educational Plan and Profile	Develop an educational plan and build an educational profile to guide learning toward student's personal, career and post-high school goals
Career-Related Learning Experiences	Participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to student's educational plan
Extended Application	Apply and extend knowledge and skills in new and complex situations related to the student's personal and career interests and post-high school goals

Contact your High School's Counseling Office for additional details.

## Schedule and General Course Information

1. The State of Oregon requires students to complete **a minimum of 24 credits to earn a high school diploma**. Our semester schedule gives you the opportunity to earn 7.0 credits each year (seven 0.5-credit classes per semester) for a total of 28 possible credits earned during a four-year course of study.
2. Make certain you pay close attention to graduation requirements. Develop a Personal 4-Year Plan with your counselor that addresses all the years you have left in high school, including graduation requirements and college or career expectations.
3. The three credits of science must include Physics, Biology, and Chemistry.
4. The 1.0 P.E. credit is completed outside of school. Students must document 130 hours of physical activity and have it approved by an administrator.
5. Elective classes are designed to build skills in areas of study that meet student needs for college admission, the pursuit of career pathways, and individual interests. Some elective courses have fees; some courses that receive college credit require testing fees and/or college tuition fees. The inability to pay fees should not interfere with enrollment in a course. Students who are unable to pay the fee should discuss the possibility of a scholarship or fee waiver with their counselor.
6. When selecting elective choices, students should consider elective subjects carefully and select viable alternative classes. While we strive to provide students with their first choice in classes, due to scheduling conflicts, alternate courses on your forecasting list will be selected if a conflict occurs. Choose your alternates carefully.
7. Students and parents/guardians should review the 4-Year Plan each term and update it as necessary (the 4-Year Plan is found in CIS). Careful and thoughtful selection of required and elective classes lead to meaningful in-depth study in areas of interest.
8. Although certain courses are required, students need to read the course descriptions before filling out the course forecasting worksheet appropriate for their grade level. In most cases, courses that meet for one semester earn 0.5 credits. Courses that meet for two semesters earn 1 credit.
9. **Choose courses carefully! We hire teachers and create classes based on student requests so changes will not be possible after forecasting is finished. Students will be expected to accept and complete the classes they request (including alternates).**

## BASE Schedule



The current school day runs from 7:30 a.m. to 2:05 p.m. All classes are on an A/B block schedule. Periods 1, 3, 5 & 7 meet on “A” days, which alternates with periods 2, 4, 6, & 8 on “B” days. On Mondays, Wednesdays, and Fridays, students meet with their CREW Classes. On Tuesdays and Thursdays CREW classes do not meet.

## Schedule Changes and Corrections

Counselors work very hard to give students their first choice or chosen alternate courses requested during the February forecasting process. If a scheduling error is made (you are in the wrong level, you did not have the course on your forecasting sheet as a first choice OR alternate), counselors need to be notified **before** school begins so corrections can be made. If alternates were not selected on the forecasting form, counselors and/or admins will select alternates that fit your schedule for you. Because the offering and staffing of many courses depend upon the requests made during the spring, students are expected to accept and complete the courses they have requested during the forecasting process. We are not able to offer students the option of scheduling classes with specific teachers or at specific times. The schedule strives to ensure equity to all students and to maintain balanced class loads for teachers.

## Schedule Changes after the Term Begins

Students **may not drop or add classes after the first 10 days** of the term. High school courses dropped after the first 10 days result in a grade of Withdraw/Fail (W/F) on the student transcript for that course. This grade counts against the student's G.P.A. When students **drop courses within the first 10 days, the course will be replaced with a Supervised Study, Early Release, Late Start, or course selected by the counselor or admin.** There are rare exceptions to this practice which primarily relate to significant, documented medical issues. Counselors or an Administrator can offer more information.

**We do not make schedule changes to switch teachers, change class periods, or to accommodate Early Release/Late Arrival needs.**

## Late Arrival / Early Release

Students in the 11th and 12th grade who are on-track to graduate and meet graduation requirements may choose to arrive late to school or leave school early. For Seniors, Early Release may take the place of the 8th period Access Tutorial class. For Juniors,

Early Release or Late Arrival would be in addition to the Access Tutorial 8th period class. Students must pass each class in the previous semester to be eligible for Late Arrival or Early Release. Students who have not yet passed their state testing requirements will have their Access Tutorial, Late Arrival or Early Release replaced with Read/Write Lab, Math Lab, or Academic Options class until Essential skills are passed at Counselor/Administrator discretion. Students who have failed a course in the previous semester must have one Access Tutorial or Academic Options period in their schedule.

Students with either Late Arrival or Early Release are expected to provide their own transportation. **Parent/Guardian permission required to enroll.**

# BIOMEDICAL SCIENCE



**BASE has been a certified Project Lead the Way Biomedical Studies program since 2014.**



In the US there are 14,000 PLTW programs in 11,500 schools in all 50 states. In 2017, the Biomedical Innovations program was recognized by AdvanceCTE as the second best Health Science CTE Program in the United States out of all community colleges and high schools. In addition, PLTW recognized our school as the best PLTW Biomedical Studies program during their 2017 PLTW Summit in Orlando, Florida.

Because of our national certification, all biomedical studies classes are dual credit, articulated through OIT and/or Missouri University of Science and Technology.

## Biomedical Program Roadmap

### Core Classes

### Grade

6

7

8

9

10

11

12

Design & Modeling

Medical Detectives

Infection Detection

Principles of Biomedical Studies

Human Body Systems

Medical Interventions

Biomedical Innovation

### Recommended Electives

Intro to Health Careers

Topics in Health Careers

# Biomedical Pathway

This program is a Career and Technical Education (CTE) program designed to allow students to explore the medical pathways through:

- Research and design solutions for patient care and medical technologies
- Explore the human body, diseases, prevention, and treatment
- Participate in authentic lab-based research
- Explore proper patient care
- Communicate health information accurately and professionally
- Adhere to safety, privacy, legal, and ethical practices essential in a healthcare workplace

Pathway Endorsement offerings for Biomedical			
Required Classes	Grade	BASE Credit	College Credit*
Principles of Biomedical Studies	9th	1.0	Missouri S&T- BIO SCI 1943: 4.5 credits (Proficiency)
Human Body Systems	10th	1.0	Missouri S&T- BIO SCI 1953: 4.5 credits (Proficiency) OIT BIO 103: 4 credits. BIO 200 2 credits
Medical Interventions	11th	1.0	Missouri S&T- BIO SCI 1982: 4.5 Credits (Proficiency) OIT BIO 109: 2 credits
Biomedical Innovations (capstone class)	12th	1.0	Missouri S&T- BIO SCI 1983: 4.5 Credits. (Proficiency) OIT HED 240 2 credits. HED 275 3 credits
<i>Select at least one of the following courses in addition to the required classes for pathway endorsement.</i>			

Introduction to Health Careers	10th, 11th,12th	1.0	
Topics in Health Careers	12th	1.0	

**Additional Requirements for Pathway Honors:** \*Students who complete 8 semesters in this Pathway (including the Capstone) with a B or better AND pass the NHSA exam will earn their Biomedical Stole. Students who complete 6 semesters in this Pathway AND pass the NHSA exam will earn their Biomedical Cord.

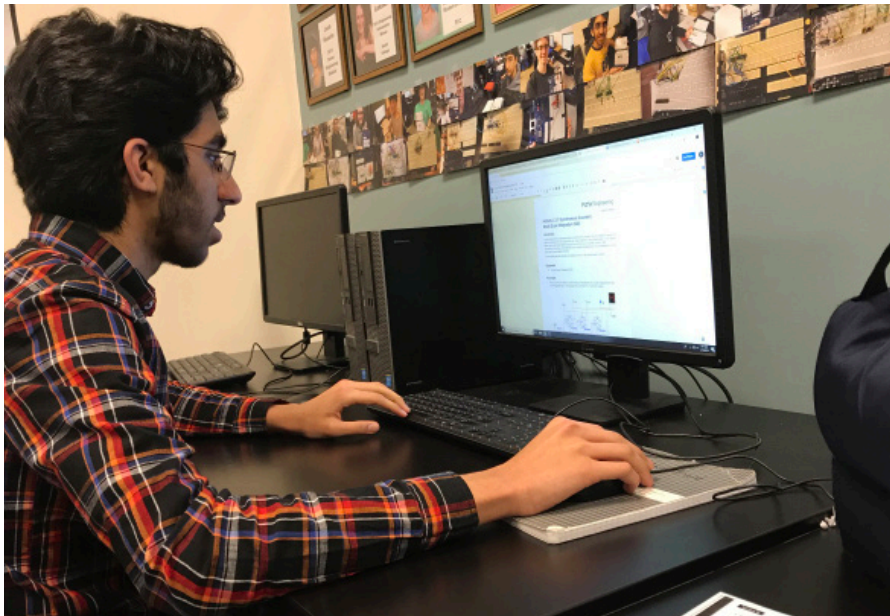
Careers in Biomedicine	
Medical Assistant Certified Nursing Assistant Pharmacist Vet Assistant Medical Scientist Physician Assistant Athletic Trainer Forensic Scientist Clinical Lab Technician Microbiologist Emergency Medical Technician	Pain Management Physician Biomedical Engineer Home Health Aide  Skin Care Specialist Medical Doctor Physical Therapist Nurse Pathologist Geneticist



# COMPUTER SCIENCE



## Computer Programming and Software Development is the newest pathway offered at BASE.



The Computer Science Pathway at BASE begins in middle school with Project Lead The Way classes such as Computer Science for Makers and Innovators, Technology Survey, and Robotics. Thereafter in high school, students may deepen their understanding of programming, networking, and cyber-security through the following classes:

Technology & Society, AP Computer Science Principles, Cybersecurity, and AP Computer Science A.

## Computer Science Program Roadmap

### Core Classes

### Grade

6

7

8

9

10

11

12

CS Makers  
& Innovators

Technology

Programming  
& Robotics

Tech Survey

AP Computer  
Science  
Principles

Cybersecurity

AP Computer  
Science A

### Recommended Electives

Web Design

Digital Electronics

# Computer Programming and Software Pathway

This program is a Career and Technical Education (CTE) program designed to allow students to explore the Computer Programming and Software Pathway. A student will:

- Learn programming languages and tools
- Demonstrate knowledge of hardware components
- Employ quality assurance practices to create workable products
- Practice teamwork and problem solving skills
- Create websites and software applications

Pathway Endorsement offerings for Computer Programming and Software			
Required Classes	Grade	BASE Credit	College Credit
AP Computer Science Principles	9, 10, 11, 12	1.0	available based on performance on the AP exam
Cybersecurity	10, 11, 12 (must have passed AP CSP)	1.0	
AP Computer Science A	11, 12 (must have passed AP CSP)	1.0	available based on performance on the AP exam
<i>Other Courses offered</i>			
Tech Survey	9, 10, 11, 12	1.0	

**Additional Requirements for Pathway Honors:** \*Students who complete 6 semesters in this Pathway with a B or better in each course, complete the EoC in each course, and complete the CAP project in CSA, will earn their Computer Programming and Software Development Stole. Students who complete 6 semesters of Computer Science core courses, including both semesters of APCSP, Cybersecurity, and APCSA will earn their Computer Science Cord.

Careers in Computer Programming and Software	
Software Developer Database Administrator Computer Hardware Engineer Computer Systems Analyst Computer Network Architect IT Project Manager	Web Developer Information Security Analyst Computer and Information Research Scientist Computer and Info Systems Manager Map and geodatabase topologist

# ENGINEERING



## BASE is a certified Project Lead the Way Engineering school.

BASE has a State of the Art Makerspace and Design Studio. These spaces are a physical laboratory for inquiry-based learning. Our Makerspace and Design Studio provide hands-on, creative ways to encourage students to design, experiment, build, and invent as they deeply engage in science, engineering, and collaboration. Makerspaces represent the democratization of design, engineering, fabrication and education.

Because of our national certification, all engineering classes are dual credit.



In the US there are 14,000 PLTW programs in 11,500 schools in all 50 states.

## Engineering Program Roadmap

### Core Classes

### Grade

6

7

8

9

10

11

12

Green  
Architecture

Automation  
& Robotics

Intro to  
Engineering

Intro to Eng.  
Design

Principles of  
Engineering

Digital  
Electronics

Engineering  
Design &  
Development  
(Engineering  
Capstone)

### Recommended Electives

Tech Survey

Applied Engineering  
(Engineering the Electric Guitar)

# Engineering Pathway

Engineers apply science, math and technology to solve real-world problems. Bridges and buildings, cars and roadways, energy generation and distribution, clean water systems, cell phones and the Internet were all made and improved by Engineers.

This program is a Career and Technical Education (CTE) program designed to allow students to explore the Engineering Pathway through:

- Apply design principles to identify and solve problems
- Create working programs/products that meet specifications
- Practice teamwork, organization, and other professional work habits
- Engage in critical design review and review suggestions for improvement
- Explore digital electronics and circuits
- Use computer-aided drafting software
- Demonstrate leadership and time management
- Create with 3D printers, laser systems, CNC routers and more

Pathway Endorsement offerings for Engineering			
Required Classes	Grade	BASE Credit	College Credit
Engineering Design & Development (Capstone)	12th	1.0	TBA
<i>Select at least 2 of the following courses in addition to the required classes for pathway endorsement.</i>			
Intro to Engineering Design-PLTW	9th	1.0	Missouri S&T
Principles of Engineering	10th	1.0	Missouri S&T
Digital Electronics	11th	1.0	PCC
Applied Engineering	11th or 12th	1.0	TBA

**Additional Requirements for Pathway Honors:** \*Students who complete 8 semesters in this Pathway (including the Capstone) with a B or better will earn their Engineering Stole. Students who pass 6 semesters in this Pathway (including the Capstone) will earn their Engineering Cord.

<b>Careers in Engineering</b>	
Communication Equipment Repair Microelectronics Technician Petroleum Engineers Nuclear Engineers Electrical Engineers Biomedical Engineers Materials Engineers	Aerospace Engineers Software Engineers Engineering Managers Chemical Engineers Electrical Engineers Environmental Engineers

*\*Students serious about pursuing studies and careers in Engineering are also strongly encouraged to take Computer Science Principles.*





## LIFE AND SUCCESS CLASSES

### AVID Workshop (HS)

**Course Code:** E9xx1/2

**Credit Type:** Elective

**College Credit:**

**Length:** Year

**Prerequisites:** Application and interview

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

AVID (Advancement Via Individual Determination) is an elective class for students capable of completing a college preparatory path with support and may not be realizing their full potential academically. The AVID curriculum is driven by the WICOR method, which stands for Writing, Inquiry, Collaboration, Organization and Reading. Much of a student's time in an AVID elective class will be spent in collaborative tutorial groups led by trained AVID tutors. Students engage in class-level and cross-level team builders, visit college campuses, listen to guest speakers and participate in community service projects.

### Crew (HS)

**Course Code:** 20X1/2

**Credit Type:** Career Education (for grades 9-12)

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:** *Will appear as the grade level 'Advisory' on student's schedule*

**Grades:** 09, 10, 11, 12

**Credits:** .125

**Weighted:** No

**Fees:** None

**Pathway:**

In EL schools, each student is known well by at least one adult within the school. One structure for developing this relationship—and supporting students socially, emotionally, and academically—is crew. The structure of crew allows for relationship building, academic progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew leaders strategically plan crew to address and assess these multiple goals. Multi-year relationships are forged to ensure that students' needs are met and individual strengths are discovered. Outside of school, mentoring, internships, and apprenticeships foster relationships between students and community members. High school students complete their career education graduation requirement during the second semester of each year of Crew.



### Learning Strategies I-IV (HS)

**Course Code:** R4051/2-R4121/2

**Credit Type:** Elective (for grades 9-12)

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

This course is only available to students on IEP's. These courses provide students with academic support, skill development, and organizational structure for the purpose of achieving success within their core academic areas of study and within the school's social environment. Students will receive specially designed instruction, as outlined by the services listed in the IEP, as well as supplemental instruction in grade-level content. In addition to these supports, an emphasis is placed on self-advocacy, helping students understand and communicate their own strengths and challenges as learners. Students will be assigned a certified case manager who coordinates the services outlined in the IEP. Services are delivered in small-to-medium sized classes.

### Success Workshop (HS)

**Course Code:** E5131/2

**Credit Type:** Elective (for grades 9-12)

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

Students are selected to be invited to this class based on prior-year academic data. Students in this class improve their academic achievement through a variety of motivational techniques and interventions. Students work closely with the teacher and others in this class to become better students and find more success academically and in their own identity as learners. The selection for this class is made by the administration, teachers, and counselors.

## Supervised Study (HS)

Course Code: 6801/2

Credit Type: None

College Credit:

Length: Year

Prerequisites:

Notes:

Grades: 09, 10, 11, 12

Credits: None

Weighted: No

Fees: None

Pathway:

This class is designed to allow students time to complete classwork assignments and prepare for tests during the school day. Students are in class with other students who may be able to collaborate with them and assist them with completing work.

## Work for Credit

**Course Code:** See Counselor

**Credit Type:** Elective

**College Credit:**

**Length:** Independent

**Prerequisites:** Counselor approval required

**Notes:** .5 credit awarded for 65 hours of work experience. Maximum of 1.0 credits.

**Grades:** 11, 12

**Credits:** 0.5

**Weighted:** No

**Fees:** None

**Pathway:**

Work for Credit is an opportunity for employed juniors and seniors who want to receive elective credit in connection with their job. Students can earn a **maximum** of 1.0 credit in the program for 130 hours worked. All hours must be pre approved by the counselor who oversees the credit. *Retroactive credit cannot be awarded for past hours.*

## Volunteer for Credit

**Course Code:** See Counselor

**Credit Type:** Elective

**College Credit:**

**Length:** Independent

**Prerequisites:** Counselor approval required

**Notes:** .5 credit awarded for 65 hours of work experience. Maximum of 1.0 credits.

**Grades:** 9, 10, 11, 12

**Credits:** 0.5

**Weighted:** No

**Fees:** None

**Pathway:**

Volunteer for Credit is an opportunity for 9th, 10, 11th or 12th grade students who volunteer and want to receive elective credit. Students can earn a **maximum** of 1.0 credit in the program for 130 hours worked. All hours must be pre approved by the counselor who oversees the credit. *Retroactive credit cannot be awarded for past hours.*



## BIOMEDICAL SCIENCE PATHWAY CLASSES

### Principles of Biomedical Science

**Course Code:** C4691/2

**Credit Type:** Elective

**College Credit:** Dual Credit

**Length:** Year

**Prerequisites:**

**Notes:** *Credit by proficiency is through Missouri S&T based on a passing EOC score.*

**Grades:** 09

**Credits:** 1.0

**Weighted:** No

**Fees:** Dual Credit- \$250 fee

**Pathway:** Biomedical Science

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems.

### Human Body Systems

**Course Code:** C4241/2

**Credit Type:** Science

**College Credit:** Dual Credit (OIT)

**Length:** Year

**Prerequisites:**

**Notes:** *Credit by proficiency is through Missouri S&T based on a passing EOC score. \$250 fee*

**Grades:** 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** Free (F&R Lunch) or \$200

**Pathway:** Biomedical Science

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body



functions such as muscle movement, reflex, and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

## Medical Intervention

**Course Code:** C8801/2

**Credit Type:** Science

**College Credit:** Dual Credit (OIT)

**Length:** Year

**Prerequisites:** Human Body Systems

**Notes:** *Credit by proficiency is through Missouri S&T based on a passing EOC score.*

**Grades:** 11

**Credits:** 1.0

**Weighted:** No

**Fees:** Free (F&R Lunch) or \$100; \$250

**Pathway:** Biomedical Science

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options, and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.



## Biomedical Innovation

**Course Code:** C8811/2

**Credit Type:** Science

**College Credit:** Dual Credit (OIT)

**Length:** Year

**Prerequisites:**

**Notes:** *Credit by proficiency is through Missouri S&T based on a passing grade of B or higher-\$250 fee*

**Grades:** 12

**Credits:** 1.0

**Weighted:** No

**Fees:** Free (F&R Lunch) or \$200

**Pathway:** Biomedical Science

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.

## Topics in Health Careers

**Course Code:** H4501/1

**Credit Type:** Elective

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:** *Medical assistant & Pharmacy Technician certification exam \$100; Personal Training Exam \$150*

**Grades:** 12

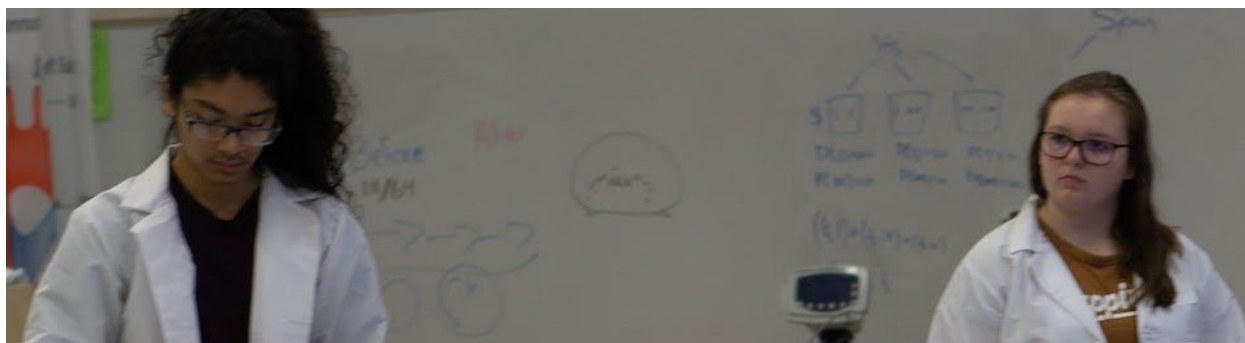
**Credits:** 1.0

**Weighted:** No

**Fees:** optional certifications

**Pathway:** Biomedical Science

In this course, students will have the opportunity to use advanced biomechanical and physiological equipment while exploring the many career opportunities and professional certification in healthcare. In this interdisciplinary course, students will further develop knowledge in medical terminology, health care delivery systems, legal and ethical healthcare issues, personal health, employability and job seeking skills. Students in this course must be a high school senior within 60 days of high school graduation in order to take their licensure/certification exams. Students interested in the healthcare field are also encouraged to participate in our HOSA Club, internship activities, clinical rotations, and Hillsboro Chamber Health Career Days.





## Introduction to Health Careers

**Course Code:** H3901/2

**Credit Type:** Elective

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:** Biomedical Science

This course is designed to give those students interested in health careers the opportunity to explore the basic concepts surrounding professions related to this field. Additionally, this course will serve as an opportunity for leaders in our biomedical program to plan activities and experiences related to our HOSA – Future Health Professionals chapter. Students will explore the skills needed for careers in health care. Students have the freedom to plan activities that will help them become better future health professionals. As a class we will also be introduced to medical terminology, health care delivery systems, legal and ethical healthcare issues, employability and job seeking skills. Students interested in the healthcare field are invited to participate in HOSA – Future Health Professionals, which sponsors community service projects, leadership skills and members are able to compete at the state and national events.

## HOSA - Future Health Professionals

All BASE Biomedical students are encouraged to participate in the BASE chapter of HOSA. The purpose of HOSA-Future Health Professionals is to develop leadership and technical HOSA skill competencies through a program of motivation, awareness and recognition, which is an integral part of the Health Science Education instructional program.

### Mission Statement

HOSA provides students with learning opportunities to grow as leaders and future health professionals through collaboration, community service, and competition.

### Vision Statement

Every BASE HOSA member will lead future health professionals into the workforce with passion, integrity, and confidence.





## COMPUTER SCIENCE PATHWAY CLASSES

### Tech Survey

**Course Code:** A5001/2

**Credit Type:** Applied Arts

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 9, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:**

**Pathway:** Computer Science

This introductory course is designed for students who would like to learn how to program, but may be uncertain if they can keep up with the pace and expectations of AP CS Principles, in which all programming is text-based. Students will learn to make products such as Android apps, games and simulations in block-based coding languages (Scratch, AppInventor, StarLogo, NetLogo), and be introduced to writing text-based programs in Python. Students will also explore how information technology is used in a variety of industries and how learning to program can provide many benefits to one's career. Students will explore the impacts of computing technologies on society and on our individual lives. Students will understand the basis for how a web page is rendered using HTML and CSS and how networks make web and cloud applications possible. This course will prepare students for AP CS Principles, web design or Cybersecurity. Collaboration is ubiquitous in the programming world and an emphasis of the class.

## AP Computer Science Principles

**Course Code:** A4811/2

**Credit Type:** Applied Arts

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:**

**Grades:** 9, 10, 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

**Pathway:** Computer Science

**Notes:** *Students not wishing to start off learning in a text-based language (Python) or those who wish to learn coding at a more relaxed pace should take Tech Survey first.*

Project Lead the Way (PLTW) has worked with the AP/College Board to provide this curriculum which aligns with the objectives of the AP course. While previous programming experience is not required for this course, all the programming is text-based and requires students to work on their programs at a faster pace than in Tech Survey. The goal is to expose students to a broad range of skills within the field. What you do with these tools is open-ended due to the creative process; however, generally you will create an interactive story, piece of art or a game through a Python program, create a unique encryption program, carry out an *in silico* experiment through a program which collects and analyzes data and model complex systems via simulation. You have the opportunity to work on a significant open-ended project, as well, working through an iterative design and development process to create a program that meets the needs and specifications that you formulate. Students will also consider how computing is used in and affects societies, groups and their own lives. Collaboration is ubiquitous in the programming world and an emphasis of the class. Students do not have to enroll for the AP exam to take this course; however, the course is designed to help students succeed on the AP Exam.



## Cybersecurity

**Course Code:** A4901/2

**Credit Type:** Applied Arts

**College Credit:**

**Length:** Year

**Prerequisites:** Tech Survey or AP CS Principles

**Notes:**

**Grades:** 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:** Computer Science

Identify cybersecurity threats and protect against them. Detect intrusions and respond to attacks. Begin to examine your own digital footprint and better defend your own personal data. Learn how organizations protect themselves in today's world. Whether seeking a career in the growing field of cybersecurity or learning to defend their own personal data or a company's data, students in Cybersecurity establish an ethical code of conduct while learning to defend data in today's complex cyberworld. This will be accomplished through problem based learning.

## AP Computer Science A

**Course Code:** A4821/2

**Credit Type:** Applied Arts

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** AP CS Principles

**Notes:**

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

**Pathway:** Computer Science

CSA emphasizes object-oriented programming methodology, especially problem solving and algorithm development, plus an overview of data structures and abstraction. The AP Computer Science A exam tests students on their knowledge of Java. Project Lead the Way is one of several organizations that have collaborated with the AP/College Board to design a course that is aligned with the goals of the AP CS A courses. This course will prepare you for the AP CS A exam. Those who learned to program in CS Principles are well prepared to succeed in this course. Students will program in greater depth than in CS Principles, creating algorithms for a wide variety of tasks including natural language processing, 2D array manipulation, GUIs, search and sort algorithms and recursion. You will use an iterative development process in designing an application for an authentic client in the community.



## Web Design 1

**Course Code:** A4311/2

**Credit Type:** Applied Arts

**College Credit:**

**Length:** Year

**Prerequisites:** Tech Survey or AP CS Principles

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

Web Page Design courses teach students how to design websites by introducing them to and refining their knowledge of site planning, page layout, graphic design, and the use of markup languages—such as Extensible Hypertext Markup, JavaScript, Dynamic HTML, Document Object Model, and Cascading Style Sheets—to develop and maintain a web page. These courses may also cover security and privacy issues, copyright infringement, trademarks, and other legal issues relating to the use of the Internet. Advanced topics may include the use of forms and scripts for database access, transfer methods, and networking fundamentals. It is recommended that students take AP CS Principles before taking this class.



## ENGINEERING PATHWAY CLASSES

### Introduction to Engineering Design- PLTW

**Course Code:** A5541/2

**Credit Type:** Applied Arts

**College Credit:** Dual Credit

**Length:** Year

**Prerequisites:**

**Notes:** Credit through Missouri S&T please reference this [link](#) for details.

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** \$250 for dual credit

**Pathway:** Engineering

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work.





## Principles of Engineering

**Course Code:** A5451/2

**Credit Type:** Applied Arts

**College Credit:** Dual Credit

**Length:** Year

**Prerequisites:** Intro to Engineering Design

**Notes:** Credit through Missouri S&T please reference this [link](#) for details.

**Grades:** 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** \$250 for dual credit

**Pathway:** Engineering

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.



## Digital Electronics

**Course Code:** A5461/2

**Credit Type:** Applied Arts

**College Credit:** Dual Credit  
through PCC, EET 101A, EET 121

**Length:** Year

**Prerequisites:** Intro to Engineering Design \*

**Notes:** \* or by instructor approval

**Grades:** 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** No cost

**Pathway:** Engineering

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

## DC Engineering Design and Development

**Course Code:** A5471/2

**Credit Type:** Applied Arts

**College Credit:** No

**Length:** Year

**Prerequisites:** Intro to Engineering Design \*

**Notes:** \* or by instructor approval

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:** Engineering (Capstone Class)

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career. Note, there is no final exam for this course.

## Applied Engineering

**Course Code:** A5581/2

**Credit Type:** Applied Arts

**College Credit:** No

**Length:** Year

**Prerequisites:** Intro to Engineering Design \*

**Notes:** \* or by instructor approval

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:** Engineering

A more hands-on course, Applied Engineering addresses engineering principles while students design and build their own fully-functional electric guitar. Students use 3D modeling tools to design their guitar body, then manufacture their guitar body using a computer-controlled CNC router. The course will expose students to woodworking techniques and tools, in addition to specialized guitar-building tools.



## ENGLISH LANGUAGE ARTS CLASSES

The high school English/Language Arts program is based on goals that bring together oral language, written language and the use of media and technology. Students are required to earn 4.0 credits in the “Core Courses.” Additional Language Arts credits may be earned in the “Elective Courses.”

### Literature and Composition 09

**Course Code:** L6051/2

**Credit Type:** English

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 09

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

This English Language Arts course for 9th graders examines the major elements of literature (such as plot, characterization, conflict, point-of-view, theme, etc.) as reflected in a variety of short stories, articles, poetry and novels. The study of different cultures and global issues will be linked with reading and analyzing literature from these different cultures. The class will also focus on narrative and expository writing, including the formulation of theme and thesis statements. Emphasis will be placed on achieving state standards in writing, reading, speaking/listening.

### Literature and Composition 10

**Course Code:** L6101/2

**Credit Type:** English

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 10

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

Students will further develop their skills in reading literature, writing, and speaking. They will read a variety of novels, poems, plays, essays, and short stories and will write in a variety of forms, including narrative, persuasive, and analytical essays. Students will develop skills in research, speech, critical reading, and analytical and expressive writing.



## Literature and Composition 11

**Course Code:** L6151/2

**Credit Type:** English

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 11

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

This course for 11th graders builds on the reading, writing, and speaking skills introduced in previous years. Students will read a variety of fiction and nonfiction texts. Writing instruction will emphasize persuasive/argument essays and research papers. Students will also prepare for the state writing test, which juniors typically take in the spring. Students must pass this test in order to graduate with a standard high school diploma in Oregon.

## Literature and Composition 12

**Course Code:** L6171/2

**Credit Type:** English

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

Students will further develop their skills in literature analysis and expository writing. In preparation for the expectations of college and career environments, emphasis is placed on the development of independent analysis, writing and revision, presentation, and discussion moderation.



## AP Language & Composition

**Course Code:** L8101/2

**Credit Type:** English

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** *'C' or better in Lit 10 or prior AP ELA class*

**Notes:** *Offered even years*

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

This course is a college-level class focused on rhetoric and its uses throughout society, sophisticated analysis and critical reading of primarily nonfiction texts, and writing that centers on the ability to construct sound and valid arguments. Students will investigate the science of language use, and apply this knowledge to their own compositions, and will practice writing at a level necessary to be successful on the Advanced Placement exam and in college. This course has a required summer assignment.

## AP Literature & Composition

**Course Code:** L8201/2

**Credit Type:** English

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** *'C' or better in Lit 10 or prior AP ELA class*

**Notes:** *Offered odd years*

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

This year-long course is designed to engage juniors/seniors in critical analysis and enjoyment of literature. Through talking and writing about complex literature, students deepen their understanding of how writers use language to enhance meaning and engage audiences. They write essays in and out of class. In these ways, they prepare for the Advanced Placement exam in English Literature in the spring. Those who pass the exam may qualify for advanced credit at various colleges and universities. Because of this, students in this course are expected to meet college-level expectations. This course has a required summer assignment.



## Writing 121

**Course Code:** L4651/2

**Credit Type:** English

**College Credit:** Dual Credit

**Length:** Year

**Prerequisites:** *Completion of Lit Comp 11 with a "C" or better.*

**Notes:**

**Grades:** 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** Dual Credit cost TBD

In this course on college writing, you'll develop critical thinking abilities, examine provocative social issues by reading a variety of complex texts, increase rhetorical strategies, practice the writing process, and learn textual conventions. Includes formal and informal writing, responding to a variety of readings, sharing writing with other students, reflecting on writing, and revising individual pieces for a final portfolio of work. The class runs as a workshop in which students will be collaborating with one another throughout the reading, thinking, and writing processes.

General goals for students enrolled in Writing 121 are to develop critical thinking skills; to engage in the reading of critical texts; to think of writing as a process, not a product; to learn about, practice, and acquire new tools that support the writing process; to see writing as a skill they can transfer outside of the writing classroom, both academically and in life outside school; and to take responsibility for their own learning and education in order to support future success in both college and career.

## English Language Arts Elective

### Journalism

**Course Code:** L3501/2

**Credit Type:** Elective

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

Journalism courses (typically associated with the production of a school newspaper, yearbook, or literary magazine) emphasize writing style and technique as well as production values and organization. Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the principles of production design, layout, and printing. Photography, photojournalism, and digital technology skills may be included.



## FINE ARTS CLASSES

### Art 1

**Course Code:** F211X  
**Credit Type:** Fine Arts  
**College Credit:**  
**Length:** Semester  
**Prerequisites:**  
**Notes:**

**Grades:** 09, 10, 11, 12  
**Credits:** 0.5  
**Weighted:** No  
**Fees:** None  
**Pathway:**

This class introduces students to the basics of drawing and painting. Focus is on drawing the human body and seeing and being able to replicate values in black and white and color. Color theory and design fundamentals will also be explored.

### Art 2

**Course Code:** F212X  
**Credit Type:** Fine Arts  
**College Credit:**  
**Length:** Semester  
**Prerequisites:** Art 1  
**Notes:**

**Grades:** 09, 10, 11, 12  
**Credits:** 0.5  
**Weighted:** No  
**Fees:** None  
**Pathway:**

This is an exploratory art class. Students will focus on developing individual style through creative exploration, a brief study of art history, and final projects in oil pastel, watercolor, and acrylics.



Art by Nicholas Bennett

## Computer Graphic 1

**Course Code:** F271X

**Credit Type:** Fine Arts

**College Credit:**

**Length:** Semester

**Prerequisites:**

**Notes:** *Paired with Digital Filmmaking*

**Grades:** 09, 10, 11, 12

**Credits:** 0.5

**Weighted:** No

**Fees:** None

**Pathway:**

This course provides students with the opportunity to explore the ways in which computers can produce visual imagery that communicates information and ideas effectively to multiple audiences using a variety of media and formats. Course topics may include principles and elements of design, image creation, image manipulation, and image types. This class is paired with Digital Film Making.

## Digital Filmmaking

**Course Code:** F490X

**Credit Type:** Fine Arts

**College Credit:**

**Length:** Semester

**Prerequisites:**

**Notes:** *Paired with Computer Graphic Design*

**Grades:** 09, 10, 11, 12

**Credits:** 0.5

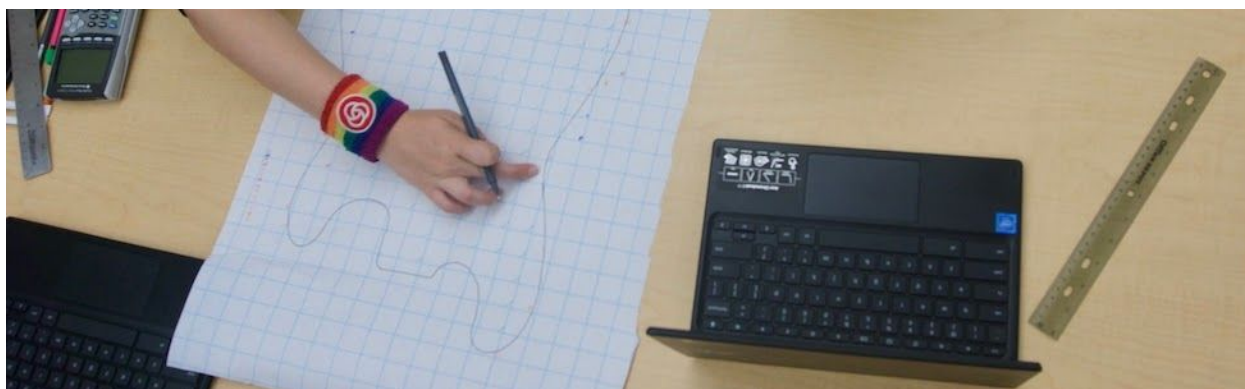
**Weighted:** No

**Fees:** None

**Pathway:**

These courses emphasize the application of the fundamental processes of artistic expression for the purpose of shooting and processing of digital images. The courses include the history and development of cinema, television, and video production. Students explore a range of skills needed to explore contemporary social, cultural, and political issues and creatively solve problems within and through video productions. Students engage in critiques of their cinematic or video productions, those of others, and productions of professional cinematographers or video artists for the purpose of reflecting on and refining work for presentation. This class is paired with Computer Graphic Design.





## MATH CLASSES

The mathematics program at BASE is built on the belief that all students should have the opportunity to successfully learn mathematics. We work to develop mathematically literate students who are able to explore, conjecture, reason logically and communicate their knowledge of mathematics. Oregon requires 3.0 credits in mathematics for graduation. In Beaverton, all students take the Algebra/Geometry/Statistics (AGS) sequence of AGSI, AGSII and AGSIII or Accelerated AGS3. We strongly recommend that students who plan to attend a four-year university take an advanced math course their senior year.

### Algebra/Geometry/Statistics I (HS)

**Course Code:** M3811/2

**Credit Type:** Math

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

The Algebra/Geometry/Statistics I course is the first in a three-course sequence. The first course focuses on the Algebra concepts, solving linear functions, modeling with linear functions, solving systems of equations, using arithmetic and geometric sequences to develop linear and exponential functions, as well as graphing functions. Geometry concepts include congruence, construction and proof using lines, angles, triangles and other two-dimensional figures. Statistics concepts include basic measures of central tendencies spread, and position.

## Algebra/Geometry/Statistics II

**Course Code:** M3821/2

**Credit Type:** Math

**College Credit:**

**Length:** Year

**Prerequisites:** AGS 1; B or better in 8th grade AGS I is required to take AGS II in 9th grade.

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

This course is second in a three-year math sequence. More advanced topics in the areas of quadratic functions, triangle geometry and probability will prepare students for AGS III or Accelerated AGSIII the following year. Algebra concepts include quadratics, absolute value, piecewise, and inverse functions. Geometry concepts include similarity, right triangles, quadrilaterals, and circles. Statistics and probability concepts include Venn diagrams, two-way tables, and conditional probability.

## Accelerated Algebra/Geometry/Statistics III

**Course Code:** M3841/2

**Credit Type:** Math

**College Credit:**

**Length:** Year

**Prerequisites:** AGS 2

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

This course is third in the three-year AGS math sequence. More advanced topics in the areas of polynomials, logarithms, geometry, trigonometry, and statistics are presented at a fast pace. Algebra concepts include inverse, logarithmic, polynomial, and rational functions. The class explores trigonometric and composite functions. Geometry concepts include non-right triangles and volume. Statistics focuses on normal distributions and sampling methods. After the successful completion of Accelerated AGS3, students are prepared to take Pre-Calculus.

## AP Statistics

**Course Code:** M7751/2

**Credit Type:** Math

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** AGS 2

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$85 (\$32 if eligible)

**Pathway:**

This college-level course in statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1) Exploring Data: Observing patterns and departures from patterns, 2) Planning a Study: Deciding what and how to measure, 3) Anticipating Patterns: Producing models using probability theory and simulation, and 4) Statistical Inference: Confirming models.

## Pre Calculus DC

**Course Code:** M6021/2

**Credit Type:** Math

**College Credit:** Through PCC 5 credits

**Length:** Year

**Prerequisites:** AGS 3

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** No cost for Dual Credit

**Pathway:**

This college-level course covers topics such as advanced functions: polynomials, rationals, logarithms, and inverses, periodic functions, trigonometric functions, equations, and identities, vectors, polar coordinates, and parametric equations. This course is Math 111 and Math 112 at PCC. *Students have the option to take this course for dual-credit.*



## Calculus DC

**Course Code:** M7261/2

**Credit Type:** Math

**College Credit:** Dual Credit or AP Credit\*\*

**Length:** Year

**Prerequisites:** Pre Calculus

**Notes:** Dual credit (PCC) and AP credit available

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

**Pathway:**

This course is open to students who show a high degree of proficiency in pre-calculus mathematics and who wish to take advantage of the opportunity to study calculus in high school. Topics include differential and integral calculus of functions of a single variable, analytic geometry, limits, differential equations, and applications. Calculus is taught both as Dual Credit through PCC. During the first semester of the course students will determine if they want to take the course for AP credit or Dual College Credit. The details will be provided one the course syllabus. *\*\*DC or AP class will be transcribed when students select which option they want to complete.*





## HEALTH CLASSES

### Health 1

**Course Code:** H2011

**Credit Type:** Health

**College Credit:** N/A

**Length:** Semester

**Prerequisites:** None

**Notes:**

**Grades:** 09

**Credits:** .5

**Weighted:** No

**Fees:** None

**Pathway:** N/A

Students should complete this required course during their freshman year. The coursework covers topics such as maintaining healthy eating habits, interpretation of media messages directed toward youth, investigations into current trends and treatment of chronic and communicable disease, and avoidance of risk behaviors that contribute to teen pregnancy, sexually transmitted diseases, and alcohol and other drug use. Life Skills development in the areas of goal setting, personal wellness planning, community resource utilization, problem solving, stress management, and in consumer protection will be integrated throughout the course. Examples of possible guest speakers include physicians, nurses, social workers, attorneys, and counselors. This course satisfies the requirement of OAR 581-22-2045: Prevention Education Programs in Drugs and Alcohol and OAR 581-22-2050: Plan of Instruction for Infectious Diseases including AIDS/HIV and Hepatitis B.



## Health 2

**Course Code:** H2022

**Credit Type:** Health

**College Credit:** N/A

**Length:** Semester

**Prerequisites:** Health 1

**Notes:**

**Grades:** 09

**Credits:** .5

**Weighted:** No

**Fees:** None

**Pathway:** N/A

Students should complete this required course after completing Health 1. Health 2 includes the study of mental health, first aid, violence prevention, healthy relationships, safe dating, teen pregnancy prevention, and parenting in healthy families. Life Skills development in the areas of goal setting, personal wellness planning, community resource utilization, problem solving, stress management, and in consumer protection will be integrated throughout the course. Examples of possible guest speakers include physicians, nurses, social workers, attorneys, counselors and sexual assault survivors. This course satisfies the tenth grade requirements of OAR 581-22-2045: Prevention Education Programs in Drugs and Alcohol, OAR 581-22-2050: Plan of Instruction for Infectious Diseases including AIDS/HIV and Hepatitis B.

## PE Credit

Due to the small school nature of BASE, Physical Education is not offered at the high school level. A .5 Credit will be awarded for 65 hours of approved independent physical activity. Please be aware, 130 hours are needed for one full credit, which is required to graduate high school. It is strongly recommended that the PE credit be completed by sophomore year in order to for students to remain on track to graduate. Questions can be directed to you counselor.



## SCIENCE CLASSES

In the Beaverton School District (BSD), students must complete 1.0 credit each of lab-based Physics, Chemistry, and Biology to meet graduation requirements. The BSD science sequence will ensure that all students experience both physical and biological sciences to better prepare them for post-secondary opportunities.

### STEM Physics

**Course Code:** C6121/2

**Credit Type:** Science

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:** Honors (H) designation available

**Grades:** 09

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

This is a STEM lab-based physics course designed for freshmen. Using the processes of scientific inquiry, engineering design, and critical thinking, students will discover and apply patterns in such major physics topics as motion, forces and momentum, energy, waves, and electromagnetism. An important aim of the course is to develop and build students' math abilities, performance in problem solving, scientific literacy, and technical communication skills that will be useful in later science courses. This course will address all ODE physics, inquiry, and engineering standards.

## STEM Chemistry

**Course Code:** C5121/2

**Credit Type:** Science

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:** *Honors (H) designation available for this class.*

*9th graders wanting to take STEM Chemistry must complete AGS II and their science course with a B or better in 8th grade.*

**Grades:** 10

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

This year-long, STEM lab-based course addresses the Oregon State Science standard for chemistry, inquiry and engineering, emphasizing the connections between the laboratory and the world around you. This course will help students build fundamental science-related math skills and is intended to provide students with college-ready science skills regardless of their higher level educational focus. The course will study the interactions among different forms of energy and matter. Topics addressed will include the structures of atoms and compounds, the Periodic Table of the Elements, chemical reactions and physical changes, gases, solutions, acids and bases, chemical quantities, kinetic theory, and thermodynamics. Students build upon content and skills from physics.

## Biology I

**Course Code:** C4111/2

**Credit Type:** Science

**College Credit:**

**Length:** Year

**Notes:** *The Honors (H) designation is available for this class.*

**Grades:** 11

**Credits:** 1.0

**Weighted:** No

**Fees:**

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.



## AP Biology

**Course Code:** C4901/2

**Credit Type:** Science

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** Biology I with 'C' or better

**Grades:** 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

**Pathway:**

**Notes:** *For 11th graders wanting to take AP Biology rather than Biology I Completing Principles of Biomedical Science & Human Body Systems will make up for the lack of Bio I prerequisite in most cases. AP Bio is recommended for many biomed pathway juniors or seniors. For those who have not completed the above courses they must talk with the teacher, have an understanding of the workload, and get approval.*

AP Biology an introductory college-level biology course that covers the content that would be taught in an entire year of college biology. This course should be completed after taking Biology I *unless a student has received instructor approval*. In AP Biology, students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. Students will develop skills in conceptual understanding, critical thinking, analytical writing, scientific questioning, and an understanding of current practices in the biological sciences.

## AP Environmental Science

**Course Code:** C7901/2

**Credit Type:** Science

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** None

**Grades:** 10, 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

**Pathway:**

**Notes:**

AP Environmental Science is an introductory college-level environmental science course that covers the content that would be taught in one semester of college environmental science. This course is designed to focus students on the scientific principles of sustainability and how each individual can work toward a more sustainable lifestyle. AP Environmental Science is interdisciplinary, involving the fields of ecology, geology, ocean, and atmospheric sciences, climatology, chemistry, geology, toxicology, geography, economics, politics, and ethics. The goals of the course are to provide students with the scientific principles, concepts, and methodologies required to understand interrelationships in the natural world; to identify and analyze environmental problems or challenges (both natural and human-made); to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving these issues.



## AP Chemistry

**Course Code:** C5901/2

**Credit Type:** Science

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** STEM Chemistry

**Notes:** *Juniors cannot take AP Chemistry cannot be taken at the same time as AP Biology.*

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

**Pathway:**

AP Chemistry is an introductory college-level chemistry course that covers the content that would be taught in an entire year of college chemistry. Students attain an in-depth understanding of fundamental skills in solving chemical problems, gain experience in laboratory techniques, and develop data analysis skills by conducting inquiry-based lab investigations. Topics including atomic & molecular structure and properties, intermolecular forces, chemical reactions, kinetics, thermodynamics, equilibrium, and acids and bases. This is a fast-paced course that requires students to do considerable self-study outside of the classroom. Students are required to keep a lab notebook.

## AP Physics I

**Course Code:** C6931/2

**Credit Type:** Science

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** *STEM Physics and a C or better in AGS2*

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$85 (\$32 if eligible)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work. Students explore concepts of typical Semester 1 college physics classes, including linear, circular and rotational kinematics, dynamics, energy, wave properties, and simple circuits. Students are required to keep a lab notebook.



## SERVICE CLASSES

### AVID Peer Tutor

**Course Code:** E3121/2

**Credit Type:** Elective

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:** Letter grade (A-F) available

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

AVID tutors work to cultivate the organization, reading, writing, collaboration, and inquiry skills central to the AVID curriculum. Tutors must be comfortable leading small groups during projects, Socratic seminars, and Tutorials. On Tutorial days, the AVID Tutor will facilitate a group of seven or less students through a structured inquiry process while taking notes, tracking participation, and encouraging participation of the group members. The primary focus is academics, but note that strong candidates should serve as a good role model by maintaining passing grades in all classes, having good attendance, and demonstrating appropriate behavior inside and outside of school. Six hours of training is provided in September.



## Student Leadership (HS)

**Course Code:** E401/2

**Credit Type:** Elective

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

In this course, students will explore different leadership styles and how they apply to their own strengths as leaders. Lessons will focus on development of leadership skills such as communication, decision-making, creative thinking, teamwork, and problem solving. Leadership students will plan and execute campus social activities such as club fairs, socials, dances, and other school-wide events. Application required.

## Lab Assistant

**Course Code:** E704X

**Credit Type:** Elective

**College Credit:**

**Length:** Semester

**Prerequisites:**

**Notes:** Letter grade (A-F) available

**Grades:** 11, 12

**Credits:** 0.5

**Weighted:** No

**Fees:** None

**Pathway:**

Lab assistants work with science and biomedical teachers to prepare for student labs as well as support students during the lab itself. Must have teacher permission to be a Lab Assistant.



## Peer Tutor

**Course Code:** E3001/2

**Credit Type:** Elective

**College Credit:**

**Length:** Semester

**Prerequisites:**

**Notes:** *Students earn a letter grade (A-F) for this course.*

**Grades:** 11, 12

**Credits:** 0.5

**Weighted:** No

**Fees:** None

**Pathway:**

Peer Tutors are needed to support students who need assistance with a specific subject (like math or science). Tutors will be confirmed to have the required skills for this position by the classroom teacher during the first week of the school year.

## Teacher Assistant

**Course Code:** E7001/2

**Credit Type:** Elective

**College Credit:**

**Length:** Semester

**Prerequisites:**

**Notes:** *Pass/Fail grade only*

**Grades:** 11, 12

**Credits:** 0.5

**Weighted:** No

**Fees:** None

**Pathway:**

Per approval by counselor and teacher, students may elect to take one of these periods to assist other teachers or staff in the building.

## Technology Assistant

**Course Code:** E7161/2

**Credit Type:** Elective

**College Credit:**

**Length:** Semester

**Prerequisites:**

**Notes:** *Letter grade (A-F) available*

**Grades:** 11, 12

**Credits:** 0.5

**Weighted:** No

**Fees:** None

**Pathway:**

Per approval by counselor and teacher, students may elect to take one of these periods to assist other teachers or staff in the building.

## SOCIAL STUDIES CLASSES

Students are required to earn 3.0 credits in the areas of government, economics, history, and geography. Some social studies courses do NOT earn social studies credit toward graduation, so read the course descriptions carefully.

### World Geography and Culture

**Course Code:** S3151/2

**Credit Type:** Social Studies

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 09

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

World Geography & Cultures introduces students to the concept of the global community as well as to contemporary issues. Cultural components, values, and major issues facing the various regions of the world are emphasized, along with their geographical diversity, providing students with an opportunity to see past the present of these regions and systematically think about their future, emphasizing critical thinking and problem solving. Knowledge and application of the research process and a variety of instructional strategies will be utilized. These include writing assignments, research papers, and oral presentations that emphasize effective communication and critical thinking skills, and that foster curiosity, while preparing students for the challenges of citizenship in a global community. The course is also intended to prepare students to learn to work collaboratively in a spirit of mutual respect with individuals representing diverse cultures, regions and lifestyles.



## US History

**Course Code:** S4001/2

**Credit Type:** Social Studies

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 10

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

## Economics

**Course Code:** S6052

**Credit Type:** Social Studies

**College Credit:**

**Length:** Semester

**Prerequisites:**

**Notes:** Paired with Government class

**Grades:** 11, 12

**Credits:** 0.5

**Weighted:** No

**Fees:** None

**Pathway:**

This course studies the ways individual economic agents allocate scarce resources to unlimited wants. Topics include supply and demand, elasticity of supply and demand, consumer behavior, competition, markets, and issues of economic equity. This course also covers the following topics: Gross Domestic Product, inflation, recession, unemployment, government fiscal policy, monetary policy, and international trade.



## Government

**Course Code:** S5051

**Credit Type:** Social Studies

**College Credit:**

**Length:** Semester

**Prerequisites:**

**Notes:** Paired with Economics class

**Grades:** 11, 12

**Credits:** 0.5

**Weighted:** No

**Fees:** None

**Pathway:**

This course offers an introduction to the role of government in society. It will focus on the American system of federal, state, and local government, the election process, and the U.S. Constitution. An emphasis will be placed on the role of the citizen in American democracy.

## World History

**Course Code:** S4401/S4402

**Credit Type:** Social Studies

**College Credit:**

**Length:** Year

**Prerequisite:**

**Notes:** Only for seniors who did not take social studies in 9th grade or needed to meet UC requirements.

**Grades:** 12

**Credits:** 1.0

**Weighted:**

**Fees:**

**Pathway:**

The World History course is an academic, year-long course ( 1.0 credit) with a focus on the development of those human interactions and events that have shaped world history. This is our history, the history of all of us. Key topics center around understanding the progression of humankind spanning Early Civilizations, Religious Belief Systems, Classical Empires; World Trade Routes, Discovery of New Worlds, Colonization, Industrialization, Imperialism, Global Conflicts; and Critical Issues confronting our Modern World.

## AP US History

**Course Code:** S4101/2

**Credit Type:** Social Studies

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** 'C' or better in US History

**Notes:** Offered odd years

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

**Pathway:**

The Advanced Placement program in US History is a national program designed to serve students who wish to pursue college-level studies while still in high school. Extensive reading using the course textbook, original documents, and other resources is required. Students should be passionate about evaluating, discussing, and debating history. Essay



writing and objective testing are integral to the course. Self-motivation and interest in subject material are essential. Students should expect weekly out of class assignments to average 6 – 10 hours. Government and economics are integrated into the curriculum.

## AP Government and Politics

**Course Code:** S5151/2

**Credit Type:** Social Studies

**College Credit:** AP Credit

**Length:** Year

**Prerequisites:** 'C' or better in US History or AP US History

**Notes:** Offered even years

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** Yes

**Fees:** AP tests cost \$95 (reduced fee if eligible)

This course is an introductory college-level course on US government and politics. Students cultivate their understanding of US government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty, and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. Prerequisite is US History, passing with a C or better.

## Law

**Course Code:** S5301/2

**Credit Type:** Elective

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

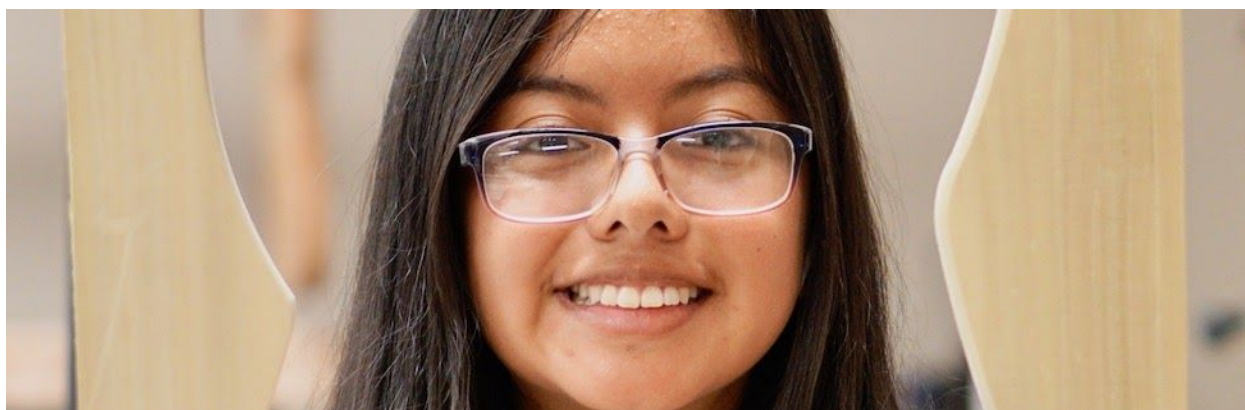
**Pathway:**

This course provides an in-depth introduction to criminal and civil law and the legal system, and provides students with the opportunity to study legal issues in our society and in their lives while honing key skills of analysis, speaking, reading, writing and researching. Topics examined Semester 1 include ethics and ideas underpinning the law, as well as all aspects of criminal law including elements of crimes, defenses to crimes, criminal procedure and the justice system. Semester 2, students will explore civil law of all kinds, with a focus on tort law liability, including issues specifically relevant to the fields of health/biomed, computer science and engineering such as negligence and patent law, as well as intentional and strict liability torts. Students will have the opportunity to research and explore a particular area of law they are interested in and present their learning to their peers in a Symposium, as well as participate in highly relevant Mock Trials.



Art by Ari Fink





## WORLD LANGUAGE

### Spanish I

**Course Code:** W2011/2  
**Credit Type:** World Language  
**College Credit:**  
**Length:** Year  
**Prerequisites:**  
**Notes:**

**Grades:** 09, 10, 11, 12  
**Credits:** 1.0  
**Weighted:** No  
**Fees:** None  
**Pathway:**

Students acquire beginning skills in listening, speaking, reading, and writing by building simple vocabulary, presented in a thematic way. Basic grammatical structures are introduced as they relate to the communicative purposes of each theme. Students also begin to understand the cultures of Spanish-speaking countries.

### Spanish II

**Course Code:** W2021/2  
**Credit Type:** World Language  
**College Credit:**  
**Length:** Year  
**Prerequisites:** Pass Spanish I or approval from the World Language Department Chair.  
**Pathway:**  
**Notes:**

**Grades:** 09, 10, 11, 12  
**Credits:** 1.0  
**Weighted:** No  
**Fees:** None

Students review the vocabulary and grammatical structures of Spanish 1. Students increase their communicative competence through continued study of vocabulary and grammatical structures related to particular themes. The vocabulary and grammar are reinforced through more complex reading selections in Spanish. Culture continues to be an integral part of the course.

## Spanish III

**Course Code:** W2031/2

**Credit Type:** World Language

**College Credit:**

**Length:** Year

**Prerequisites:** Pass Spanish II or approval from World Language Department Chair.

**Pathway:**

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

The third year study of Spanish is a continuation of the first two years. Students build upon their skills and continue to learn more complex grammatical structures. Students read authentic texts and speak more extensively in Spanish. Students study culture in the Spanish language.

## Spanish IV DC

**Course Code:** W2401/2

**Credit Type:** World Language

**College Credit:** PCC Dual Credit

**Length:** Year

**Prerequisites:** *Pass Spanish III or World Language Department Chair approval.*

**Pathway:**

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** Dual Credit costs TBD

This course is a continuation of Spanish III. At this level, a fairly broad range of vocabulary and a good command of all previously learned grammatical structures are essential for success as the course is taught entirely in Spanish. Students further develop skills in speaking, listening comprehension, writing, and reading comprehension. A variety of texts and materials are used to enable students to broaden their awareness of the culture and to further expand their vocabulary. Students develop their conversational skills through a variety of activities including discussions, skits, and storytelling.

## English Language Development (HS)

**Course Code:** N2101/2

**Credit Type:** English (for grades 9-12)

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:**

**Grades:** 09, 10, 11, 12

**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

English Language Development courses are designed to support students in the learning of the English language, while working towards proficiency in reading, writing, speaking, and listening. The instructional strategies, curriculum, and the learning environments serve to promote intensive language development. Student progress in class is measured throughout the year according to the district's and state's English Language Proficiency Standards (ELPS), and each spring students take the English Language Proficiency Assessment (ELPA), which is a statewide online exam. The main purpose of the exam is to qualify students for appropriate language services and to help guide schools to best support student needs.



## Student Leadership

**Course Code:** E4011/2

**Credit Type:** Elective

**College Credit:**

**Length:** Year

**Prerequisites:**

**Notes:** Repeatable for credit

**Grades:** 09, 10, 11, 12

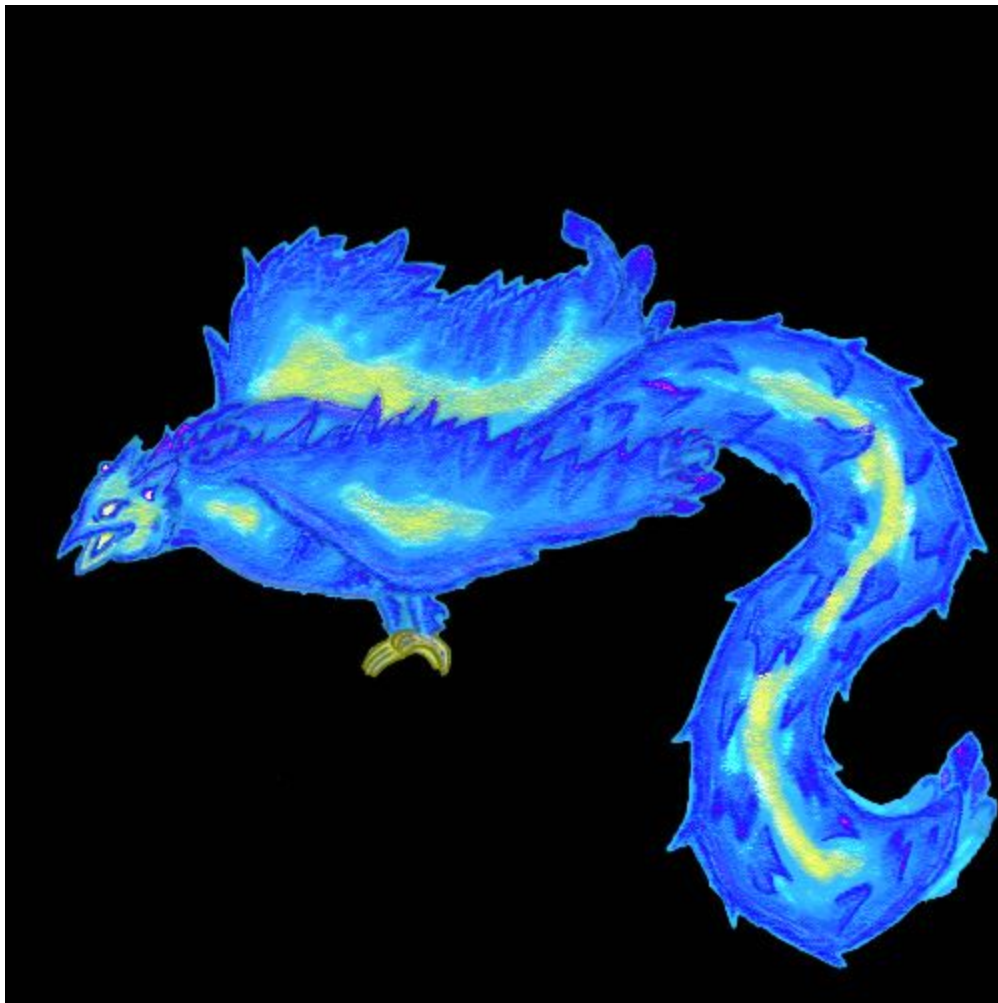
**Credits:** 1.0

**Weighted:** No

**Fees:** None

**Pathway:**

In this course, students will explore different leadership styles and how they apply to their own strengths as leaders. Lessons will focus on development of leadership skills such as communication, decision-making, creative thinking, teamwork, and problem solving. Leadership students will plan and execute campus social activities such as club fairs, socials, dances, and other school-wide events. Application required each year. Students must reapply for leadership.



Art by Jereni Mayer

# Academic Integrity



## Academic Integrity Policy

BASE expects all students to adhere to the highest standards of academic honesty and integrity. Violations of academic integrity include cheating,

plagiarizing, turning in another's papers or projects, giving one's work to others, passing test information to others, misrepresenting other's work as their own, or being found in possession of another's work.

### **What Is Plagiarism?**

Definition: Plagiarism is the use of another person's words, ideas, or facts as if they were your own, without giving credit to the original source.

### **Examples:**

- You are plagiarizing when you use information from another source without including proper documentation (e.g. citations and a list of works cited or bibliography).
- You are plagiarizing when you turn in another student's work as your own or allow someone else to copy your work; this work might include homework, tests, papers, or other assignments.
- You are plagiarizing when you copy materials from sources such as the Internet, books, or periodicals without introducing the material or using citations to show the beginning and end of the "borrowed" material.

*(Adapted from the OCTE pamphlet "What's Plagiarism and How Can You Avoid It?")*

### **Guidelines for Avoiding Plagiarism:**

- Indicate clearly when you use anything from another person's work, even if only a phrase or a single keyword, by using quotation marks. If you use more than three words from a source in a row, put them in quotation marks and cite the source.
- When summarizing or paraphrasing, distinguish clearly where the ideas of others and your own comments begin.
- When using another person's ideas, credit the author by name and identify the work in which you found the idea.
- Err on the side of caution by giving credit whenever you suspect you are using information, other than general knowledge, from a source.
- If you are unsure if you are plagiarizing, it is your responsibility to consult with your teacher regarding the work before the assignment is due.

*(Adapted from Write for College, published by Write Source.)*

***Note: Assignments or portions of assignments submitted in a class may not be submitted in a second class unless the teacher of the second class gives prior approval. Submitting the same work in multiple classes (or even in a class previously taken) without authorization will bear the same consequences as plagiarism.***

### **Consequences for Plagiarism or Violations of Academic Integrity**

Violations of academic integrity result in these consequences:

1. Parent/Guardian contact.
2. Discipline referral and consequences according to the Student & Parent Resource Handbook.
3. Ineligibility for Valedictorian..
4. The assignment will not be accepted for the course.
5. Can be reported to colleges.

**For second offenses, more extreme cases, or cases that occur in AP or college level classes, the consequences may also include:**

1. Notification of teachers who have written letters of recommendation and possible withdrawal of letters of recommendation.
2. Notification of colleges through Common Application updates.
3. Notification of National Honors Society.
4. Notification of all of the student's current teachers.



# Advanced Programs

BASE, Portland Community College, Oregon Institute of Technology, Missouri S&T partners, and the Advanced Placement Program are all committed to encouraging participation in advanced programs by a variety of students. The courses are designed with a diversity of students in mind. Any student who is curious and willing to accept significant academic challenges should consider taking one of these courses. Students planning to pursue advanced programs should discuss their options with their counselor and teachers. Students should carefully consider the number of advanced classes they request against their extracurricular activities and other responsibilities outside of school.

## Advanced Placement Program

In operation since 1955, the Advanced Placement Program has a long record of providing students the opportunity to take college-level courses and examinations while still in high school. Participation in an AP class brings many benefits to students:

- AP courses provide the chance to study a particular subject in more depth
- AP courses prepare students for the demands of college work and help with achievement in other courses
- Depending on AP national exam scores and a student's choice of college, students may qualify for college credit.
- In 2021, each exam will cost approximately \$95. This is subject to change per College Board.



For the 2021-22 school year, students who want to participate in the national AP exams in May will be required to register and pay for AP exams in the fall. This is a change in practice for AP Exams. Students who register late for exams will be assessed at minimum \$50 fine per test.

Students with financial need can apply for test fee waivers. See your counselor for additional information.

## College/University Dual Credit Options

In addition to the Advanced Placement Program, students at BASE may earn college credit through Oregon Institute of Technology, PCC or Missouri S&T.

Portland Community College and other colleges also offer the opportunity for students to earn college credit while taking courses at BASE. Listed below are the courses that offer this option. As additional courses are continually being added, students should speak with their teachers or counselor about these opportunities.

### Current dual credit courses include:

- Calculus 1 DC
- Writing 121
- Spanish IV DC
- Pre-Calculus
- Principles of Biomedical Science
- Human Body Systems
- Medical Interventions
- Biomedical Innovation
- Introduction to Engineering Design
- Principles of Engineering
- Digital Electronics
- Engineering Design and Development

Note: While colleges within the Oregon Public University System generally accept dual-credit and AP course credits based on examination scores, out of state and private institutions may not. It is your responsibility to contact your post-high school colleges and university options to inquire about the acceptance of AP and dual-credit courses towards college credits. Your high school counselor can also help you with this process.

Please refer to the C3 site to help you understand the pros and cons of taking dual-credit courses or earning college credits in high school linked here:

<http://c3oregon.org/accelerated-learning>. This site “is designed to help act as a roadmap for students considering earning dual-credit [college credit] while in high school, and wishing to utilize these college credits they earn after they graduate from high school.” (PCC C3 Dual Credit Program)

Please be aware that the colleges and universities that award the dual credit may change from year to year.

### Middle School and High School Level Placements

Students who have questions about the level placement in a class need to schedule a meeting with their counselor to discuss their options.

## BASE AP Course Offerings

Course	Grades available
AP US History	11, 12 (offered odd years)
AP Government and Politics	11, 12 (offered even years)
AP Environmental Science	10,11,12
AP Chemistry	11, 12 (not at the same time as AP Biology)
AP Biology	12
AP Physics I	11, 12
AP Language & Composition	11, 12 (offered in even years)
AP Literature & Composition	11, 12 (offered in odd years)
AP Statistics	9, 10, 11, 12
AP Calculus	9, 10, 11, 12
AP Computer Science Principles	9, 10, 11, 12
AP Computer Science A	11, 12

## BASE Dual Credit Courses

BASE Course	College Course title	College Course	Credits	College	Cost
Principles of Biomedical Science		BIO SCI 1943	4.5	Missouri S&T based on a passing EOC score	\$250
Human Body Systems	OIT: BIO 103 Intro to Human Anat & Phys OIT: BIO 200 Medical Terminology	BIO SCI 1953 OIT BIO 103& BIO 200	4.5 4 & 2	OIT and/or Missouri S&T based on based on credit by proficiency	OIT- Students with free lunch no cost; others \$200. Missouri S&T-\$250
Medical Interventions	OIT: Intro to Medical Sciences	BIO SCI 1982  OIT BIO 109	4.5  2	OIT and/or Missouri S&T based on based on credit by proficiency	OIT- Students on free lunch free; others \$100 Missouri S&T \$250
Biomedical Innovation	OIT: HED 240 Emergency Care and CPR OIT: HED 275 Intro to Sports Medicine	BIO SCI 1983  OIT HED 240 and HED 275	4.5  2 3	OIT and/or Missouri S&T	OIT- Students with free lunch no cost; others \$200. Missouri S&T-\$250
Introduction to Engineering Design- PLTW	Introduction to Engineering Design**	MECH Eng 1720	3	*Missouri S&T must complete a series of courses	\$200
Principles of Engineering	Introduction to Engineering Design**	MECH Eng 1720	**	*Missouri S&T must complete a series of courses	\$200
Digital Electronics	Electronic Lab Skills & Digital Systems 1	EET 101A; EET 121	1; 4	PCC	No cost

Engineering Design & Development	Introduction to Engineering Design**	MECH Eng 1720	**		\$200
Writing 121***	Writing 121	WR 121	4	PCC	No cost
Pre Calculus***	Pre Calculus	MTH 111	5	PCC	No cost
Calculus***	Calculus	MTH 251	4	PCC	No cost
Spanish IV***	Spanish I	SPAN 103	4	PCC	No cost

\* For PLTW Credit through Missouri S&T please reference this site for the details [Missouri S&T Dual Credit](#)

\* Check transferability of courses

- [Oregon State University](#)
- [University of Oregon](#)
- [Portland State University](#)

\*\* To earn the college credit for Engineering students must 2 of the following: Introduction to Engineering Design-PLTW, Principles of Engineering, Digital Electronics, and Engineering Design & Development.

\*\*\* Pending PCC approval. See your counselor for updates.

## Four-Year Plan

Grade 9		Grade 10	
Credit	Required Courses	Credit	Required Courses
1.0	Lit and Comp 9	1.0	Lit and Comp 10
1.0	Global Studies 9	1.0	Social Studies:
1.0	STEM Physics or STEM Chemistry**	1.0	Science:
1.0	Math:	1.0	Math:
1.0	Health 1 and Health 2		Elective 1:
	Elective 1:		Elective 2:
	Elective 2:		Elective 3:
	Elective 3:		Elective 4:
	Elective 4:		Elective 5:
	Elective 5:		Elective 6:
Should total 7 credits		Should total 7 credits	

**\*PE is completed outside of the schedule. The hours need to be submitted by the end of the 10th grade.**

**\*\*See Science courses for more information.**

Grade 11		Grade 12	
Credit	Required Courses	Credit	Required Courses
1.0	Language Arts:	1.0	Language Arts:
1.0	Social Studies:		Elective 1:
1.0	Science:		Elective 2:
1.0	Math:		Elective 3:
	Elective 1:		Elective 4:
	Elective 2:		Elective 5:
	Elective 3:		Elective 6:
	Elective 4:		Elective 7:
	Elective 5:		Elective 8:
	Elective 6:		Elective 9:
Should total 7 credits		Should total 7 credits	



# Grading

Standards Based Grading: Grading involves an evaluation of student achievement guided by learning targets standards for reporting on student academic achievement. The intent is to measure where a student currently stands in mastering a long-term target. Our classes use a standards-based grading process based on a 1-4 continuum. The numbers reflect how a student is performing on particular learning targets within a given subject. The number 4 is considered “highly proficient” and 1 is “developing.” In most courses, the long-term learning target summary judgment scores are averaged to determine an overall grade for the course. However, individual teachers determine how students will demonstrate their learning and how their progress will determine the letter grade. Please read teacher syllabi carefully for full descriptions of how grades are determined for each class.



Weighted Grades: Students graduating from Beaverton schools have both a regular grade point average (GPA) AND a weighted GPA on their academic transcripts. Weighted courses are indicated in the course description with a designation of “Weighted Class”. “Weighting” a grade adds to the GPA earned in certain courses. In the Beaverton system, grades of A, B, and C earned in weighted classes will earn an extra grade point. Therefore, an “A” in a weighted class yields 5 grade points, a “B” will yield 4 grade points, and a “C” will yield 3 grade points. A student’s GPA is a number calculated using two factors: credits earned and “grade points,” which correspond to a letter grade.

Pass/Fail Grades: Courses that do not have specific learning targets may receive a grade of Pass or Fail. A pass grants credit but does not affect the GPA. Fail does not receive credit and DOES calculate into the GPA. Courses granting P/F grades are usually tutoring/office aide assignments or classes specifically designated in a student’s Individual Education Plan (IEP).

# **Student Education Plan and Profile (StEPP)**

All students must complete Personalized Learning Requirements. To meet these requirements, (StEPP) each student must:

- 1) Develop an education plan and build an education profile
- 2) Participate in career-related learning experiences (CRLE's)
- 3) Apply and extend knowledge in an extended application

Opportunities for career education activities are available in grade level Crew class, Pathway programs, and throughout the school year. Students are expected to participate in these activities and complete any activities they miss. To keep track of the required items to earn the 0.5 Career Education credit students can check CIS using the CIS icon on the BSD Student Bookmark page.

## **College Planning**

Some colleges have specific admission requirements that are unique and should be planned for early in high school. For example, California schools require students to earn 1.0 credits in the same type of fine arts, Arizona schools often require 4.0 credits of math in addition to 1.0 credit of fine arts, and the University of Washington requires a senior year math-based course such as statistics, advanced computer science, physics, etc.

### **FRESHMAN YEAR COLLEGE PLANNING**

Planning ahead is a critical step in the college process. These are some key things to focus on and begin during freshman year.

1. Focus on organization and study skills to earn excellent grades. Freshman year is critical in establishing overall GPA.
2. Identify the Pathway program or programs you intend on completing.
3. Become involved in extracurricular activities.
4. Career Education: Begin building CIS portfolio
5. Find opportunities to volunteer in the community.
6. Begin developing a four-year plan to meet college and career goals.
7. Take challenging courses.
8. Browse college websites and admission criteria. Refer to [oregoncis.uoregon.edu](http://oregoncis.uoregon.edu) for college sort options.
9. Attend District Post High School planning nights. Refer to BASE's website or the BSD Website for dates and locations..

## SOPHOMORE YEAR COLLEGE PLANNING

Concentrate on academic preparation and college readiness skills. Continue to explore post-high school options that meet college and career goals.

1. Keep grades up. If there was a struggle freshman year it's important to raise grades and improve the transcript this school year.
2. Continue to stay involved in school activities, community activities or volunteer commitments.
3. Review CIS activities for career research and recommended high school courses.
4. Begin to attend College Rep visits at BASE (these happen in the Fall). This is a great time to begin exploring options.
5. Talk with your counselor about registering for the PSAT in October. The PSAT is a preliminary test that will prepare you for the SAT. This is only a practice test and will not be used for college admissions.
6. Take the pre-ACT practice test in after Winter Break and during the school day at BASE. All students are registered for this exam.
7. Explore college websites admission requirements to consider courses needed during junior year. Consider how all coursework requirements fit in class schedules. Discuss with counselor appropriate AP courses if student has not yet enrolled in an AP course.
8. Attend district post high school planning nights. Refer to BASE's website for the yearly calendar or BSD website.
9. Look at scholarship databases, through the scholarship part of BASE's website to see if there are eligible scholarships for 10<sup>th</sup> grade students and to become familiar with what scholarships require.

## JUNIOR YEAR COLLEGE PLANNING

Begin the college selection process. Attend college fairs, financial aid seminars, district college planning to learn as much as possible about the college application process.

1. Keep the rigor and grades up. When applying to school in the fall, colleges will first see junior year grades.
2. The junior and senior year has the most weight in the college admissions process.
3. Get involved in community and school. Community service and extra-curricular activities are one key component of scholarship opportunities.
4. Continue creating activities list. Record and keep CIS portfolio updated.
5. Register for the PSAT in early October. Junior year PSAT scores may qualify a student for the National Merit Scholarship competition and the National Achievement and the National Hispanic Scholars program; along with a variety of other scholarship opportunities. Scores will not be used for college admissions, but it is still recommended to take one last practice for the SAT. Register for the October

PSAT in September. A limited number of tests are ordered, and they are purchased on a first come basis.

6. Continue attending college rep visits, in the Fall at BASE, and exploring colleges and universities you may be considering.
7. Attend the Portland National College Fair at the Convention Center in the fall to explore college opportunities across the country.
8. Visit college campuses
9. Take the ACT college admission exams. All juniors at BASE take this exam. The ACT may be taken multiple times to earn the best score possible.
10. Attend District Post High School Planning Nights. Refer to the BASE and the BSD website for the yearly calendar.
11. Narrow down to 3-5 schools to apply to in the fall of your senior year.
12. Review the scholarship database list on the BASE website to begin a timeline of scholarships to apply for during senior year. Look to see if scholarships are available for any juniors.
13. Know NCAA ([National Collegiate Athletic Association](#)) requirements if planning to play sports or participate in a NCAA activity in college.

## SENIOR YEAR COLLEGE PLANNING

It's time to apply and begin the steps to reach post high school college and career goals.

1. Keep the rigor and grades up. Don't drop classes second semester. Colleges will see and notice if a student dropped a class and they want seniors to challenge themselves to be prepared academically for college.
2. Make a timeline of deadlines for college applications and submit applications.
3. Review required application procedures and documents required carefully. Not submitting all items will delay your admission status.
4. Provide four weeks' notice to counselor and teachers for letters of recommendations. Speak with teachers and your counselor before sending links requesting a letter of recommendation.
5. If concerned about your ACT or SAT score, work with your counselor. Retake the ACT or SAT to try for a higher score, if necessary.
6. Attend district Post High School Planning Nights. Refer to BASE & BSD website for yearly calendar.
7. Create a FAFSA ID and get documents together to submit FAFSA or ORSAA after October 1<sup>st</sup> to ensure you do not miss important deadlines.
8. Apply for the OSAC scholarship at [oregonstudentaid.gov](#). One application for multiple scholarships.
9. Refer regularly to the scholarship database on the BASE website for current scholarship opportunities.
10. Check your email & college postals regularly. Open all documents received through email and mail from colleges a student has submitted an application to. Don't miss important deadlines or information they may still be requesting.

## Oregon Public Universities

Name	Location	Requirements	Application Deadlines (Fall 2021)	How to Apply	Popular Scholarships	Honors College Info
<b>Eastern Oregon University (EOU)</b>	La Grande	GPA: 2.75 Test: Blind <a href="#">Link</a>	Deadline: Sept 15th <a href="#">Link</a>	<a href="#">Freshmen Requirements</a>	Oct 1st to Feb 1st <a href="#">Scholarships</a>	
<b>Oregon Institute of Tech (OIT)</b>	Klamath Falls and Wilsonville	GPA: 3.0 Test: Optional <a href="#">Link</a>	Priority: Nov 1st Deadline: Feb 1st FAFSA: Mar 1st <a href="#">Link</a>	<a href="#">Apply</a>	Submit by Mar 1st <a href="#">Scholarships</a>	<a href="#">Link</a>
<b>Oregon State University (OSU)</b>	Corvallis and Bend	GPA: 3.0 Test: Optional <a href="#">Link</a>	Early: Nov 1st Deadline: Feb 1st <a href="#">Link</a>	<a href="#">Freshmen Requirements</a>	<a href="#">Freshmen Scholarships</a>	<a href="#">Link</a>
<b>Portland State University (PSU)</b>	Portland	GPA: 3.0 Test: Optional <a href="#">Link</a>	Apply before Feb 1st <a href="#">Link</a>	<a href="#">Freshmen Requirements</a>	Oct 1st to Feb 1st <a href="#">Scholarships</a>	<a href="#">Application Deadline</a> <a href="#">Link</a>
<b>Southern Oregon University (SOU)</b>	Ashland	GPA: 2.5 Test: Optional <a href="#">Link</a>	Apply before Feb 1st <a href="#">Link</a>	<a href="#">Apply</a>	Submit by Feb 15th <a href="#">Freshmen Scholarships</a>	<a href="#">Link</a>



<b>University of Oregon (UO)</b>	Eugene	GPA: 3.0 Test: Optional <a href="#">Link</a>	Early Action: Nov 1st Apply before Jan 15th <a href="#">Link</a>	<a href="#">Freshmen Requirements</a>	<a href="#">Freshmen Scholarships</a>	Apply by Jan 15th <a href="#">Link</a>
<b>Western Oregon University (WOU)</b>	Monmouth	GPA: 3.0 Test: Optional <a href="#">Link</a>	Apply before Feb 1st <a href="#">Link</a>	<a href="#">Apply</a>	<a href="#">Freshmen Scholarships</a>	<a href="#">Link</a>

## Oregon Private Universities

Name	Location	Requirements	Application Deadlines (Fall 2021)	How to Apply	Popular Scholarships	Honors College Info
<b>George Fox University</b>	Newberg	GPA: 3.0 Test: Optional <a href="#">Link</a>	Early Action: Nov 1st Priority: Feb 1st <a href="#">Link</a>	<a href="#">Apply</a>	<a href="#">Information Scholarships</a>	<a href="#">Link</a>
<b>Lewis &amp; Clark College</b>	Portland	GPA: 3.0 Test: Optional <a href="#">Link</a>	Early Action: Nov 1st Regular: Jan 15th <a href="#">Link</a>	Common App <a href="#">Apply</a>	<a href="#">Scholarships</a>	<a href="#">Philosophy Honors Program</a>
<b>Linfield University</b>	McMinnville	GPA: 3.0 Test: Optional <a href="#">Link</a>	Early Action: Nov 1st Regular: Feb 1st <a href="#">Link</a>	Common App <a href="#">Apply</a>	Deadline: Dec 1st <a href="#">Scholarships</a>	
<b>Pacific University</b>	Forest Grove	GPA: 3.0 Test: Optional <a href="#">Link</a>	Early Action: Nov 1st Rolling Admissions after Jan 15th	Common App <a href="#">Apply</a>	<a href="#">Scholarships</a>	<a href="#">Honor Societies</a>
<b>Reed College</b>	Portland	GPA: 3.0 Test: Blind <a href="#">Link</a>	Early Action: Nov 15th Regular: Jan 15th	Coalition App Common App Reed App <a href="#">Apply</a>	<a href="#">Financial Aid</a> <a href="#">How to Apply</a>	

<b>University of Portland</b>	Portland	GPA: 3.0 Test: Optional <a href="#">Link</a>	Final Deadline: Jan 15th <a href="#">Link</a>	UP App Common App <a href="#">Apply</a>	<a href="#">Scholarships</a>	Apply by Feb 1st <a href="#">Apply</a>
<b>Warner Pacific University</b>	Portland	GPA: 3.0 Test: Optional <a href="#">Link</a>		<a href="#">Apply</a>	<a href="#">Scholarships</a>	
<b>Willamette University</b>	Salem	GPA: 3.0 Test: Optional <a href="#">Link</a>	Early Action: Nov 15th Regular: Jan 15th	Common App <a href="#">Apply</a>	<a href="#">Cost &amp; Aid</a> <a href="#">Scholarships</a>	<a href="#">Psychology Honors Program</a>



## Off-Campus Courses

Students may apply no more than **6 credits** of off-campus credits toward fulfilling graduation requirements taken while currently enrolled as a BSD student. All courses must be approved by the student's counselor prior to enrolling in any course outside of BASE. See your counselor for the appropriate form. Should board policy change, this policy may be updated accordingly.

Courses from external programs\* must satisfy three requirements in order for credit to be awarded by BSD and appear on a student transcript:

1. External course providers must be accredited by Cognia, or regional affiliate
2. External courses must be led by a properly certified teacher.
  - a. A certificated teacher has the primary responsibility for the student's instructional interaction. Instructional interaction between the teacher and the student involves two way communication that includes, but is not limited to, direct instruction, review of assignments, assessment, testing, progress monitoring, and evaluation of proficiencies.
3. The content of external courses must substantially align to the learning targets of the equivalent course currently offered in Beaverton Schools.
4. External course assessments must be sufficiently aligned to the BSD equivalent course learning targets, to the extent that they will collectively provide sufficient evidence towards proficiency in those learning targets.
5. BSD is in the process of maintaining a list of vendors and courses that have been vetted to meet these standards, which will be updated annually once in place. This list is a work in progress for the 2021-22 school year.

## Credit Recovery Courses

BASE offers online credit recovery courses for core credits and Health 1 for students who earned an F in those courses. Students may recover credit through Target Recovery. This is done with the guidance of the student's counselor and mentorship of the Teacher of Record in the content area. This process allows students to recover a failed course and receive a "P" on their transcript in place of the F if the indicated targets are passed.

Students who receive a "D" or "F" grade may also repeat the course for a change of grade. The "D" grade will convert to an "N" mark on the transcript, and the new course with the new grade will be recorded during the semester in which the class was retaken. For courses where an "F" was earned, the new grade will not replace the "F" on the transcript. Four-year colleges do not count D's in core classes as meeting requirements for college entrance. It is recommended that students retake courses in which they earned a D. See counselors for details.

Credit recovery options include:

**Math:** ALL AGS courses, Geometry, Algebra 2, Prob/Stats and FAT

**ELA:** Lit and Comp 9, 10, 11, and 12

**Science:** Physics, Chemistry, and Biology

**Social Studies:** Global Studies 9, American Studies 10, Government 1, and Economics 1

**Health:** Health 1 and Health 2

Credit Recovery for AP, dual-credit or elective courses are not offered. Course offerings are subject to change based on Teacher of Record availability and funding. Students interested in credit recovery should contact their counselor prior to and during the forecasting season. See counselors or Administration for details.



## Course Repetition

Most courses for which students receive a passing grade **may not be repeated** for credit, though there are some exceptions in the elective course areas. Students should discuss the implications of repeating courses with passing grades with their counselor before they are taken.

## Independent Study

Students may occasionally work with individual teachers on an independent study course. There are specific criteria attached to this type of course. A contract must be completed and submitted within the first two weeks of the semester to be considered for elective credit. See your teacher for the actual contract and further details.

## Work Related Credit Options

### School to Work Opportunities

BASE's School-to-Work Careers program aims to improve the way students are prepared for college, careers, and citizenship. The goal is to improve learning through interesting and relevant experiences that integrate school-based and work-based learning and foster real-world applications of principles and concepts. Students interested in school-to-work activities should speak to BASE's School-to-Work Coordinator and their counselor for more information and registration. The following opportunities are available to BASE students:

- Community Service: Students who would like to earn 0.5 elective credit for their volunteer experience must complete some course requirements and 65 hours of community service. A total of 1.0 elective credit can be earned through volunteer-related activities (130 total hours of community service). Your counselor and the Internship Coordinator are a great resource for local volunteer opportunities for students. The Community Service opportunity is open to all grade level students. IMPORTANT NOTE: Pre-registration with the School-to-Work coordinator at the beginning of each semester is required to earn credit.
- Structured Work Experience: A currently employed student who would like to gain additional skills in the workforce may receive 0.5 elective credit per semester after completing some specific requirements. A total of 1.0 elective credit can be earned by **juniors and seniors** through work-related activities. IMPORTANT NOTE: Pre-registration with the School-to-Work coordinator at the beginning of each semester is required to earn credit.

## Withdrawal From School

Students planning to transfer to another school must present a written request from a parent/guardian to the Counseling Office. The registrar will issue a withdrawal slip for the student to present to teachers in order to receive grades and return textbooks and Chromebook. Withdrawing from school for any reason other than transferring to another school requires working with a counselor and/or administrator. Students are automatically withdrawn following the 10th consecutive day of absence per Oregon law. State law prohibits students from leaving school before age 18 or earning a GED or high school diploma. A release from compulsory education may be granted at 16 or 17 years of age under special circumstances (see counselor or Administrator).



## Transfer Credit

1. Credits awarded to students transferring into a Beaverton high school by high schools accredited by Cognia or one of its regional affiliates will be accepted as if the credits had been awarded in the District.
2. Credits from community colleges and private and public colleges and universities accredited through the Northwest Commission on Colleges and Universities (NWCCU) or one of its regional affiliates will be accepted.
  - a. Credit for courses at Portland Community College (Quarter Credit System) or any accredited college or university will be awarded according to the following table:

College Course Credit Hours (Quarter System)	School Credits
1 credit	1/4 credit
2-4 credits	1/2 credit
5-6 credits	1 credit
7-9 credits	1 ½ credits
10-12 credits	2 credits
13> credits	3 credits

**\*\*1 College PE Credit = 0.5 HS Credit**

3. International transcripts will be evaluated according to district procedures. Please see the school counselor or administrator for assistance.
4. International Grades: Any passing grades earned through non-American schools outside the United States will automatically be converted to **“Pass” grades** on the Beaverton transcript. These grades will have no impact on overall GPA.

# TRANSFER

# Diploma Distinction and Graduation

## Graduation Ceremony

Only those students who have earned 24 or more credits and meet Oregon graduation requirements **before** the graduation day may participate in the graduation ceremony. Students must earn at **least 20.5 credits** by the end of the first semester their senior year to be on track for graduation. All fines and fees must be paid for students to participate in graduation activities. Students must pay fines and fees at their neighborhood high school as well.



## Valedictorian Requirements

The valedictorian will be the graduating senior with the highest cumulative weighted GPA. The Valedictorian must attend BASE for at least three of their four years of high school, completing the senior year at BASE.

## Honor Roll

**3.0-3.49 Order of the Phoenix** in any one semester will be eligible for the The Order of the Phoenix for the following semester.

**3.5-4.0 Order of the Flame** in any one semester will be eligible for The Order of the Flame for the following semester.

*\*In addition to GPA requirements, students must also demonstrate academic integrity.*

# Awards and Recognition

Students at BASE have a variety of opportunities to get involved and to be recognized for their involvement. These awards include being part of academic excellence clubs, culturally diverse clubs, and earning cord and/or stoles during the senior year. Below is a list of the awards and recognitions available to students at BASE for the 2021-2022 school year..

## National Honor Society

NHS membership requires a 3.7 unweighted GPA, with evidence of the four pillars: scholarship, leadership, character, and service. Students demonstrate this through an application process. Students are invited to apply by the NHS Faculty Council and then they are scored by a rubric once again by the faculty council. Students who participate in NHS will earn a Dark Blue Graduation Cord.

## Advanced Placement Honors

Students earn the Advanced Placement Honors by completing 5 credits of AP classes. Students who meet this requirement will earn a Purple Graduation Cord.

## Biomedical Pathway Graduation Recognition Requirements

Biomedical Pathway Completers are recognized with a Red and White PLTW graduation cord. To qualify, students must complete at least 6 semesters of Biomedical core courses including both semesters of Biomedical Innovations, the capstone class. The Biomedical core courses are Principles of Biomedical Studies, Human Body Systems, Medical Interventions, and Biomedical Innovations. Pass the NHSA Exam.

The Biomedical Pathway Honor Award recognizes Biomedical Completers who also complete the pathway with high scholarship with a Red PLTW graduation stole. Students must earn a B or better for 8 semesters of Biomedical courses. The B or better grade must be earned in Principles of Biomedical Studies, Human Body Systems, Medical Interventions, and Biomedical Innovations. Pass the NHSA Exam.

## Computer Science Pathway Graduation Recognition Requirements

Computer Science Pathway Completers are recognized with Silver Cord PLTW cord. To qualify, students must complete at least 6 semesters of Computer Science core courses including both semesters of AP CS Principles, Cybersecurity and AP CS A which is the capstone class.

The Computer Science Pathway Honor Award recognizes Computer Science Completers who also complete the pathway with high scholarship with a Silver PLTW graduation stole.

Students must earn a B or better in each course, complete the EoC in each course, and complete the CAP project in CSA.

### **Engineering Pathway Graduation Recognition Requirements**

Engineering Pathway Completers are recognized with a Blue and White PLTW graduation cord. To qualify, students must pass at least 6 semesters of Engineering core courses including both semesters of Engineering Design & Development, the capstone class. The Engineering core courses are Intro to Engineering Design, Principles of Engineering, Digital Electronics, Applied Engineering, and Engineering Design & Development.

The Engineering Pathway Honor Award recognizes Engineering Pathway Completers who also complete the pathway with high scholarship with a Blue PLTW graduation stole. Students must earn a B or better for 8 semesters of Engineering courses. The B or better grade must be earned in Intro to Engineering Design, Principles of Engineering, Digital Electronics, Applied Engineering, Engineering Design & Development, and Computer Science Principles.

#### *Notes:*

- *When the district suspends letter grades, "P" grades will qualify toward Engineering Pathway Completion and a B or better grade toward the Engineering Pathway Honor Award.*
- *Computer Science Principles is not included in the calculation for the Engineering Pathway Completer Award, but is included as one of the classes to earn a B or better toward the Engineering Pathway Honor Award.*

### **First in Family to Attend College**

Being the first generation, in a family, to attend college is a significant accomplishment for students and their families. To recognize this accomplishment students who are First Generation College Students will receive a White Graduation Cord.

### **Oregon Institute of Technology Dual Credit**

Students who complete 10+ Oregon Tech credits with a B or better, using classes that have final reported grades. Will earn the Blue, White, and Gold Graduation Cord. Please note, any courses still in progress and ungraded will not be considered for cords.

### **Portland Community College Dual Credit**

Students who complete 9 or more credits through dual credit classes articulated with PCC will earn a Blue and Gold cord for graduation.

### **Project Lead the Way Dual Capstone Honors**

Students who are enrolled and complete the Engineering Design Development capstone for the Engineering Pathway and complete the Biomedical capstone for the Biomedical Pathway will earn a Red and Blue cord for graduation.



# **BSD/OSAA Activity & Athletic Eligibility**

Please note that BSD Board Policy requires students to be enrolled in at least 2.5 credits each semester, earn at least 2.5 credits in the semester prior to the season, and be on track to graduate in four years to participate in athletics and OSAA activities. It covers all high school students involved in interscholastic athletics or in extra- curricular activities that involve competition between schools or public performances. Activities and athletics require a participation fee. Fees for the 2021-22 school year are yet to be determined and must be paid to the high school where the student is participating in the activity or athletics.

## **Eligibility of Participation**

Students must meet Beaverton School District and OSAA eligibility standards if they wish to participate in athletics or activities. All ninth graders are eligible to participate during the first grading period of the school year if they are taking five or more classes. After the first grading period, there will be additional academic standards for all students. Students must be enrolled in a minimum of five academic classes that earn credit for eligibility.

BASE students must meet the following requirements in order to participate in athletics and/or activities:

- Students must attend all classes each day in order to participate in practice, an event, game or activity.
- Demonstrate good citizenship in the school and in the community.
- Adhere to school rules and the training rules of the school, 24 hours a day.
- Have a parent-signed participation form before tryouts or the first practice.
- All 9th and 11th graders, and any students new to the district who have not had a physical within the last two years, will be required to have a physical. BSD will accept physicals dated after May 1, 2021, recorded on BSD forms (available on the website of the schools where the student is participating in the spring or in the Athletics Offices).
- Indicate emergency medical treatment approval and provide documentation of insurance.
- Travel by school authorized transportation only.
- Demonstrate adequate progress toward graduation with the following number of credits earned by the start of the school year: Sophomores - 4.5 credits, Juniors – 10 credits, Seniors – 17 credits.
- **Fifth year seniors are not eligible to participate.**

In addition, students must meet the following Oregon School Activities Association (OSAA) requirements to participate in athletics and/or activities:



- A student must reside in the attendance area of the school district he/she represents in competition.
- A student must be enrolled in courses or work which will offer 2.5 credits each semester honored by BASE. Credit for work experience, independent study and credit recovery will satisfy this requirement.
- Earn 2.5 credits the semester before the season begins.

## Academic Support Program for Athletics/Activities

The Beaverton School District enforces an Academic Support Program for all students involved in athletics or activities that compete or perform. These students must be passing at least five classes during their participation. OSAA eligibility is reviewed each time grades/progress reports are sent home. Students with any failing grades must participate in the ASP until grades are passing.

For additional details contact the Athletic Director office at your neighborhood comprehensive high school. Students interested in the rules and regulations of college athletic scholarships are encouraged to visit: [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).