High School Programming (Grades 9-12) -- Each high school shall provide challenging and rigorous courses in the programs of study in grades 9-12 that enable students to achieve high levels of competence for academic and career development. High schools will incorporate the W. Va. Policy 2520.19 across content areas and teacher-led advisory programs. Students will be provided opportunities to develop intellectual, social/emotional, physical and technological capacities needed for successful transitioning beyond graduation to ensure all students are college- and career-ready. Students will be provided the opportunity to develop foundational knowledge and skills for their success in a global society.

Chart IV outlines the West Virginia high school graduation requirements effective for all students enrolled in high school in the 2018-19 school year, unless otherwise specified.

High School Programming (Grades 9-12)

WVBE Policy 2510 Chart IV: Foundations for High-Quality Developmentally Appropriate High School Programming (Grades 9-12) 22 credits required: 18 prescribed and 4 personalized	
Chart IV High School Programming (9-10, 11-12) The minimum graduation requirements are 22 credits. (see Section 5.4.f.3) Graduation requirements are effective for the 2018-2019 freshman cohort, and thereafter or as otherwise specified. Courses needed for graduation require mastery of approved content standards. Students should consult with their chosen postsecondary educational/training program when choosing course options and electives. The required courses outlined below are designed to build strong content knowledge across disciplines by engaging students in work of quality and substance. In grades 9 and 10, students build foundational knowledge and skills. In grades 11 and 12, students enter into a personalized aspect of their PEP, focusing carefully on selected coursework that leads to successful completion of their personal and academic goals. Each student's coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Students who do not demonstrate mastery of the approved content standards shall be provided extra assistance and time through personalized learning and support.	
Gilmer County Graduation Requirements (20 Required; 4 Personalized) County boards of education have the authority to increase graduation requirements for schools in their counties (WVBE Policy 2510, Chart IV, Page 14).	
English Language Arts*	**4 credits** English 9 English 10 English 11 English 12 or English 12 CR or Transition English Language Arts for Seniors* An Advanced Placement (AP®) English course may be substituted for any of the above courses.
Mathematics*	**4 credits** Algebra I Geometry

	Algebra II Trigonometry/Pre-calculus or Transition Mathematics for Seniors* or any other fourth course option (see Chart V and 5.4.c.4) An AP® Mathematics course may be substituted for an equivalent course or any fourth course option.
Science*	**3 credits (4 credits for college admission)** Earth and Space Science (Grade 9) Biology or AP® Biology (Grade 10) One additional science course or AP® science course (see Chart V)
Social Studies*	**4 credits** 1 credit from World Studies or an AP® Social Studies course (see Chart V) 1 credit from United States Studies[1] or United State Studies-Comprehensive or AP® U.S. History 1 credit from an additional Social Studies course or an AP® Social Studies course (see Chart V) 1 credit from Civics or AP® United States Government and Politics.
Physical Education*	**1 credit** Physical Education 9-12 or Integrated Physical Education. At least 50 percent of class time for physical education should be spent in moderate- to vigorous-intensity physical activity.
Health*	**1 credit** Health 9-12 (WVEIS course 6909)
The Arts*	**1 credit**
Graduation Requirements	**(4 personalized)**
Personalized Education Plan	**4 credits** Each student's PEP will identify a career cluster and a program of study or course work for the 4 credits that will lead directly to placement in, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs. Best practices encourage students to experience the following: an AP® and/or Advanced Career (AC) course with corresponding examination, an additional science, a computer science, an online/digital learning experience, 2 credits in one world language, and/or 4 credits culminating in acquisition of industry-recognized CTE credential focused on career aspirations.
Personalized Learning	The West Virginia Personalized Learning Framework (PL) is a statewide

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[1] Best practice encourages students who take *United States Studies* to take *Contemporary Studies* as their next course of study.

	initiative that suggests flexible use of resources to provide relevant academic, social/emotional, and/or behavioral support to enhance learning for all students. PL is characterized by a seamless system of high-quality instructional practices allowing all students to attain significant progress, whether they are considered at-risk, exceeding grade-level expectations or at any point along the continuum.
Local Graduation Requirements (2 Required)	
Electives	Under WVDE Policy 2510, 5.4.a Chart IV, county boards of education have the authority to increase graduation requirements for schools in their counties. When choosing electives, students should consult with their chosen postsecondary educational programs to make sure the electives are acceptable. **Gilmer County Board of Education** requires the following courses to be completed with a passing grade of D or better to earn credit toward graduation: Business Computer Applications I—1 Credit (WVEIS 1411) College & Career Exploration—1 Credit (WVEIS TBD)
Community Readiness Program of Study	Students with disabilities may earn 4 credits in Community Readiness Training recommended through an IEP Team as a personalized program of study.
Career and Technical Education (CTE)*	The high school must offer students in grades 9-12 engaging and empowering career development learning opportunities that include: Structured, on-going CTE experiences for career awareness, exploration, decision-making, and career preparation exposing students to all 16 career clusters within a Simulated Workplace/project-based hands-on environment. A CTE program of study is aligned with the approved 16 career clusters and consists of 4 courses identified for WVDE approved career and technical programs of study. (Refer to W. Va. 126CSR44M, Policy 2520.13, West Virginia College- and Career-Readiness Programs of Study/Standards for Career and Technical Education (Policy 2520.13) and current WVEIS course code manual.) Each career and technical program of study in a school shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program when applicable. Multi-County Centers, County CTE Centers, and Comprehensive High Schools must provide students with access to program of study in a minimum of 6 of the 16 approved WV Career Clusters. Eighty percent of students in grades 9 and 10 must have access to at least one career and technical foundations course.

| | Thirty percent of students in grades 11 and 12 must have access to four units in a career and technical program of study and two career and technical electives.

A CTE completer is identified by successful completion of the four required courses outlined within the WVDE approved career and technical programs of study. (Refer to Policy 2520.13 and current WVEIS course code manual.)

Approved WV Career Clusters
   Agriculture, Food and Natural Resources
   Architecture and Construction
   Arts, A/V Technology and Communication
   Business Management and Administration
   Education and Training
   Finance
   Government and Public Administration
   Health Sciences
   Hospitality and Tourism
   Human Services
   Information Technology
   Law, Public Safety, Correction and Security
   Manufacturing
   Marketing
   Science, Technology, Engineering and Mathematics
   Transportation, Distribution and Logistics |
|---|---|
| **CTE Accommodations for Students with Disabilities** | Two options exist for students with IEPs to complete a CTE program of study:
1. The typical completion of a CTE program of study with/without accommodations and supports if a student is capable of passing 100% of the safety exam for the respective program of study.
2. Individual Work Ready Competencies (see Section 11.36). |

Practices for Global Competence

Diversity and Multicultural Education	Global competence includes the use of knowledge and skills to investigate the world beyond our immediate environment, recognize our own and others' perspectives, communicate ideas effectively with diverse audiences, and translate ideas into appropriate actions. Diversity and Multicultural education programs must be developed and implemented to foster an environment of respect of individuals from a variety of cultural, ethnic, racial, and religious backgrounds.
World Languages	Communicating in a global society requires students to apply appropriate language strategies through embedded opportunities to explore and gain an understanding of the world around them. Undergraduate admission to

	some four-year colleges and universities includes the completion of two units of the same world language. Students need to consult with their postsecondary educational programs concerning world language requirements.

Practices for Student Success and Career Readiness	
Career Development	All students in grades 9-12 will be provided structured, on-going opportunities for career exploration, decision-making, and career preparation. Career development shall use an integrated approach, where all staff assist students to explore the 16 career clusters during the instructional day. Career exploration will include opportunities for students to discover their interests in emerging careers including STEM careers in science, oil & gas, technology, computer science, engineering, and mathematics. Student advisors will use each student's career awareness activities to develop the PEP. Advisors will assist students and their parents to utilize their various interests, learning styles, and career and academic assessments to guide educational planning and career choices. Career development requirements include: 1) Offering WVDE CTE approved Programs of Study with required four courses for completion and Simulated Workplace environments; and/or 2) Provide an integrated curriculum approach that engages all faculty members in instructional CTE practices that permit all students instruction to explore the 16 career clusters; and/or 3) Students will utilize career exploration and learning activities to guide high school, postsecondary education, and career planning opportunities while documenting a personalized career portfolio that is transportable throughout the student's high school career; and/or 4) Career exploration will include opportunities for students to explore their career interests and personal strengths in emerging and labor market demand occupations. Emerging and high demand occupation areas shall be continuously identified through the collaborative efforts of the WVDE Division of Technical Education, the Governor's Economic Initiative, and the West Virginia Department of Commerce.
Comprehensive School Counseling Program	A standards-focused, integrated school counseling program will assist students with the acquisition of school success and career readiness skills to prepare for high school and postsecondary success. School counselors will work collaboratively with other school staff to assist students with academic and postsecondary planning that leads to seamless transitions to the identified postsecondary options. Refer to Policy 2315 to ensure

	alignment with policy requirements.
Simulated Workplace	All state-approved CTE programs of study require a classroom shift to a workplace environment for students enrolled in the 3rd and 4th required program of study courses. All Simulated Workplace protocols must be implemented: • Student Led Companies • Application/Interview Structure • Formal Attendance System • Drug Free Work Zone • 5S Environments • Safe Work Areas • Work Place Teams • Project-Based Learning/Student Engagement • Company Name and Handbook • Company Meetings • Onsite Business Reviews • Accountability (data review, report, and technical assessments)
Student Advocate/Advisor/Mentor	High schools will implement an advisory system that provides students with meaningful supportive relations and maximizes each student's personalized learning experience. An adult advocate, advisor, or mentor will take an assessment of the student's interest, learning, goal setting, career planning, and personal growth. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's PEP, career portfolios, social/emotional learning, and the teaching of other skills that enhance schools success and build competent global citizens.
Formative Assessment	Teachers employ formative assessment processes to guide daily instruction in high school programming. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students' progressions of learning across content areas are utilized to personalize learning.
Physical Activity	High schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness activities that extend beyond the course requirements for physical education and health. This may be accomplished through programs that focus on skill development, sportsmanship, and teamwork. Opportunities should be provided for 30 minutes of moderate to vigorous integrated physical activity daily to keep high school students physically active throughout the school year. Wellness education should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence.
Technology and Computer Science	Students in grades 9-12 will be provided regular opportunities within the context of normal course work to master the standards set forth in Policy

	2520.14. The infrastructure of classrooms should infuse technology and pedagogy into instruction, thus leading to improved student engagement. It is recommended that all students complete a computer science course and an online learning experience during grades 9-12. Students must be provided opportunities for advanced technology learning. It is important that students understand the difference between being a user of technology and a creator of technology, and have the opportunity to do both.	

* See High School Best Practices Document provided by the Division of Teaching and Learning.

5.4.b. High School Programs Course Options (Grades 9-12)

Chart V: High School Programming (9-12) Course Options		
	Courses Required To Be Offered in addition to all courses listed in Chart IV	**Additional Course Options**
English Language Arts*	Transition English Language Arts for Seniors A minimum of one AP® English courses	English 12 CR Additional AP® English Courses English Language Arts College Courses Other English Language Courses based on student need and interest International Baccalaureate (IB) Program Courses
Mathematics*	Math I Lab or Algebra I Support Math IV - Trigonometry/Pre-calculus Calculus Transition Mathematics for Seniors A minimum of one AP® math course	Additional AP® Mathematics Courses inclusive of AP® Computer Science A Advanced Mathematical Modeling STEM Readiness Mathematics Math IV TR Transition Mathematics for Seniors Mathematics college courses IB Program Courses Computer Science and Mathematics Dual Credit College Courses County Created and Approved Math Courses higher than Algebra II
Science*	Chemistry Human Anatomy and Physiology Physics Physical Science A minimum of one AP® science course	Additional AP® Science courses Environmental Science Forensics Science college courses Computer Science - GIS Dual Credit College Courses CTE Courses AC Energy and Power (courses 1-4)

		Animal and Plant Biotechnology
		Principles of Agriculture Science-Plan
		Principles of Engineering
		Human Body Systems
		AC Innovations in Science and Technology (courses 1-4)
		Natural Resources Management
		Therapeutic Services (Courses I, II, and III)
		Additional IB Program Courses
Social Studies*	Geography	AP® Comparative Government and Politics
	Contemporary Studies	AP® European History
	Economics	AP® Human Geography
	A minimum of one AP® social studies course	AP® Macroeconomics
		AP® Microeconomics
		AP® Psychology
		AP® World History
		IB Program Courses
		Financial Literacy
		Psychology
		Social Studies college courses
		Sociology
		Dual Credit College Courses
		JROTC (Courses 1-4)
World Language	Three levels of one world language	Other world languages based on student need and interest
		AP® World Language
		World Language college courses
Health*	Any courses required to satisfy a Personalized Education Plan	Other health courses based on student need and interest
		Health college courses
Physical Education*	Any courses required to satisfy a Personalized Education Plan and one lifetime physical education course	Other physical education courses based on student need and interest
		Physical education college courses
		The following JROTC courses will fulfill the 1 credit PE requirement:
		• JROTC I and II
		Counties may choose to allow specific school-sponsored extra-curricular and inter-scholastic activities to fulfill 1 PE credit.
The Arts*	Four sequential courses in music	AP® Arts Courses

	(both choral and instrumental), visual art (general art and/or studio art), dance, theatre	Arts college courses The following CTE courses will fulfill the 1 credit Arts requirement: • Fundamentals of Illustration (1851) • Fundamentals of Graphic Design (1857) • Advanced Illustration (1861) • Advanced Graphic Design (1859) • Ornamental Metalwork (1982) • Digital Imaging I (1431) • Drafting Techniques (1727) • Floriculture (0213)
Career and Technical Education*	Schools must provide students access to programs of study in a minimum of six (6) of the 16 approved WV Career Clusters Schools must offer one foundation course that teaches parenting skills.	AC courses Other CTE courses based on student need and interest
Driver Education	One course	
Technology and Computer Science	Computer Science	Information Technology (IT) Information Management Web Development Other courses based on student need and interest All CTE Computer Science/IT Courses County Created Computer Science/IT Courses Computer Science in the Modern World

* See High School Best Practices Document provided by the Division of Teaching and Learning.

     5.4.c. Programs of Study -- The programs of study identified in Charts I-V (WVBE Policy 2510) must be available to all students as noted above.

       5.4.c.1. A student who transfers into a West Virginia school that has higher graduation requirements may not be able to complete these requirements. In such cases, the student's credits shall be evaluated to determine if one or more county and/or state requirements will be waived by the county or state superintendent.

       5.4.c.2. If a student has been enrolled continuously in grades 9-12, the student shall be expected to meet the graduation requirements that were in effect when he or she entered grade 9 unless amended by WVBE policy.

       5.4.c.3. If a student has enrolled after dropping out of school, the requirements that a student

must meet depend upon the length of time he or she has been out of school. If the student has been out of school less than one academic year, he or she would be expected to complete the graduation requirements that were in effect when he or she entered grade 9 for the first time. If the student has been out of school one year or more, he or she would be expected to complete the graduation requirements in effect upon re-enrollment.

5.4.c.4. A student must be enrolled in a mathematics course each year of high school.

Legal Authority: **West Virginia Board of Education Policy 2510**

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