

West Virginia High School Graduation Requirements

Chart V from Policy 2510 outlines the West Virginia high school graduation requirements effective for all students currently enrolled in high school.

5.6.a.

Chart V Adolescent (9-12) Graduation Requirements (Effective 2011-12)

These graduation requirements are effective for all students enrolled in school year 2011-12 and thereafter. Courses needed for graduation require mastery of approved 21st century content standards and objectives. Students who do not demonstrate mastery of the content standards and objectives shall be provided extra help and extra time through intervention strategies.

Core Requirements (18 credits)	
Reading and English Language Arts¹	4 credits English 9 English 10 or an AP® English course English 11 or an AP® English course English 12, English 12 CR or an AP® English course
Mathematics²	4 credits From the approved mathematics course sequences ¹
Science³	3 credits Physical Science Biology or Conceptual Biology or AP® Biology One additional rigorous lab science course ²
Social Studies⁴	4 credits World Studies or an AP® Social Studies Course United States Studies or an AP® Social Studies Course Contemporary Studies or an AP® Social Studies Course Civics for the Next Generation or AP® Government Grades 9-11 may substitute the following AP® courses: AP® World History, AP® US History, AP® European Studies, or AP® Human Geography, Civics for the 21 st Century or AP® Government and Politics
Physical Education	1 credit
Health	1 credit
The Arts⁵	1 credit
Electives	2 credits The remaining graduation requirements are to be electives.
Professional Pathway (4 Credits)	Skilled Pathway (4 Credits)⁴
Science - 4 th credit from the list of approved science courses ²	4 additional credits required for completion of the students' selected concentration (ISTP)

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<p>Foreign Language - 2 credits in one language</p> <p>1 additional credit required. It is recommended that all professional pathway students complete at least one AP® course with corresponding examination.</p>	
Career Development	All students in grades 9-12 shall be provided structured, on-going experiences for career exploration, decision making and career preparation.
Experiential Learning	All students must participate in an experiential learning experience at some time in grades 9-12. If credit is granted for these experiences, content standards and objectives will be developed and approved at the local level. (See Section 5.6.e.)
Technology	Students in grades 9-12 shall be provided integrated opportunities within the core requirements to master the standards for Policy 2520.14. It is recommended that all students take at least one course in technology applications during grades 9-12. It is also recommended that all students complete an online learning experience during grades 9-12. Students must be provided opportunities for advanced technology applications.
Senior Year	All West Virginia High School students shall be fully enrolled in a full day of high school and/or college credit bearing courses. It is recommended that students complete a senior project to add rigor and relevance to the senior year.

¹ Because of the progression of the standards within courses, the intent is that students take English courses annually in sequence. English 12 College and career Ready must be offered annually and will be counted as an English 12 credit. Students in the professional pathway and college-bound students in the skilled pathway who are borderline in terms of meeting the college and career ready benchmark, according to multiple data as indicated by the placement guidance form, may choose to take, or may be required to take, the English 12 CR course during the 12th grade year. Consideration will be given to English Language Arts performance on previous assessments and successful completion of previous English course to allow students who do not meet the college and career benchmarks to have appropriate English 12 course options. Students who take the English 12 CR course will take an end-of-course assessment will align with the WV HEPC Series 21 Freshman Readiness Assessment and Placement Standards and the results will be considered during student placement into credit-bearing eligibility for PROMISE scholarships and is accepted by NCAA. Students opting to take a higher level English course are exempt from taking English 12 CR.

2. Students in both professional and skilled pathways will take mathematics annually in grades 9-12. The recommended course sequence, which may include college courses, AP® courses, IB courses, or virtual school courses, for students in the professional pathway is Algebra I or Math I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The recommended course sequence in the skilled pathway is Algebra I or Math I, Geometry, Conceptual Mathematics, and Transition Mathematics for Seniors or Algebra II. Students enrolled in Math I will continue through high school with the Next Generation Content Standards and Objectives course sequence beginning with Algebra. Transition Mathematics for Seniors

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must be offered annually and will be counted as a mathematics credit. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the state assessment college and career Readiness Benchmark (CCRB) for mathematics, may be required to take the Transition Mathematics for Seniors course their twelfth grade year. Consideration will be given to mathematics performance on previous assessments and completion of mathematics courses to allow students who not meet the CCRB to have other mathematics course options. Students who take the Transition Mathematics for Seniors course will take an end-of-course assessment to provide timely feedback on their readiness for college and career. The end-of-course examination will align with the WVHEPC's Series 21 Freshmen Readiness Assessment and Placement Standards and the results will be considered for placement into a credit-bearing college mathematics course.

Because of the extreme importance of mastery of the Algebra I content standards and objectives (CSOs), students who need additional time to master Algebra I CSOs may be identified at the local level using a data-based decision making process. Students who need additional time for Algebra I CSO mastery should complete the recommended math course sequence at a pace that is consistent with their ability levels. Research indicates the best option for scheduling additional time is to do so within the same year. Counties continuing with scheduling option that begins with Algebra I may continue to place students who need extra time into two separate math courses to master Algebra course content and grant students up to two math credits toward graduation upon successful course completion. Because the combination of a Math I course and a Math I Lab are designed to ensure mastery of the content represented by one high school mathematics course, Math I, counties may grant one mathematics credit toward graduation and one elective credit for the lab experience. It is further recommended that students be enrolled in at least one math course each year in high school.

3. Physical Science and Biology or Conceptual Biology shall be taken in consecutive order. However, conceptual credits may not be accepted by four-year higher education institutions for admission. Any lab-based science course above Biology and listed in Policy 2520.35 including science courses will meet the requirements for the third and fourth science credits.

4. Students shall take the high school social studies courses in the listed sequence to ensure maximum understanding of the material to be covered and alignment of the content and State Assessment. World Studies, United States Studies, Contemporary Studies and Civics for the Next Generation shall be taken in consecutive order. When substituting AP® courses students should take AP® World History and AP® US History courses in place of two of their required courses. Students may substitute AP® European History or AP® Human Geography as a third required course in grades 9-11. The senior course, Civics for the Next Generation, has been written to deliver rich academic content within relevant context for students entering the world of work and college; therefore, the only acceptable substitute for this course is AP® Government and Politics.

5. The four credits taken by career/technical concentrators must be consistent with those identified for WVDE approved career/technical programs of study. Each career/technical concentration in a school shall obtain and maintain an appropriate industry-recognized accreditation/certification, when one is available, and shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program. For the Skilled Pathway other than career/technical education areas, schools must identify and have local board approval for each of their locally designed concentrations. The concentrations must have four sequenced courses aligned with a postsecondary career option.

Students in Skilled Pathway concentrations that complete state approved career/technical courses that reflect creative and innovative arts content may substitute these courses for The Arts credit required for graduation. Students who elect to substitute one of the listed CTE courses for the required art credit must enroll in an additional CTE course applicable to their selected CTE concentration.

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The following courses are approved for substitution:

1851 - Fundamentals of Illustration

1857 - Fundamentals of Graphic Design

1861 - Advanced Illustration

1859 - Advanced Graphic Design

1982 - Ornamental Metalwork

1431 - Digital Imaging I

1727 - Drafting Techniques

0213 - Floriculture