

POLICY 2510
Foundations for
High Quality
Adolescent Level
Programming Best
Practices
(Grades 9-12)

October 11, 2017 Edition

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Arts

The Arts*	1 credit	
	Courses Required To Be Offered in addition to all courses listed in Chart IV	Additional Course Options
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"> • 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)

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.

Computer Science:

Technology	Students in grades 9-12 will be provided regular opportunities within the context of normal course work to master the standards set forth in WVBE 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 applications.
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Technology	Computer Science	Information Technology Information Management Web Development Other courses based on student need and interest
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Guidance

Policy 2520.14 is currently being revised and will contain standards for a non-AP® computer science course which will count as a fourth math elective credit and a non-AP® computer science course which will count for a third science elective credit. These courses will be out in draft form soon but will not be in policy until the 2017-2018 school year.

For counties who have not created their own standards or are looking for a new course there are a variety of computer science courses available through the West Virginia Virtual School, including AP® Computer Science A. Refer to the course catalog for a complete listing of currently available offerings: <http://virtualschool.k12.wv.us>

AP® Computer Science Principles is a course designed to introduction students to the different areas of computer science. It is recommended, but not required, as a prerequisite course for AP® Computer Science A. AP® Computer Science A will count as a fourth math credit but AP® Computer Science Principles does not count as a required credit.

There are a variety of computer science courses available through the West Virginia Virtual School, including AP® Computer Science A. Refer to the course catalog for a complete listing of currently available offerings: <http://virtualschool.k12.wv.us>

English Language Arts (ELA):

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 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 West Virginia General Summative Assessment or a college admissions assessment (e.g., ACT or SAT). 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 (See next page).

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

The Hunt Institute. (2011). The English language arts standards: Key changes and their evidence. Retrieved from <http://www.youtube.com/watch?v=JdzTOyxRGLI&feature=c4-overview-vl&list=%20PL913348FFD75155C6>

Southern Regional Education Board. (2013). *Literacy ready: Ready for reading in all disciplines*. Available from http://www.sreb.org/page/1683/literacy_ready.html

ENGLISH LANGUAGE ARTS: FOURTH COURSE OPTIONS AND BENCHMARK SCORES

PATHWAYS TO COLLEGE- AND CAREER-READINESS

Students who meet the college- and career-readiness benchmark on the West Virginia General Summative Assessment may enroll in any available fourth-year English course based on postsecondary plans.

FOURTH-YEAR ENGLISH COURSES

- English 12
- English 12 CR
- Dual credit
- AP® English Language
- AP® English Literature
- Transition English Language Arts for Seniors

Students who do not meet the college- and career-readiness benchmark on the West Virginia General Summative Assessment must enroll in Transition English Language Arts for Seniors or a higher level English language arts course.

TRANSITION ENGLISH LANGUAGE ARTS FOR SENIORS

This course is designed for students who have not met the benchmark score which determines college- and career-readiness. Its purpose is to develop mastery of the skills necessary to meet or exceed the benchmark score.

ENGLISH 12

This course is designed to address the ELA content standards and objectives for 12th grade in the strands of reading, writing, speaking/ listening, and language.

OTHER FOURTH-YEAR ENGLISH COURSE

School teams, including counselors, teachers, and administrators should collaborate with the student and his/her parents to decide what course best meets the needs of this student. If a course other than Transition English Language Arts for Seniors meets an individual student's needs, he/she may be enrolled in that course. Possible choices include English 12 CR, dual credit English, AP® English Literature, or AP® English Language.

Students have the following options for demonstrating achievement of the college- and career readiness benchmark.

Seniors who did not reach the college- and career-readiness benchmark on the West Virginia General Summative Assessment and are enrolled in Transition English Language Arts for Seniors must take the WV Grade 12 College- and Career-Readiness Assessment.

Students may provide ACT or SAT scores that indicate the college- and career-readiness benchmark was achieved in lieu of taking the WV Grade 12 College- and Career-Readiness Assessment. A score of 18 on the English section of ACT or a score of 450 on the verbal portion of SAT-1

Students who are not enrolled in Transition English Language Arts for Seniors will have the option – but are not required – to take the WV Grade 12 College- and Career-Readiness Assessment.



Steven L. Paine, Ed.D.
State Superintendent of Schools

Mathematics:

Mathematics*	<p>4 credits 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) An AP® Mathematics course may be substituted for an equivalent course or any fourth course option.</p>
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Guidance

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.

Here we provide information and resources to ground discussions and decision-making in three interrelated 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.

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 8th 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 Grade 8 Mathematics 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. The West Virginia College-and Career-Readiness Standards for Grade 8 include geometry standards that relate geometry to algebra in a way that was not traditionally explored. In addition, the statistics presented in the West Virginia College-and Career-Readiness Standards for Grade 8 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 West Virginia College- and Career-Readiness Standards courses of 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 go beyond 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. Below are options to consider.

Accelerated High School Pathways

High school mathematics will culminate for many students during 12th grade 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 II, 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 th Grade	10 th Grade	11 th Grade	12 th Grade
Math I	Math II	Math III STEM	AP [®] Calculus
Math I	Math II	Math III STEM / Math IV-Trigonometry / Pre-Calculus (block schedule)	AP [®] Calculus
Algebra I	Geometry	Algebra II	AP [®] Calculus
Algebra I / Geometry	Algebra II	Math IV-Trigonometry / Pre-Calculus	AP [®] Calculus
Algebra I	Geometry / Algebra II	Math IV-Trigonometry / Pre-Calculus	AP [®] Calculus

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[®] Calculus, AP[®] Statistics, AP[®] 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.

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. The Math I Lab and Algebra I Support course are intended to be taught in conjunction with or prior to Math I or Algebra I. Upon successful completion, students enrolled in a Math I Lab course or an Algebra I Support course 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.

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 West Virginia General Summative Assessment or a college admissions assessment (e.g., ACT or SAT). 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 (See chart at end of Math section).

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.

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: The pathway known as the international or integrated course sequence of Math I, Math II and Math III.
- Option 2: The 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.
- 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.
- Assessment considerations:
 - The WV general summative assessment will be cumulative in high school regardless of the pathway chosen by the county. Grade 9 students will be assessed on standards for which they had the opportunity to learn in grade 9. Grade 10 students will be assessed on standards for which they had the opportunity to learn in either grade 9 or grade 10. Grade 11 students will be assessed on standards for which they had the opportunity to learn in grade 9, grade 10 and grade 11.
 - When choosing an option as described above, LEAs should be aware only one assessment target exists for geometry; as such, the grade 10 test will have a very limited number of geometry items. Grade 10 students in the traditional pathway will be predominately assessed on standards from Algebra I taught in grade 9.

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

Student 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 are appropriately counted as mathematics credits 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.

Resources

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

FOURTH COURSE OPTIONS AND BENCHMARK SCORES

MATHEMATICS:

PATHWAYS TO COLLEGE- AND CAREER-READINESS

Students who meet the college- and career readiness benchmark on the West Virginia General Summative Assessment may enroll in any available fourth-year mathematics course based on postsecondary plans.

FOURTH-YEAR MATHEMATICS COURSES

- STEM Readiness Mathematics
- Math IV – Trigonometry/Pre-Calculus
- Math IV TR (This technical readiness course is only available to students previously completing Math III TR.)
- Transition Mathematics for Seniors
- Advanced Mathematical Modeling
- Calculus
- AP® Calculus
- AP® Statistics
- AP® Computer Science
- Other AP® Mathematics course
- Any Dual-credit college mathematics course

Students who do not meet the college- and career-readiness benchmark on the West Virginia General Summative Assessment must enroll in Transition Mathematics for Seniors or a higher level mathematics course.

TRANSITION MATHEMATICS FOR SENIORS

This course is designed for students who have not met the benchmark score which determines college- and career-readiness. Its purpose is to develop mastery of the skills necessary to meet or exceed the benchmark score.

OTHER FOURTH-YEAR MATH COURSES

School teams, including counselors, teachers, and administrators, should collaborate with the student and his/her parents to decide what fourth year mathematics course best meets the needs of this student. If a higher level course other than Transition Mathematics for Seniors meets an individual student's needs, he/she may be enrolled in that course. Please see *Fourth-Year Mathematics course pathway*.

Students have the following options for demonstrating achievement of the college- and career-readiness benchmark.

Seniors who did not reach the college- and career-readiness benchmark on the West Virginia General Summative Assessment and are enrolled in Transition Mathematics for Seniors must take the WV Grade 12 College- and Career-Readiness Assessment.

Students may provide ACT or SAT scores that indicate the college- and career-readiness benchmark was achieved in lieu of taking the WV Grade 12 College- and Career-Readiness Assessment. *A score of 19 on the mathematics section of ACT or a score of 460 on the quantitative portion of SAT-1*

Students who are not enrolled in Transition Mathematics for Seniors will have the option – but are not required – to take the WV Grade 12 College and Career Readiness Assessment.



Steven L. Paine, Ed.D.
State Superintendent of Schools

Physical Education:

Physical Education*	1 credit¹ Physical Education 9-12 (WV Education Information System [hereinafter WVEIS course 6609]). At least 50 percent of class time for physical education should be spent in moderate to vigorous-intensity physical activity.
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¹ Completion of JROTC I and JROTC II will satisfy the requirement of WVEIS Course 6609, Physical Education.

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](#)

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.

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 after school physical activity offerings.

Science:

Science	3 Credits Earth and Space Science (Grade 9) Biology or AP® Biology (Grade 10) One additional lab science course or AP® science course
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Guidance

Students are required to take a minimum of three science courses for graduation. It is recommended that Earth and Space Science and Biology be taken in consecutive order to coincide with the West Virginia General Summative Assessment. 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 path, 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 path should be encouraged to take Chemistry as their third science course**, followed by Physics their senior year, because this will give them a deeper understanding of the Physical Sciences and prepare them for more in-depth studies.

Juniors are not required to take a Physical Science or Chemistry course as their third science; Human Anatomy & Physiology, Environmental Science, Forensic Science, and Physics are options as a third science graduation requirement. Dual Credit Science and AP Science Courses are also options.

A student's plans for continuing education, their desires for career options, and college admission standards should influence choices for science courses.

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.

Policy 2520.3C The Next Generation of Content Standards and Objectives for Science in West Virginia Schools will be implemented in the **2016-17 school year**. County and school educators will want to become familiar with the new policy.

Policy 2520.3C Next Generation Content Standards and Objectives for Science in West Virginia Schools ([PDF](#), external); ([Word](#), external)

Effective July 1, 2016: This policy will take effect on July 1, 2016.

There has been a change in the graduation requirements and a reduction of high school science courses offered in the new policy.

High School Science Courses:

- Earth and Space Science (required freshman course)
- Biology (required sophomore course)
- Physical Science (recommended third course option)

Foundations for High-Quality Adolescent Level Programming

- Chemistry (recommended third course STEM option)
- Physics (recommended fourth course STEM option)
- Environmental Science
- Forensic Science
- Human Anatomy and Physiology
- Additional science electives include AP & dual credit science courses.

3rd Science Course Requirement and CTE Courses

After a careful review of the content by both Science and Career and Technical Education teachers, the determination was made that the following CTE course will fulfill the third science course graduation requirement:

The following CTE concentration will fulfill the requirement for a third science course graduation requirement. This is *not* retroactive and begins with the new Science standards during this current school year.

Advanced Careers Courses (SREB)

AC ENERGY, POWER Courses 1–4 (WVEIS courses 2485, 2486, 2487, and 2488). *Students must pass all four courses of the AC Energy and Power Program of Study to fulfill the third science course graduation requirement.*

AC Innovation in Science and Technology Courses 1-4, (WVEIS courses, 1545, 1546, 1547, and 1548). *Students must pass all four courses of the AC Innovation in Science and Technology Programs of Study to fulfill the third science course graduation requirement.*

The following individual CTE courses will fulfill the requirement for a third science course graduation requirement.

CASE Courses

Animal and Plant Biotechnology (WVEIS course 0164)

Principles of Agricultural Science- Plant (WVEIS course 0166)

Project Lead the Way Courses

Principles of Engineering (WVEIS course 2463)

Human Body Systems (WVEIS course 0766)

CTE

Natural Resource Management (NRM) (WVEIS course 0200), in the Natural Resource Management Program of Study (WVEIS course 0170)

CTE Program of Study Therapeutic Services (WVEIS course 0723) four Course 1, II, and III (WVEIS courses 0711, 0715, and 0789). *Students must pass three courses of the Program of Study Therapeutic Services-Foundations of Health Services (WVEIS course 0711), Advanced Principles of Health Science (WVEIS course 0715), and Clinical Specialty (WVEIS course 0789) to fulfill the third science course graduation requirement.*

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

The West Virginia Next Generation Science Standards webpage is available at <http://wvde.state.wv.us/instruction/NxGen.html>. The page has links to a general overview video for grades K-12 and overview videos for each programmatic level with information to assist educators in understanding and implementing the new standards. Hyperlinks to numerous resources have been embedded in the video overviews. Educators are encouraged to take advantage of the time and resources available *before* the implementation of the new standards.

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

AP[®] Credit in Social Studies and Science:

Guidance

When choosing an AP[®] 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 a student take both US Studies Comprehensive and AP[®] US History because the two courses address the same period of time and cover typically 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 a student would need to take Biology or Chemistry before they take AP[®] Biology or AP[®] 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[®] courses because AP[®] Biology has a totally different course code than Biology.

Social Studies:

Social Studies*	<p>4 credits</p> <p>1 credit from World Studies or an AP® Social Studies course (see Chart V)</p> <p>1 credit from United States Studies¹ 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

	Courses Required To Be Offered in addition to all courses listed in the chart above:	Additional Course Options:
Social Studies*	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 Psychology Social Studies college courses Sociology

Guidance

To best serve our students, a number of social studies courses (including AP® courses) have been added for the 2016-2017 school year. 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 counties may choose to continue to sequence their course offerings as they have in the past.

- The World Studies requirement wording remains; or an AP® social studies course just as it has always stated. This will allow those students who feel they excelled in 7th grade Social Studies (World History), which is aligned with the high school World Studies course and is heavy in Geography skills, to take AP® Human Geography or another AP® course if they so choose. Geography will still be required to be offered by all high schools.
- The option of selecting an AP® social studies course in place of a social studies requirement has not changed from current policy for two of the required credits. The big change is for United States Studies which now requires every student to take either US Studies, AP® US History, or US Studies Comprehensive (which is a course that will cover US History from its inception to today). This change

will require every student to have a US History/Studies Course before graduation. There are no changes to Civics or AP® US Government and Politics.

- One of the 4 required credits will allow students to personalize the type of social studies course they need and align it with their interests or post-secondary education plans. There is nothing in this policy 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)

Personalized Education Plan	4 credits Each student's PEP will identify a career cluster and a concentration of course work for the four (4) credits that will lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs (see Section 5.3.b.2). Best practices encourage students to take at least 1 AP® and/or AC course with corresponding examination, a fourth science or computer science credit, and 2 credits in one world language, and/or four credits cumulating in acquisition of industry-recognized CTE credential focused on career aspirations.
Electives	2 credits 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. Best practices encourage students to take at least one computer science course and/or one or more course(s) through West Virginia Virtual Schools (hereinafter WVVS).
Concentrations	Each students Personalized Education Plan will identify either a state-approved CTE concentration or a locally developed personalized concentration of course work (see 5.3.b.2).

Guidance

Schools will identify four (4) personalized credits (concentrations) that will allow each student to pursue entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs that align with individual student career aspirations.

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

- State Approved CTE Concentration (See PEP Chart I Sample State Approved CTE Concentration and for more information visit <http://careertech.k12.wv.us/OCTIWebsiteRevisions/16Clusters/20142015ProgramAreasMainPage.html> or 2016-2017 CTE Secondary Programs of Study.)
- Locally created broad courses of study with personalized options (See PEP Chart II Sample Courses of Study and the Worksheet for creating local concentrations).

Students will identify 4 personalized courses that make up either a locally approved concentration or a state approved CTE program of Study (concentration) and develop their PEP in collaboration with the school counselor, teachers, advisors, and parent and/or guardian. 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.

PEP Chart I

Examples of 4 Credit Concentrations
State Approved CTE
<i>Construction Pathway</i> <i>Architecture and Construction Cluster</i> AR1820 Carpentry Concentration 1-1842 Carpentry I-----Course 2-1843 Carpentry II----Course 3-1844 Carpentry III---Course 4-1845 Carpentry IV---Course

PEP Chart II

Sample Broad Local Concentrations*		
There could be many more options.		
Science Option Choose from: <ul style="list-style-type: none"> • AP® Courses • Science Electives • 4th Course Math Option • CTE Electives and AC Course • World Language 	Social Science Option Choose from: <ul style="list-style-type: none"> • AP® Courses • Social Studies Electives • 4th Course Science Option • CTE Electives and AC Course • World Language 	Humanities Option Choose from: <ul style="list-style-type: none"> • AP® Courses • Art Electives • ELA/Social Studies Electives • CTE Electives and AC Course • World Language
Personalized 4 Credits		
Best Practice Samples		
Environmental Science 1. Chemistry II (Chemistry was taken as 3 rd Science) 2. Physics 3. Earth Science 4. Environmental Science	Criminology 1. AP® Psychology 2. World Language 3. Forensic Science 4. World Language	Visual Artist 1. Art II (Art I would have already been taken to meet Arts requirement) 2. AP® Art History 3. World Language 4. World Language
<i>or</i>	<i>or</i>	<i>or</i>
Environmental Science 1. World Language 2. World Language 3. Earth Science 4. AP® Environmental Science	Criminology 1. Sociology 2. AP® Research 3. Forensic Science 4. Digital Imaging/Multimedia	Visual Artist 1. Art II (Art I would have already been taken to meet Arts requirement) 2. Art III 3. Art IV 4. Graphic Arts

* PEP Chart II does not require county or state board approval. Best practice encourages all college bound students to take 2 credits in one world language.

Sample Worksheet for creating local concentrations	
Concentration: _____ Postsecondary Plan _____ Cluster: _____ 1- _____ 2- _____ 3- _____ 4- _____	Career Goal: _____ Career _____
Concentration: _____ Postsecondary Plan _____ Cluster: _____ 1- _____ 2- _____ 3- _____ 4- _____	Career Goal: _____ Career _____
Concentration: _____ Plan _____ 1- _____ 2- _____ 3- _____ 4- _____	Career Goal: _____ Career Cluster: _____ Postsecondary _____
Concentration: _____ Postsecondary Plan _____ Cluster: _____ 1- _____ 2- _____ 3- _____ 4- _____	Career Goal: _____ Career _____

5.4.e. *Personalized Education Plan* – All students in grades 9-12 will continue to develop and update their PEP.

5.4.e.1. During the grade 9 and each subsequent year, each student reviews and updates his or her PEP in collaboration with the school counselor, teachers, advisors, and parent and/or guardian. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, and career and academic assessments to guide changes to course selections.

5.4.e.2. During the 10 grade year, the second phase of the PEP is developed. Students identify course selections for grades 10-12 and determine postsecondary plans for the first year after high school. To assist in developing the three-year PEP, the school will provide ongoing, multi-faceted opportunities during the instructional day for career exploration and self-discovery that involve completing student needs assessments, career and interest inventories, learning style inventories, and self-reflections. Each student’s individual assessments will be reviewed to ensure academic planning maximizes individual strengths and interests. Career exploration and planning and the development of the PEP is a shared responsibility between the school counselor, teachers, advisors, student and parent and/or guardian.

5.4.e.3. Students may amend their PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on the availability of courses. Each year when the PEP is reviewed, the

student, parent and/or guardian will sign and receive a copy of the PEP.

5.4.e.4. Students may substitute one of the following in place of a course as listed in the applicable high school program of study: 1) a higher level course, 2) a more rigorous course, 3) a AP® course, 4) an IB course, 5) a college course, 6) an AC course, or 7) a dual credit course in accordance with approved local board policy. Parent and/or guardian must approve by signing the student's PEP.

Guidance

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.

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. *See the Career Development section of this document for more information.*

Counties should develop locally approved concentrations and specify state approved CTE concentrations available to their students. Counties need to establish timelines for students to identify and select their concentration to ensure adequate time to complete required course work. Counties should document and annually update locally approved concentrations and state approved CTE programs of study (concentrations) including school specific concentrations in their course catalog to guide student PEP development. An online course offerings guide to ensure student, advisors, middle school counselors and families have updated information is recommended.

Career Technical Education (CTE)

<p>Career and Technical Education (CTE)*</p>	<p>A CTE concentration is aligned with the approved 16 career clusters and consists of four courses identified for WVDE approved career and technical programs of study. (Refer to W. Va. 126CSR44M, Policy 2520.13: Next Generation Standards for Career and Technical Education in West Virginia Schools and current WVEIS course code manual.) Each career and technical concentration 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 concentrations in a minimum of six of the 16 approved WV Career Clusters.</p> <p>80 percent of students in grades 9-10 must have access to at least one career and technical foundations course. One foundations course must be offered that teaches parenting skills.</p> <p>30 percent of students in grades 11-12 must have access to four units in a career and technical concentration 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 WVBE Policy 2520.13 and current WVEIS course code manual.)</p> <p>Approved WV Career Clusters</p> <ul style="list-style-type: none"> 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
<p>CTE Accommodations for Students with</p>	<p>Two options exist for students with IEPs to complete a CTE concentration:</p>

Disabilities	<ol style="list-style-type: none"> 1. The typical completion of a CTE concentration with/without accommodations and supports if a student is capable of passing 100% of the safety exam for the respective concentration. 2. Individual Work Readiness Certificate (see Section 11.34).
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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.

80 percent of students in grades 9-10 must have access to at least one career and technical foundation courses. One foundations course must be offered that teaches parenting skills.	Career and Technical Education (CTE)
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Guidance

The following courses have been approved as parenting foundation courses: Parenting & Strong Families (meets the requirement for a parenting skills course as per Policy 2530.02).

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

Note: The first course of every CTE concentration 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.

<p>30 percent of students in grades 11-12 must have access to four units in a career technical concentration and two career and technical electives.</p> <p>An additional 30 percent of students in grades 11-12 must have access to two units in a career and technical concentration.</p>	Career and Technical Education (CTE)
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Guidance

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

Simulated Workplace	<p>All state-approved CTE concentrations require a classroom shift to a workplace environment for students enrolled in the 3rd and 4th required concentration courses. All Simulated Workplace protocols must be implemented:</p> <ul style="list-style-type: none">• 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)
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Career Integrated Experiential Learning (CIEL):

5.4.g.7.A. To ensure student success as productive citizens upon exiting juvenile facilities, students must be provided with marketable job skills equal to those in nonresidential settings. Personalized learning options for students enrolled in Office of Institutional Education Programs (hereinafter OIEP) schools are intended to be rigorous in delivery yet flexible in terms of graduation requirements. Career Integrated Experiential Learning (hereinafter CIEL) is a CTE concentration that provides opportunities for students to test for multiple nationally recognized certifications while earning credit for relevant job-readiness skills, helping students to be career- and college-ready. CIEL can only be initiated at the OIEP schools. CIEL concentration credits will transfer to the receiving high school allowing for the continued enrollment for concentration and graduation credit for those who are unable to complete the concentration 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:

Career Integrated Experiential Learning Career Pathway Standards			
<ol style="list-style-type: none"> 1. Develop skills to apply for and keep a job within a chosen career field. 2. Apply mathematical, reading, writing, critical and creative thinking, decision-making, and problem-solving skills to effectively perform career tasks. 3. Demonstrate 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. 4. Demonstrate interpersonal skills, including teamwork, conflict management, and problem solving. 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. 			
WV CTE Program:	CTE Anchor Course(s):	CIEL Courses:	Certification(s):
WV5501 Career Integrated Experiential Learning (CIEL)	<p>To be a CIEL completer, the program of study must contain at minimum one required CTE program of study course.</p> <p>These courses are listed within the policy under the tables listed Program Required Courses.</p>	<p>The following courses can be completed in any high school once initiated by the WVDE – Office of Institutional Education Programs.</p> <p>To be a CIEL completer, the program of study may not include more than three of the following courses:</p> <p>0522 Ready to Work 1 0524 Ready to Work 2 0523 Entrepreneurial Preparedness 0520 Work-Based Integration and Transition 1</p>	<p>OSHA 10</p> <p>ServSafe Food Handlers</p> <p>ServSafe Alcohol Servers</p> <p>ServSafe Managers</p> <p>CPR/First Aid</p> <p>West Virginia Welcome</p> <p>Digital Literacy</p> <p>Tooling U Lean Manufacturing</p> <p>Tooling U OSHA Overview</p>

		0521 Work-Based Integration and Transition 2	
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Resources

CTE Programs of Study Webpage

<http://careertech.k12.wv.us/OCTIWebsiteRevisions/16Clusters/20142015ProgramAreasMainPage.html>

Community Readiness Training

Community Readiness Concentration	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>Career Development</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 & gas, technology, 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.</p>
<p>Comprehensive School Counseling Program</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 WVBE 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), 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. 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 Student Success Standards (WVSSS) represent the foundational standards for school counseling programs in WV. The WVSSS are to be collaboratively delivered, involving all staff and engaging community professional, when appropriate. Tools to deliver the WVSSS 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

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>

Strategic Compass. <http://westvirginia.strategiccompass.com/>

WV School Counselor Model.

http://wvde.state.wv.us/counselors/documents/wvsc_model_bookletFALL2014FINAL.pdf

WV School Counselor Performance Standards.

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:

Student Advocate/Advisor/Mentor	High schools will implement an advisory system that provides students with meaningful, supportive relationships and maximizes each student's personalized learning experience. An adult advocate, advisor, or mentor will take an interest in each student's learning, goal setting, career planning, and personal growth.
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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

LINKS Student Advisement System. <http://wvde.state.wv.us/counselors/links/about.html>
 LINKS Advisory Implementation Survey. <http://wvde.state.wv.us/forms/links-coordinator-survey/>
 WVBE Policy 2520.19 Student Advisement Content Standards and Objectives. <http://wvde.state.wv.us/policies/policy.php?p=2520.19>
 My State My Life. <http://mystatemylife.com/>

World Language:

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 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

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.

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
- 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 recommend 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>.

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.

