

**POLICY 2510**  
**Foundations for High-**  
**Quality High School**  
**Programming Best**  
**Practices**  
**(Grades 9-12)**

**May 9, 2018 Edition**

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# Arts

The Arts*	1 credit	
	<b>Courses Required To Be Offered in addition to all courses listed in Chart IV</b>	<b>Additional Course Options</b>
The Arts*	Four sequential courses in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	AP® Arts Courses Arts college courses The following CTE courses will fulfill the 1 credit Arts requirement: <ul style="list-style-type: none"> <li>• Fundamentals of Illustration (1851)</li> <li>• Fundamentals of Graphic Design (1857)</li> <li>• Advanced Illustration (1861)</li> <li>• Advanced Graphic Design (1859)</li> <li>• Ornamental Metalwork (1982)</li> <li>• Digital Imaging I (1431)</li> <li>• Drafting Techniques (1727)</li> <li>• Floriculture (0213)</li> </ul>

## Guidance

In order to offer 2 credits for one or more courses, or to establish new embedded credit courses, counties will need to establish an embedded credit policy. Please see guidance for Embedded Credit.

Increased physical activity for all students may provide opportunities for ongoing, sequential arts courses to incorporate additional movement-based work into the course content. Arts teachers may play a key role in providing leadership and expertise to develop a plan for the school wide implementation of additional physical activity; to create arts integrated lesson plans and movement-based activities for teachers; and/or to advocate for additional arts coursework or class time that would provide the necessary physical activity to students.

## Resources

The Kennedy Center, <http://artsedge.kennedy-center.org/educators/standards.aspx>

National Coalition of Core Arts Standards (2014), <http://nationalartsstandards.org>

# Computer Science:

<b>Standards-Focused Curriculum</b>	
<p>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.</p> <p>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.</p>	<p>Technology and Computer Science</p>

## Guidance

Technology is integrated throughout classroom experiences as a tool to facilitate the learning process.

Technology-infused activities should, if possible, extend the learning environment beyond the normal school day or setting and extend the development of digital citizenship skills in students.

All high schools must offer at least one Computer Science course. These include, *but are not limited to*:

2872	Computer Science in the Modern World
6045	Computer Science – Introduction to Geographic Information Systems
2806	AP® Computer Science Principles
2801	AP® Computer Science A
3030	AP® Computer Science A (fourth math credit)
2805	IB Computing Studies
3161	Computer Science & Mathematics (fourth math credit)
2816 (and series)	Basic Programming
2821 (and series)	Computer Graphics
2826 (and series)	Computer Science & Information Systems
2831 (and series)	Computer Science/Programming
2836 (and series)	Computer Systems
2841 (and series)	Computer Technology
2851 (and series)	Network Technology
2856 (and series)	Object-Oriented Language
2861 (and series)	Operation Systems
2866 (and series)	Pascal Programming
Courses from these CTE pathways	
IT2210	Advanced Careers Informatics
IT2215	Computer Science – Project Lead the Way
IT1640	Cisco Networking Academies
IT1680	Computer Systems Repair Technology
IT1442	Coding, App, and Game Design

IT1445	Simulation and Game Development
MA1630	Robotics
Other CTE and locally offered Computer Science courses	
Please refer to the Course Code Manual, which is updated on a regular basis. <a href="https://wveis.k12.wv.us/wveis2004/support.htm">https://wveis.k12.wv.us/wveis2004/support.htm</a>	

## Resources

Apple Education. *Introduction to App Development with Swift (1 semester)*. *App Development with Swift (2 semesters)*, <https://www.apple.com/education/teaching-code/>

Beauty and Joy of Computing. *Computer Science Principles AP®*, <http://bjc.berkeley.edu/website/curriculum.html>

Code.org. *Computer Science Principles AP®*. <https://code.org/educate/curriculum/high-school>

College Board. *AP® Computer Science Principles*. *AP® Computer Science A*.  
<https://apcentral.collegeboard.org/courses/ap-computer-science-principles?course=ap-computer-science-principles>  
<https://apcentral.collegeboard.org/courses/ap-computer-science-a?course=ap-computer-science-a>

CompuScholar. *Teaching Tomorrow's Technology*. *Windows Programming – Introduction to Programming using C#*

*Java Programming – Introduction to Programming using Java* (abridged or AP®).  
<http://www.compuscholar.com/schools/courses/overview/>

Microsoft. *Introduction to Python*. *Java Programming Fundamentals*. *Technopreneurship: From Pitch to Prototype*

*HTML5 Application Development Fundamentals (MTA-375)*. <https://imagineacademy.microsoft.com>

## English Language Arts (ELA):

<b>English Language Arts*</b>	<b>4 credits</b> English 9 English 10 English 11 English 12 or English 12 CR or Transition English Language Arts for Seniors* An AP® English course may be substituted for any of the above courses.
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### Guidance

#### Transition English Language Arts for Seniors

5.4.f.6. Students who do not meet the college- and career-readiness benchmarks (established in conjunction with the WV HEPC) for English language arts and/or mathematics prior to their senior year must enroll in Transition English Language Arts for Seniors and/or Transition Mathematics for Seniors even if they already have the required number of credits in that area. Students may enroll in a higher level course with agreement between the student, his or her parent and/or guardian, and the school.

Transition English Language Arts for Seniors focuses on a set of prioritized English language arts standards for students who have not met the college- and career-readiness benchmark on the SAT School Day or other nationally recognized college admissions assessments. NCAA may not approve this course; however, counties can individually apply for NCAA approval. Students are responsible for verifying that their course selection will support their eligibility as student-athletes as defined by the NCAA. Transition English Language Arts for Seniors fulfills the fourth credit requirement in English language arts for graduation and is accepted by in-state higher education institutions.

Free course materials are available in the Southern Regional Education Board's (SREB) Literacy Ready Course at this [link](#). Teachers must use the registration form (free of charge) to access the materials associated with the Literacy Ready course.

### Resources

Adlit.org. (2018). Ready for college. [http://www.adlit.org/ready\\_for\\_college/](http://www.adlit.org/ready_for_college/).

Southern Regional Education Board. (2013). *Literacy ready: Ready for reading in all disciplines*. [http://www.sreb.org/page/1683/literacy\\_ready.html](http://www.sreb.org/page/1683/literacy_ready.html)

# Mathematics:

<b>Mathematics*</b>	<b>4 credits</b> Math I or Algebra I Math II or Geometry Math III STEM, or Math III LA or Math III TR or Algebra II Math IV - Trigonometry/Pre-calculus or Math IV TR 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.
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## Guidance

5.4.c.4. A student must be enrolled in a mathematics course each year of high school. All students in the Grade 9 cohort as of the academic year 2018-2019 are required to be enrolled in a mathematics course during each year of high school.

### High School Math I Lab and Algebra I Support Credit toward Graduation

Mathematics taught in the ninth grade year is often referred to as “gatekeeper” content to higher level mathematics. Struggling ninth grade students may benefit from a Math I Lab or an Algebra I Support experience that is responsive to their individual academic needs through a data driven decision making process. Because some of the highest priority content for college and career readiness comes from Grades 6-8, the Math I Lab and the Algebra I Support experiences should address the Mathematical Habits of Mind and connect to the Math I standards or the Algebra I standards while including powerfully useful proficiencies such as applying ratio reasoning in real-world and mathematical problems, computing fluently with positive and negative fractions and decimals, and solving real-world and mathematical problems involving angle measure, area, surface area, and volume.

Math I Lab or Algebra I Support is intended to be taught in conjunction with or prior to Math I or Algebra I. Upon successful completion, students enrolled in Math I Lab or Algebra I Support will receive one mathematics credit toward graduation. Students who have successfully completed Math I or Algebra I are not eligible to go back and earn a credit for the lab or support course.

It is also important to note that institutions or higher education will not recognize Math I Lab or Algebra I Support as a credit in mathematics. If a student is planning on attending college, it will be important to check with that institution to see if four mathematics credits are required for admission. If so, mathematics courses beyond the four required for graduation may be needed to meet the admission requirement. Undergraduate admission to WV four-year colleges and universities includes the completion of four distinct mathematics courses. Though two courses such as Math I and Math I Lab or Algebra I and Algebra I Support may be appropriately counted as two courses towards graduation, they do not cover two distinctly different bodies of knowledge that would be the expectation of college and university admission requirements.

## **Guidance Concerning Institutions of Higher Education, the NCAA and High School Graduation Requirements:**

Students should check with their specific higher education institutions regarding mathematics requirements needed for admission. It is important to note that while Math I Lab or Algebra I Support is appropriately counted as a mathematics credit toward graduation, these courses do not address a distinctive body of knowledge, as would be the expectation of college and university admission requirements.

The two courses of Math III TR and Math IV TR together only address the content of the Math III course; institutions of higher education may not recognize these as two distinct mathematics courses.

Students are responsible for verifying that their course selection will support their eligibility as student-athletes as defined by the NCAA. The NCAA does not recognize Math I Lab or Transition Mathematics for Seniors as credit-bearing courses for admission.

### West Virginia College- and Career-Readiness Courses

The Mathematical Habits of Mind apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful and logical subject that makes use of their ability to make sense of problem situations.

Additional course options include, but are not limited to, AP<sup>®</sup> Calculus, AP<sup>®</sup> Statistics, AP<sup>®</sup> Computer Science, dual credit mathematics courses, and advanced mathematics courses offered through WV Virtual School.

Schools can individually apply for NCAA approval of the high school mathematics courses in the Integrated Pathway, the Traditional Pathway, or Fourth Course Options.

## **Guidance for LEAs Considering Options in High School Mathematics Course Pathways**

### Choosing a Course Sequence Pathway

LEAs have the option to choose one of two course sequence pathways for the mathematics progression in grades 9-11.

- Option 1: Pathway known as the international or integrated course sequence of Math I, Math II, and Math III.
- Option 2: Pathway known as the traditional course sequence of Algebra I, Geometry, and Algebra II.

Points to consider when choosing a course sequence pathway:

- The mathematics standards identified in Math I, Math II, and Math III are identical to the standards identified in Algebra I, Geometry, and Algebra II. The content is simply grouped differently among the three years.
- Regardless of the pathway chosen for grades 9-11, the fourth course options remain the same as described in Policy 2510 and 2520.2B.
- In an instructional materials adoption year, LEAs may develop a transition plan for switching all students within a county from one math pathway to another. This plan is necessary to ensure that students have the opportunity to master all required math standards



- In a year other than an instructional materials adoption year, any county deciding to transition from one pathway to another must provide the WVBE assurance that students who have begun their high school course sequence in a pathway shall be given the opportunity to complete that three-year sequence or provide WVBE with a detailed, written transition plan to ensure students will not be penalized for the change in the mathematics course sequence.
- Students in LEAs choosing the traditional pathway of Algebra I, Geometry and Algebra II would not have the option of enrolling in Math III TR/Math IV TR. The content of these Math III TR/Math IV TR is the content of Math III. In order to assure exposure to the content required in grades 9-11, students must remain one pathway or the other.

#### Transition Mathematics for Seniors and Other Fourth Course Options:

5.4.f.6. Students who do not meet the college- and career-readiness benchmarks (established in conjunction with the WV HEPC) for English language arts and/or mathematics prior to their senior year must enroll in Transition English Language Arts for Seniors and/or Transition Mathematics for Seniors even if they already have the required number of credits in that area. Students may enroll in a higher level course with agreement between the student, his or her parent and/or guardian, and the school.

Transition Mathematics for Seniors focuses on a set of prioritized mathematics standards for students who have not met the college- and career-readiness benchmark on the SAT School Day or other nationally recognized college admissions assessment. The course prepares students for their entry-level credit-bearing liberal studies mathematics course at the post-secondary level. Focus is on helping students solidify their quantitative literacy by enhancing numeracy and problem solving skills as students investigate and use the fundamental concepts of algebra, geometry, and introductory trigonometry. Transition Mathematics for Seniors fulfills the fourth credit requirement in mathematics for graduation.

Free course materials are available in the Southern Regional Education Board's (SREB) Math Ready Course at this [link](#). Teachers must use the registration form (free of charge) to access the materials associated with the Math Ready course.

#### Accelerating High School Mathematics Courses

The adoption of the West Virginia College- and Career-Readiness Standards provides an opportunity to reconsider practices of accelerating high school mathematics to the middle school. It is strongly recommended that districts systematically consider the full range of issues related to accelerating high school mathematics courses at middle level grades. Districts should not be rushed or pressured into decisions and should develop a plan along with representative stakeholders, including parents, middle and high school teachers, counselors, and mathematics leaders.

Discussions and decision-making regarding accelerating high school mathematics to the middle school should include the following three areas of consideration:

- the increased rigor of the grade 8 mathematics standards;
- options for high school pathways that accelerate starting in grade 9 to allow students to reach advanced mathematics courses such as Calculus by grade 12; and
- the offering of high school mathematics in middle school to students for which it is appropriate.

## Foundations for High-Quality High School Level Programming

### Increased Rigor of Grade 8 Content Standards for Mathematics

Success in the introductory high school mathematics course for either the Integrated Pathway or the Traditional Pathway is crucial to students' overall academic success and their continued interest and engagement in mathematics. In the past, based on perceived redundancies in content standards during the middle grades, districts had increasingly offered the former Algebra I course in 8<sup>th</sup> grade to enhance rigor. The current K-8 content standards, however, represent a tight progression of skills and knowledge that is inherently rigorous and designed to provide a strong foundation for success in the more advanced introductory high school mathematics course, High School Mathematics I or High School Algebra I.

The West Virginia College-and Career-Readiness Standards for Mathematics – Grade 8 are of significantly higher rigor and more coherent than traditional grade 8 mathematics standards. The content standards address the foundations of algebra by including content that had been part of previous Algebra I courses, such as more in-depth study of linear relationships and equations, a more formal treatment of functions, and the exploration of irrational numbers. Geometry standards relate geometry to algebra in a way that was not traditionally explored. In addition, the statistics standards are more sophisticated than those traditionally included in middle school and connect linear relations with the representation of bivariate data. The West Virginia College-and Career-Readiness Standards for Grade 8 address more algebra topics than were traditionally found in grade 8 standards.

The High School Mathematics I course and the High School Algebra I course build on the grade 8 standards and are correspondingly more advanced than previous Algebra I courses. Because many of the topics traditionally included in previous Algebra I courses are in the current grade 8 content standards, the High School Mathematics I and High School Algebra I courses start with more advanced topics and includes more in depth work with linear functions, exponential functions and relationships, and the previous high school content standards in statistics.

The selection and placement of students into accelerated opportunities must be done carefully in order to ensure success. It is recommended that placement decisions be made based upon a set of criteria including a readiness assessment to be reviewed by a team of stakeholders that includes teachers and instructional leadership. Options to consider are presented below:

### Accelerated High School Pathways

High school mathematics will culminate for many students during their senior year with courses such as High School Mathematics IV – Trigonometry/Pre-calculus, STEM Readiness, or Advanced Mathematical Modeling. Although this would represent a robust and rigorous course of study, some students will seek the opportunity to advance to mathematics courses beyond these courses. The following models are only some of the pathways by which students' mathematical needs could be met. Districts are encouraged to work with their mathematics leadership, teachers, and curriculum coordinators to design pathways that best meet the abilities and needs of their students.

For students who study the 8th grade content standards in grade 8, there are pathways that will lead them to advanced mathematics courses in high school, such as Calculus. In high school, compressed and accelerated pathways may follow these models, among others:

- Students could “double up” by enrolling in two mathematics courses during the same year. In the Integrated Pathway, students may enroll in the Math II course during the same year as Math III, or “double up” Math III STEM and Math IV – Trigonometry/Pre-calculus. In the

Traditional Pathway, students may enroll in Algebra I and Geometry or in Geometry and Algebra II during the same year.

- Some very advanced students will be able to move from Math III STEM or from Algebra II to Calculus. Districts are encouraged to work with their mathematics leadership, teachers, and curriculum coordinators to review the Math III STEM course to determine if they desire to add standards from Math IV – Trigonometry/Pre-calculus to the Math III STEM course to further ensure students success in Calculus.

*Note that the accelerated high school pathways delay decisions about which students to accelerate while still allowing access to advanced mathematics in grade 12.*

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Math I	Math II	Math III STEM	AP <sup>®</sup> Calculus
Math I	Math II	Math III STEM / Math IV – Trigonometry/Pre-Calculus (block schedule)	AP <sup>®</sup> Calculus
Algebra I	Geometry	Algebra II	AP <sup>®</sup> Calculus
Algebra I	Geometry / Algebra II	Math IV – Trigonometry/Pre-Calculus	AP <sup>®</sup> Calculus
Algebra I / Geometry	Algebra II	Math IV – Trigonometry/Pre-Calculus	AP <sup>®</sup> Calculus

## Resources

Southern Regional Education Board (2013). Math ready: Ready for college-level math. Available at [http://www.sreb.org/page/1684/math\\_ready.html](http://www.sreb.org/page/1684/math_ready.html)

# Physical Education:

## Graduation Requirement

<b>Physical Education*</b>	<b>1 credit</b> 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.
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## Chart V: High School Programming (9-12) Course Options

<b>Physical Education*</b>	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: <ul style="list-style-type: none"> <li>• JROTC I and II</li> </ul> Counties may choose to allow specific school-sponsored extra-curricular and inter-scholastic activities to fulfill 1 PE credit.
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## Guidance

### JROTC / P.E. Guidance

Completion of JROTC I and JROTC II will satisfy the state Physical Education requirement. Students completing **JROTC I** and **JROTC II** will not receive a Physical Education Credit in addition to JROTC I and JROTC II credits. This is not an embedded credit course.

Students in JROTC can still enroll in Physical Education and receive Physical Education credit upon successful completion of Physical Education course requirements.

The two attached documents will assist counselors in scheduling and transcribing the JROTC and PE courses. The documents are:

- [Student Attributes for Graduation Plans](#)
- [Setting Up Schedule for JROTC Meeting PE Requirement](#)

### Integrated PE and Extra-curricular /Interscholastic PE

Counties will have the flexibility to allow, at their discretion, students to receive physical education credit in a variety of ways, including integrated PE, and certain school sponsored activities. Integrated PE and Extra-curricular/Interscholastic PE will fulfill the one credit code requirement for high school PE. If counties choose to utilize extra-curricular activities as a credit, they will use the course code (WVEIS 7948) for extra-curricular/inter-scholastic PE and transcript it as a non-graded credit. When utilizing Integrated PE, the school's physical education teacher will be responsible for administering the online/virtual integrated PE course and providing a grade and credit for that course (WVEIS 7949). The teacher of the physically active credit-bearing course it is blended with will be responsible for providing the grade and credit for that course.

## Integrated Physical Education Guidance

Integrated PE as defined in Policy 2510 is a blended learning approach option for Physical Education that combines a free abbreviated online Physical Education (PE) course, monitored by the physical education teacher, with a physically active credit bearing elective course (e.g. Show Choir, Dance, etc.) fulfilling the high school PE credit requirement.

The “abbreviated” Virtual PE course description states: “Integrated Physical Education is a means for high school students to combine another course with movement to gain an understanding of gaining fitness to help carry us into young adulthood through older adulthood and maintaining a high level of health. In this integrated course, students will focus on fitness through movement the purpose of being healthy for life. An emphasis is given to lifetime activities. This course is designed to expose students to a wide variety of activities, which will encourage an active lifestyle.”

This is an abbreviated version of the full Virtual PE course offered through the WV Virtual School.

The standards listed below have been used to develop this virtual course:

- Students will demonstrate movement patterns and motor skills needed to perform a variety of physical activities.
- Students will apply concepts and principles of human movement to the development of motor skills and learning of new skills.
- Students will exhibit a physically active lifestyle that provides the opportunity for enjoyment, challenge, self-expression, and social interaction.
- Students will apply physical fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Counties who choose to utilize this option instead of high school PE and/or extra-curricular/interscholastic PE credit will be able to access the course through the WV Virtual School at no cost; however, the physical education teacher in that school will be responsible for monitoring and grading that course.

## Body Mass Index Assessment Guidance

Physical Education Teachers conducting Body Mass Index (BMI) assessments should adhere to all safeguards to minimize potential harms and maximize benefits by establishing a safe and supportive environment for all students. Adequate time should be allowed for screening to ensure appropriate assessment, confidentiality and individual privacy. Proper notification should be given to parents to allow BMI calculation by the student’s health care provider if they so choose. Utilization of the school nurse is also an acceptable practice. Confidentiality is key when reporting this information for FitnessGram administration and reporting purposes. For more information contact Josh Grant, PE/Health Coordinator at [jgrant@k12.wv.us](mailto:jgrant@k12.wv.us).

# Physical Activity:

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.
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## Guidance

Policy 2510 recognizes that physical activity and academic success are interwoven. High schools should promote a culture of physical activity that extends beyond Physical Education course requirements and increase physical activity opportunities for all students. Content-specific teachers, including the Arts, should look for opportunities to integrate physical activity into their lesson plans to address academic concepts and provide opportunities for energizers and other brain and body boosting activities. High schools should look for opportunities to create and foster a positive culture of physical activity. Some examples of programs that promote a positive culture of physical activity may include, but are not limited to, before school physical activity offerings, intramurals, physically active academic lessons, and before and after school physical activity offerings.

# Science:

## Graduation Requirement

Science	3 Credits Earth and Space Science (Grade 9) Biology or AP <sup>®</sup> Biology (Grade 10) One additional lab science course or AP <sup>®</sup> science course
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## 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
	Chemistry Human Anatomy and Physiology Physics Physical Science A minimum of one AP <sup>®</sup> science course	Additional AP <sup>®</sup> 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

## Guidance

The Three-Dimensional Learning of the science standards provides opportunities for students to actively and purposefully engage with science and engineering practices and apply the crosscutting concepts to deepen their understanding of science phenomena across science disciplines.

Research indicates extending the instruction beyond the classroom to the community and the environment has led to a number of positive impacts, from improving academic performance, to enhancing critical thinking skills, to developing personal growth and life-building skills including confidence, autonomy, and leadership. In addition, a number of the studies showed that environmental education increased civic engagement and positive environmental behaviors.

Engineering Design is integrated throughout the content as students solve problems within the constraints they are given. Additionally, educators may choose to teach Engineering Design

## Foundations for High-Quality High School Level Programming

separate from the other science topics as a means to address computer science, robotics, or other technological process used for solving problems.

Students are required to take a minimum of three science courses for graduation. Students planning to attend institutions of higher learning should take a minimum of four science courses.

Physical Science is recommended as the 3rd science for students not pursuing a STEM pathway, because it will give students an understanding of the third major strand of science on a high school level. Students intending to pursue a STEM pathway should be encouraged to take Chemistry as their third science course, followed by Physics their senior year, as this will give them a deeper understanding of the Physical Sciences and prepare them for more in-depth studies. Students need to consult their chosen post-secondary institution of higher learning to determine which courses best fit their career or continuing education plans.

The WV Higher Education Policy Commission has issued the following statement, "All of the high school courses in the new Policy 2520.3C will be counted as lab sciences courses." However, each college and university exercises its professional judgment in determining institutional admission standards. Students, their parents, and school counselors are encouraged to contact technical schools, colleges, and universities to determine admission requirements and recommendations as students develop their Personalized Education Plans and schedule high school science courses.

### Resources

Committee on the Evaluation Framework for Successful K-12 STEM Education, Board on Science Education, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education, & National Research Council. (2013). Monitoring progress toward successful K-12 STEM education: A nation advancing? Available from [http://www.nap.edu/download.php?record\\_id=13509](http://www.nap.edu/download.php?record_id=13509)

WV West Virginia Next Generation Science Standards Frequently Asked Questions and their answers have been posted at <https://wvde.state.wv.us/instruction/WVNxGenScienceFAQs.html>.

eeWORKS K-12 Students: Executive Summary & Key Findings  
<https://naaee.org/eepro/resources/eeWORKS-k-12-students-executive-summary>

Monitoring progress toward successful K-12 STEM education: A nation advancing?  
[http://www.nap.edu/download.php?record\\_id=13509](http://www.nap.edu/download.php?record_id=13509)

West Virginia Science Teachers Association  
<https://wvsta.org/>

National Science Teachers Association  
<http://www.nsta.org/>



# AP<sup>®</sup> Credit in Social Studies and Science:

## Guidance

When choosing an AP<sup>®</sup> course to replace one of the required credits or an elective options in Social Studies and Science, everyone should be mindful of the following:

Social Studies courses typically address periods of time or topics. It is not recommended that students take both US Studies Comprehensive and AP<sup>®</sup> US History as the two courses address the same period of time and typically cover the same content. Policy 2510 also states that students will select one of those courses.

The same perspective is not true of Science courses, so it may be that students would need to take Biology or Chemistry before they take AP<sup>®</sup> Biology or AP<sup>®</sup> Chemistry, but it is not required.

Policy 2510 states in section 5.4.g.6: "Students cannot receive credit for the same course twice." This is not an issue when it comes to the AP<sup>®</sup> courses as AP<sup>®</sup> Biology has a different course code than Biology.

# Social Studies:

## Graduation Requirements

<b>Social Studies</b>	<p><b>4 credits</b></p> <p>1 credit from World Studies or an AP® Social Studies course (see Chart V)</p> <p>1 credit from United States Studies<sup>1</sup> or United State Studies-Comprehensive or AP® U.S. History</p> <p>1 credit from an additional Social Studies course or an AP® Social Studies course (see Chart V)</p> <p>1 credit from Civics for the Next Generation or AP® United States Government and Politics.</p>
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Best practice encourages students who take *United States Studies* to take *Contemporary Studies* as their next course of study.

## Chart V: High School Programming (9-12) Course Options

	<b>Courses Required To Be Offered in addition to all courses listed in the chart above:</b>	<b>Additional Course Options:</b>
<b>Social Studies</b>	Contemporary Studies Economics Geography A minimum of one AP® social studies course	AP® Comparative Government and Politics AP® European History AP® Human Geography 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)

## Guidance

To best serve students, counties may choose to offer a variety of courses as the third social studies credit. This will provide students with flexibility so they may choose courses and schedules that best fit their PEP and college and/or career goals. Please note that Policy 2520.4 allows flexibility in sequencing social studies courses. There is nothing in Policy 2510 or Policy 2520.4 that would prevent a county from doing exactly what they have been doing for social studies requirements but it does allow flexibility for counties and students who choose to utilize it.

## JROTC / Social Studies Guidance

JROTC I (WVEIS course 1065), II (WVEIS course 1066), III (WVEIS course 1080), and IV (WVEIS course 1081) will fulfill 1 credit from an additional social studies course or an AP® social studies course (see

Policy 2510 Chart IV). *Students must pass all four JROTC courses to fulfill the 1 social studies credit requirement. This will not fulfill the requirement for World Studies, a U.S. Studies course, or Civics.*

**Resources**

<http://wvde.state.wv.us/socialstudies/>

## Personalized Education Plan (PEP)

<p><b>Personalized Education Plan</b></p>	<p><b>4 credits</b>                  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.</p>
<p><b>Personalized Learning</b></p>	<p>The West Virginia Personalized Learning Framework (PL) is a statewide 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.</p>
<p><b>Electives</b></p>	<p>County boards of education have the authority to increase graduation requirements for schools in their counties. A typical student may earn up to 32 credits on a block schedule and up to 28 on a traditional schedule over their high school career. Requiring 18 prescribed credits could permit a student to choose up to 14 personalized credits on a block schedule and up to 10 on a traditional schedule. When choosing electives, students should consult with their chosen postsecondary educational programs to make sure the electives are acceptable. Best practices encourage students to take at least one computer science course.</p>

### Guidance

Below are the two options for helping students to select their 4 personalized credits:

- State Approved CTE Programs of Study
- Students should select 4 courses that align to their post-secondary goals.

Annual reviews of the PEP will include revisiting academic offerings, career plans, and review of various interests, learning styles, career and academic assessments to guide any changes to course selections. It is imperative that students verify high school requirements with their post-secondary institutions of learning choice(s). Additionally, it is imperative that students review post-secondary program entrance requirements, include requirements of NCAA, scholarship and admissions to specific institutions, various majors, honors programs, etc. Students are responsible for verifying that their course selection will support their eligibility as student-athletes as defined by the NCAA.

To support PEP development, counties or schools may use the sample PEP template located on the WVDE PEP Resource Page <http://wvde.state.wv.us/counselors/PEPResourcePage1.html> to guide the development of the PEP. The PEP is developed in 8<sup>th</sup> grade for grades 9-10. High school counselors need to work with students and parents/guardians to develop the PEP for grades 11 and 12.

Schools must use a variety of career development resources and collaborative, embedded process to ensure all students complete various interests, learning styles, career and academic assessments to guide course selections and revisions to the PEP. Schools must identify a source and process to document these various assessments and inventories in a portfolio system that connects exploration, self-discovery and career awareness and planning activities with development and revisions to the PEP.

## Career Technical Education (CTE)

<p><b>Career and Technical Education (CTE)</b></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Eighty percent of students in grades 9 and 10 must have access to at least one career and technical foundations course.</p> <p>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.</p> <p>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.)</p> <p>Approved WV Career Clusters</p> <ul style="list-style-type: none"> <li>Agriculture, Food and Natural Resources</li> <li>Architecture and Construction</li> <li>Arts, A/V Technology and Communication</li> <li>Business Management and Administration</li> <li>Education and Training</li> <li>Finance</li> <li>Government and Public Administration</li> <li>Health Sciences</li> <li>Hospitality and Tourism</li> </ul>
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<p><b>CTE Accommodations for Students with Disabilities</b></p>	<p>Human Services                  Information Technology                  Law, Public Safety, Correction and Security                  Manufacturing                  Marketing                  Science, Technology, Engineering and Mathematics                  Transportation, Distribution and Logistics</p> <p>Two options exist for students with IEPs to complete a CTE program of study:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Individual Work Ready Competencies (see Section 11.36).</li> </ol>
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**Guidance**

The Office of Career and Technical Education recommend that state approved CTE concentration courses be taught for minimum of 90 consecutive minutes a day.

The following courses have been approved as foundation courses:

0700	Exploring Health Professions
0961	Applied Design: Fashion
0901	Life Connections
0903	Parenting & Strong Families*
0929	Life Learning for Independent Family & Employment
2409	Middle Exploring Technology 9
0954	Foundational Food Preparation
0941	Applied Design - Housing and Interior

\*Parenting & Strong Families meets the requirement for a parenting skills course as per Policy 2530.02

Note: The first course of every CTE program of study will also be counted as a foundational course. Counties may adopt CTE foundational courses based on county programs and student interests and are not limited to the above listed courses.

**Guidance**

Schools must ensure that sufficient CTE courses are available to meet the minimum requirement of 60 percent of students have access to CTE program of study/courses.

<b>Simulated Workplace</b>	<p>All state-approved CTE programs of study require a classroom shift to a workplace environment for students enrolled in the 3<sup>rd</sup> and 4<sup>th</sup> required program of study courses. All Simulated Workplace protocols must be implemented:</p> <ul style="list-style-type: none"><li>• Student Led Companies</li><li>• Application/Interview Structure</li><li>• Formal Attendance System</li><li>• Drug Free Work Zone</li><li>• 5S Environments</li><li>• Safe Work Areas</li><li>• Work Place Teams</li><li>• Project-Based Learning/Student Engagement</li><li>• Company Name and Handbook</li><li>• Company Meetings</li><li>• Onsite Business Reviews</li><li>• Accountability (data review, report, and technical assessments)</li></ul>
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# Career Integrated Experiential Learning (CIEL):

5.4.g.7.A. To ensure student success as productive citizens upon transitioning from the Office of Diversion and Transition Programs (ODTP) schools, students must be provided with marketable job skills equal to those in nonresidential settings. Personalized learning options for students enrolled in ODTP schools are intended to be rigorous in delivery yet flexible in terms of graduation requirements. Career Integrated Experiential Learning (CIEL) is a CTE program of study that provides opportunities for students to test for multiple nationally recognized certifications while earning credit for relevant job-readiness skills, helping students to be college- and career-ready. All public schools in West Virginia will have the ability to use CIEL as a concentration beginning in the 2018-2019 school year. CIEL program of study credits will transfer to the receiving high school allowing for the continued enrollment for program of study and graduation credit for those who are unable to complete the program of study while in the juvenile setting. These CTE courses may be delivered in a traditional classroom setting or a virtual environment.

## Guidance

Policy 2520.13 identifies the requirements of the WV5501 CIEL program:

<b>Career Integrated Experiential Learning Career Pathway Standards</b>			
<ol style="list-style-type: none"> <li>1. Develop skills and practices required for entry-level employment.</li> <li>2. Demonstrate basic mathematical, reading, writing, critical and creative thinking, decision-making, and problem-solving skills to effectively perform entry-level career tasks.</li> <li>3. Model positive work behaviors and personal qualities, including displaying a willingness to acquire new knowledge and skills, demonstrating integrity in a work situation, and indicating a willingness to follow rules and procedures.</li> <li>4. Investigate interpersonal skills, including teamwork, conflict management, and problem solving.</li> <li>5. Participate in a co-curricular career technical student organization that provides a variety of ongoing school and community-based service projects to enhance leadership opportunities.</li> </ol>			
<b>WV CTE Program of Study:</b>	<b>CTE Anchor Course(s):</b>	<b>CIEL Courses:</b>	<b>Student Certification(s):</b>
WV5501 Career Integrated Experiential Learning (CIEL)	To be a CIEL completer, the personalized program of study must contain, at minimum, one required CTE program of study course. Both REQUIRED COURSES and SPECIALIZATION COURSES outlined in the sixteen nationally recognized career clusters listed within this	To be a CIEL completer, the program of study may not include more than three of the following courses:  <b>0522</b> Ready to Work 1 <b>0524</b> Ready to Work 2 <b>0523</b> Entrepreneurial Preparedness	OSHA 10  ServSafe Food Handlers  ServSafe Managers  CPR/AED  WV Welcome

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	policy may be used to fulfill the required CIEL Anchor course requirement.	<b>0520</b> Work-Based Integration and Transition 1 <b>0521</b> Work-Based Integration and Transition 2	Digital (Microsoft Academy) Literacy Imagine Tooling U Lean Manufacturing Tooling U OSHA Overview
<p><b>NOTES:</b></p> <ol style="list-style-type: none"> <li>1) <i>Successful program of study completers will demonstrate their technical skills attainment through the CTE portfolio and state-approved technical assessment processes.</i></li> <li>2) <i>EVERY student must pass ALL safety exams with a score of 100% before having access to available equipment.</i></li> </ol>			

**Resources**

CTE Programs of Study Webpage <http://careertech.k12.wv.us/OCTIWebsiteRevisions/16Clusters/20142015ProgramAreasMainPage.html>

# Community Readiness Training

<b>Community Readiness Concentration</b>	Students with disabilities may earn 4 credits in Community Readiness Training recommended through an IEP Team as a personalized concentration.
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## Guidance

Students may earn 4 credits in Community Readiness Training recommended through an IEP Team as a personalized concentration. These locally approved concentrations are developed by individual districts and will include school specific courses and/or community training programs. Acquiring independent/daily living skills may be an important curriculum focus for some students with disabilities. Community Standards focus on practical academic and life skills and can be taught in community-based settings or natural environments with concrete materials that are a regular part of everyday life.

# Career Development and Comprehensive School Counseling Program:

<p><b>Career Development</b></p>	<p>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 &amp; 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 exploration activities will be documented in each student’s personalized career portfolio that is transportable throughout the student’s middle and high school career. Refer to policy 2510, Chart IV to assure alignment with career development requirements.</p>
<p><b>Comprehensive School Counseling Program</b></p>	<p>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.</p>

## Guidance

### Career Education Integration

Career development will be an ongoing embedded process that is multi-faceted occurring continuously throughout grades 9-12. Career development should not be taught as a single class that limits career awareness activities to one grading period. Schools should use a variety of opportunities (course integration, online exploratory, community professionals, career days, etc.) and multiple resources to expose students to career investigations. Career investigation and preparation also includes opportunities for students to enroll in foundational courses listed in Middle Level Guidance in their identified broad career interest area. To facilitate structured, on-going experiences for career exploration and decision making it is recommended that schools utilize free WV specific resources that are aligned with the 16 career clusters such as the WVDE LINKS and CTE webpages, College Foundation of West Virginia (CFWV), WIN Career Readiness System, My State My Life, and WV Strategic Compass. To request LINKS and Strategic Compass training contact the WVDE. Schools may contact the Higher Education Policy Commission (HEPC) to inquire about staff training to ensure all staff understand and are able to support ongoing, embedded student use of the CFWV web-portal for career exploration and portfolio development.

### Portfolio

Counties or schools will identify portfolio components, the source and the process for development and maintenance of cumulative career portfolios for all students in each school in grades 6-12. Portfolios can be electronic, hardcopy or both. It is recommended that schools select a portfolio system that is portable and remains with the student through his or her educational career. CFVW provides a free online portfolio development system for West Virginia students that includes grade-level benchmarks for developing and maintaining the career portfolio. CTE students may use their required concentration portfolios as career awareness and planning evidence. All students in grades 6-12 will develop a career portfolio.

### **Guidance**

WVBE Policy 2315 requires a comprehensive school counseling program (CSCP) to be in place in every WV school and outlines program requirements. The CSCP is an integral part of the total school program and is aligned with the school's mission. The CSCP provides universal prevention for all students, targeted interventions for at-risk students, and intensive interventions for the most at-risk students. This [one-pager](#) provides a quick overview of WV CSCPs and the four delivery systems. The WVDE has developed a comprehensive website to support schools in effective implementation of CSCPs. The West Virginia College- and Career- Readiness Dispositions and Standards for Student Success (WVCCRDS) represent the foundational standards for school counseling programs in WV. The WVCCRDS are to be collaboratively delivered, involving all staff and engaging community professional, when appropriate. Tools to deliver the WVCCRDS webpage found on the school counseling website. The role of the school counselor is defined by the WV School Counselor Performance Standards. Schools are required to develop an annual CSCP plan to ensure continuous improvement and address current student needs

### **Resources**

College Foundation of West Virginia. [www.cfwv.com](http://www.cfwv.com)

CSCP Annual Plan Template. [School Counseling Work Plan Template](#)

LINKS curriculum. <http://wvde.state.wv.us/counselors/links/advisors/ms-lesson-plans.html>

My State My Life – West Virginia <http://mystatemylife.com/>

Policy 2315: Comprehensive School Counseling Programs. <http://wvde.state.wv.us/counselors/>

School Counseling One-Pager. <http://wvde.state.wv.us/counselors/documents/SchoolCounselingone-pager.pdf>

WIN Career Readiness System. <https://www.wincrsystem.com/>

WV School Counselor Model. [http://wvde.state.wv.us/counselors/documents/wvsc\\_model\\_bookletFALL2014FINAL.pdf](http://wvde.state.wv.us/counselors/documents/wvsc_model_bookletFALL2014FINAL.pdf)

WV School Counselor Performance Standards.

Foundations for High-Quality High School Level Programming

[http://wvde.state.wv.us/counselors/documents/2015update\\_school\\_counselor\\_performance\\_standards.pdf](http://wvde.state.wv.us/counselors/documents/2015update_school_counselor_performance_standards.pdf)

WV Student Success Standards Webpage. <http://wvde.state.wv.us/counselors/wvss-standards-resources.html>

# Student Advocate/Advisor/Mentor:

<b>Student Advocate/Advisor/Mentor</b>	<p>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.</p>
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## Guidance

Policy 2520.19 Student Advisement Content Standards and Objectives outlines the standards that WV advisory programs will address. All WV schools are required to systemically address the WV Student Success Standards found in Policy 2315. The LINKS Student Advisement System provides an evidence-based framework and curriculum that schools will utilize when designing their advisory system. Schools may use the online, grade-level curriculum maps and lessons and incorporate other curriculum sources to design a comprehensive curriculum that addresses the standards and the identified student needs in each school. This online tool, WVDE Links Advisory Implementation Survey assists schools in assessing their degree of alignment with WV's standards- and evidence-based student advisory system and gives recommendations for guiding advisory design. Evidence-based best practices promote students remaining with the same advisor throughout high school to ensure each student has a meaningful and supportive relationship with an adult advocate and peers and to promote personalization of each student's learning experience and PEP development. Standards-based advisories should meet at least once a week for a minimum of 30 minutes. For a quick reflection on each school's alignment with evidence and standards-based best practices, schools should complete the [Advisory Best Practice Assessment and Planning Tool for School](#) found on the main page of the LINKS website.

## Resources

WVBE Policy 2520.19 West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12 <http://wvde.state.wv.us/policies>

My State My Life. <http://mystatemylife.com/>

## World Language:

<b>World Languages</b>	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 West Virginia 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.
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### Guidance

World languages will be offered annually. Each school grades 9-12 is required to offer three levels of one world language. Many schools offer more than one language in addition to Advanced Placement courses in languages. Implementation of the world language should model best practices and promote positive proficiency outcomes.

The College- and Career- Readiness Standards for World Languages make clear that the primary goal of all world language study must be communicative proficiency. In order to achieve this, the focus in the classroom must shift from the traditional **teaching** about the language to **learning** to spontaneously create with the language. Students must have ample opportunity within and beyond the classroom setting to hear and read the language, as well as to interact and present with it.

The culture(s) of the target language should no longer be treated as isolated factoids. The language and the culture should be inseparable. Culture should be introduced through the language on a daily basis. Students should not only know about the culture but more importantly, how to behave appropriately in cultural situations.

The National Association of District Supervisors of Foreign Languages (NADSFL) and other leading experts in the field of world languages identify the following characteristics as promoting proficiency in an effective world language classroom:

- The classroom is student-centered and instruction focuses on meaningful communication.
- The target language is the medium of instruction. The teacher uses the target language a minimum of 90% of the time.
- Students acquire language through authentic cultural contexts.
- Students use language to reinforce core content.
- Students experience the language for listening, speaking, reading, and writing.
- Students participate in learning activities which vary in length, content, and format.
- Students use language individually, in paired groups, in small groups, and in whole-class instruction.
- Language acquisition is facilitated through the teacher's use of visuals, gestures, pictures, manipulatives, and technologies.
- Students have the opportunity to self-assess their language competencies and cultural interactions.
- The overall language competency of the learner is measured through performance-based tasks.



Students in the world language classroom are able to monitor their progress and set their own language goals through a powerful tool, Linguafolio®. Linguafolio® is a formative, portfolio assessment that allows students to document their learning as they move towards language proficiency. West Virginia has its own online LinguaFolio® platform which can be utilized by any student in the West Virginia public school system. Linguafolio® is available by logging on to Webtop and accessing student tools.

## Resources

Boix-Mansilla, V. & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. Retrieved from <http://asiasociety.org/files/book-globalcompetence.pdf>

Couet, R., Duncan, G. W., Eddy, J., Met, M., Smith, M. J., Still, M., & Tollefson, A. *Starting with the end in mind: Planning and evaluating highly successful foreign language programs*. (n.d.). Retrieved from [http://assets.pearsonschool.com/asset\\_mgr/current/201136/EndinMind\\_Bro\\_32201\\_1.pdf](http://assets.pearsonschool.com/asset_mgr/current/201136/EndinMind_Bro_32201_1.pdf)

Jensen, J. & Sandrock, P. (2007). *The essentials of world languages, grades K-12: effective curriculum, instruction, and assessment*. ASCD.

Teacher Effectiveness for Language Learning. (n.d.) Retrieved from <http://www.tellproject.com>

## Embedded Credit:

5.4.g. **Alternative Means to Earn High School Credit** – County boards of education shall provide alternative means for students to earn high school credit as explained below.

5.4.g.2. County boards of education are encouraged to establish policy which permits a student who masters the approved content standards for a credit-bearing high school course that are embedded within a second course to receive credit for both courses. If these embedded credit courses are used to meet graduation requirements, the county policy and alignment documentation must be reviewed by the WVDE and approved by the WVBE.

### Guidance

- Please see embedded credit policy template found at the State Board Policy webpage, <http://wvde.state.wv.us/policies/>.
- All embedded credit policies must include the following proviso: *Students will receive high quality instruction that will allow them to work toward mastery on 100% of the content standards and objectives for all embedded credit courses approved by the county and submitted for approval to the WVBE.*

### CTE Embedded Credit Courses

- **Transcribing Embedded Credit Courses** – CTE completers in WVDE approved embedded Programs of Study may receive embedded credit for *Transition English Language Arts*, *Transition Math* and in some cases *Advanced Mathematical Modeling*. Students enrolled and successfully complete an embedded credit program of study will be awarded the credit for transition ELA and or Math during their senior year.
- **Correctly coding embedded credit courses** – When two teachers are collaborating to deliver the embedded credit, it is very important that courses be properly entered into WVEIS to ensure the course is properly documented on transcripts in such a way that it will be recognized by a two- or four-year college/university.
  - **Transition English Language Arts for Seniors** – WVEIS Code 4013C
  - **Transition Math for Seniors** – WVEIS Code 3052C
  - **Advanced Mathematical Modeling** – WVEIS Code 3025C
- **Awarding Grades** – Credit will be awarded at the end of a particular course or multiple courses where the credit is embedded. Students must receive an actual letter grade they cannot receive a pass or fail.

## Dual Credit:

5.4.g. **Alternative Means to Earn High School Credit** – County boards of education shall provide alternative means for students to earn high school credit as explained below.

5.4.g.3. County boards of education shall adopt a policy that allows students to earn credit for completion of college courses and other advanced courses outside the school setting. If these courses, including dual credit courses, are used to meet graduation requirements, the county policy and alignment documentation must be reviewed by the WVDE and approved by the WVBE.

### Guidance

The National Association of District Supervisors of Foreign Languages (NADSFL) and other leading experts In order for students to use dual credit courses in place of graduation requirements, the county dual credit policy must be submitted to the WVDE for approval. A policy template can be found at the State Board Policy webpage, <http://wvde.state.wv.us/policies/>.

# West Virginia Virtual School:

## Guidance

The National Association of District Supervisors of Foreign Languages (NADSFL) and other leading experts It is recommended that all students complete an online learning experience during grades 9-12. This recommendation can be met through the West Virginia Virtual School (WVVS). Courses through the WVVS assure consistent, high quality education for the students of West Virginia. The WVVS helps bridge the barriers of time, distance and inequities for all West Virginia students by providing access to online courses aligned to current state standards. All courses are reviewed by a committee of West Virginia teachers who screen courses to ensure West Virginia standards are met. Online teachers with the WVVS are highly qualified. In an effort to promote efficacy and equity in educational opportunities, courses are available to all students statewide.

To register for a course, students should first read the course description in the course catalog at <http://wveis.k12.wv.us/vschool/courses/coursecatalog.cfm>. Students can then preregister for a course by completing the form at <http://wveis.k12.wv.us/vschool/preregistration/index.cfm>. The request will be sent to the virtual school contact at the student's school who will determine if the correct course has been selected. The school contact will either approve or deny the request. The virtual school contact can also register a student directly for the course and bypass the preregistration process. No student can be placed in a virtual course without the consent of the local school. The registration portal for the virtual school contact can be found at <https://wveis.k12.wv.us/vschool/secure/index.cfm>?. Students have a 14 calendar day timeframe to begin a course.

Original credit virtual courses must be entered in WVEIS. Courses are signified as virtual by placing a "V" in the fifth position. The school must report a grade of WNG (Withdrawn No Grade) on the student transcript when the student drops a course on or before 28 days. The school must record a grade of WF (Withdrawn Failing) for a student who drops a course after the 28 day grace period.

Credit recovery courses are also offered through the WVVS. A complete list of courses available can be found at <http://virtualschool.k12.wv.us/vschool/courses/crcatalog.cfm>. Credit recovery courses through the WVVS are signified in WVEIS by placing a "W" in the fifth position.

The virtual course grade will be available to the school co-teacher/facilitator/mentor. The co-teacher/facilitator/mentor ensures that student grades for WV Virtual School courses are entered in the WVEIS data system. No changes can be made to the online course grade by local school personnel.

Grades must be recorded by using the percentage grade issued by the online instructor. Most course providers recognize grading scales vary from state to state and do not post a letter grade to the final grade report. In the event a course provider assigns a letter grade in addition to the percentage, the letter grade should be disregarded.

More information about the WVVS can be found at <http://virtualschool.k12.wv.us/vschool/index.html>.

County Virtual Instruction Programs (§18-5F-1-6)

The 2017 Senate Bill 630 allows a school district or multi-county consortium to create their own virtual instruction program to allow students to take all of their classes through online classes and earn a high school diploma from the school district. Counties interested in offering this option to their students are required to set county board policy defining the program; student eligibility for enrollment; scope, instructional model and capacity; assessment protocol and requirements for monitoring student performance; and qualifications of faculty. Students enrolled in a county's virtual instruction program must reside in the school district and are subject to the same state assessment requirements as other students in the district. It is recommended that the policy also address student participation in co-curricular and extracurricular activities, and what technology support will be provided for the student.

Students enrolled in a county's virtual instruction program are included in the net enrollment of the district in which the student resides and used for the purpose of calculating and receiving state aid. These funds can be used to support the county virtual instructional program.

Senate Bill 630 was not meant to replace the West Virginia Virtual School but to allow counties to have the flexibility to allow students to take all or some of their classes virtually. It was also passed in hopes that many of the students currently being homeschooled would reenroll in public school. Districts may use courses through WVVS for their online program, write their own courses, or contract with one or more third-party course provider. Counties are required to review all online courses through a course provider to ensure they will allow students to master the content standards for the subject/grade level.

# West Virginia eLearning for Educators:

## Teacher Professional Learning

Online teacher professional learning courses specific to grades 9-12 and learning have been developed for high school educators. Course descriptions and course schedule information may be accessed from <https://wvde.state.wv.us/elearning/>. Successfully completed coursework may be applied to teacher re-certification and/or salary advancement.

Effective December 11, 2017

Applicants may use WVDE WVLearns eLearning courses approved by the WVDE to meet the renewal requirements for a Professional Certificate. Applicants will submit certificates of completion in lieu of a college/university transcript at the time of renewal application.

If an individual intends to apply WVLearns course hours toward salary reclassification, then the hours must be represented on a college/university transcript. Information regarding college/university registration and associated costs will be provided the day the course begins.



