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### Chart V (C) Adolescent (9-12) Graduation Requirements (Effective 2010-2011)

These graduation requirements are effective for students entering grade 9 in the school year 2010-2011 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.

<b>Core Requirements (18 credits)</b>	
<b>Reading and English Language Arts</b>	<b>4 credits</b> English 9, 10, 11, 12
<b>Mathematics<sup>1</sup></b>	<b>4 credits</b>
<b>Science<sup>2</sup></b>	<b>3 credits</b> Physical Science Biology or Conceptual Biology Chemistry or Conceptual Chemistry Physics
<b>Social Studies<sup>3</sup></b>	<b>4 credits</b> World Studies to 1900 United States Studies to 1900 Twentieth and Twenty-First Centuries Studies Civics for the 21 <sup>st</sup> Century
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts<sup>5</sup></b>	<b>1 credit</b>
<b>Electives</b>	<b>2 credits</b> The remaining graduation requirements are to be electives.

<b>Career Concentration Courses (4 Credits)<sup>4</sup></b>	
<b>Professional Pathway</b>	<b>Skilled Pathway</b>
Science - 4 <sup>th</sup> credit (which must be above Physical Science)  Foreign Language - 2 credits in one language  Concentration – 1 additional credit required related to the selected career concentration	Concentration - 4 additional credits required related to the selected career concentration

<b>Career Development</b>	Prior to students selecting a concentration and pathway, opportunities for career decision-making must be provided in grades 9-10.
<b>Experiential Learning</b>	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 5.6.5)
<b>Technology</b>	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 grade 9-12.
<b>Senior Year</b>	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.

<sup>1.</sup> It is the intent that students in the professional pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence, which may include college courses, AP courses or virtual school courses, for students in the professional pathway is Algebra I, Geometry, Algebra II, Trigonometry, and Pre-Calculus. The mathematics courses selected for credit must be relevant to the student's concentration. Students in the professional pathway and college bound students in the skilled pathway, who do not achieve the State assessment College readiness benchmark for mathematics, shall be required to take a college transition mathematics course during their senior year.

It is also the intent that students in the skilled pathway will take mathematics annually, but must take at least three mathematics classes in grades 9-12. The recommended course sequence in the skilled pathway is Algebra I, geometry, conceptual mathematics, college transition mathematics or Algebra II. College Transition Mathematics must be offered annually and will be counted as a mathematics credit.

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. While research indicates the best option for scheduling additional time is to do so within the same year, scheduling options such as "double blocking" Algebra I, Algebra Support and Algebra I, or other similar options may be determined at the local level, as long as the priority of the selected option is to provide students the best possible opportunity to succeed in mastery of the Algebra I CSOs. Counties selecting a scheduling option that places students who need extra time into two separate math courses may grant students up to two math credits toward graduation upon successful course completion. It is further recommended that students who are in the most need of continuous math instruction be enrolled in at least one math course each year in high school.

<sup>2.</sup> Physical Science, Biology or Conceptual Biology and Chemistry or Conceptual Chemistry shall be taken in consecutive order. Conceptual course credits may not be accepted by four-year higher education institutions. Life Science or Earth Science may be used in lieu of Chemistry or Conceptual Chemistry to satisfy graduation requirements for students entering 9<sup>th</sup> grade in 2008-09 and 2009-10. Life Science includes courses such as Human Anatomy and Physiology or Biology II. Any science course above Biology meets the requirements for the third science.

<sup>3.</sup> 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 content and State assessment. World Studies to 1900, United States Studies to 1900, Twentieth and Twenty-First Centuries Studies and Civics for the 21<sup>st</sup> Century shall be taken in consecutive order. The social studies content standards and objectives are constructed in such a way that information progresses sequentially through time periods and builds the foundation for successful achievement of the complex concepts that follow. The senior course, Civics for the 21<sup>st</sup> Century, has been written to deliver rich academic content within relevant context for students entering the world of work and college.

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4. 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.
5. 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. Designation of these courses will be made by state-level administrators of career/technical and arts programs.

The following courses are approved for substitution:

1851 - Fundamentals of Illustration  
1857 - Fundamentals of Graphic Design  
1861 - Advanced Illustration  
1859 - Advanced Graphic Design  
1431 - Digital Imagining I  
1727 - Drafting Techniques  
0213 - Floriculture

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<b>Chart VI (A) Adolescent (9-12) Electives (Effective July 1, 2004 – June 30, 2008)</b>		
	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
Note: Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation.	These courses must be offered at least in alternating years. (Effective 2004-2005)	These courses (or others) may be offered depending on need or student demand.
<b>READING AND ENGLISH LANGUAGE ARTS</b>	Journalism/Newspaper/ Yearbook Speech	Desk Top Publishing English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
<b>MATHEMATICS</b>	Algebra I Algebra II Algebra III Applied Mathematics 1 and 2 Geometry or Applied Geometry Pre-Calculus Trigonometry Technical Mathematics	Algebra/Geometry Preparation Calculus Conceptual Mathematics Integrated Mathematics I, II, III, and IV Probability and Statistics Mathematics college courses AP Mathematics courses
<b>SCIENCE</b>	Advanced Biology (11-12) Advanced Chemistry (11-12) Advanced Environmental/ Earth Science (11-12) Advanced Physics (11-12) Human Anatomy and Physiology CATS 10 (Effective for students entering grade 9 in school year 2005-2006)	Biology -Technical Conceptual (11-12) Chemistry - Technical Conceptual (11-12) Physics - Technical Conceptual (11-12) Science college courses AP Science courses
<b>SOCIAL STUDIES</b>	Economics Geography	Social Studies college courses AP Social Studies courses
<b>FOREIGN LANGUAGE</b>	Three levels of one foreign language	Other foreign languages based on student need and interest
<b>HEALTH</b>	Any courses required to satisfy a concentration	Other health courses based on student need and interest
<b>PHYSICAL EDUCATION<sup>1</sup></b>	Any courses required to satisfy a concentration and one lifetime physical education course <sup>1</sup>	Other physical education courses based on student need and interest
<b>THE ARTS</b>	Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	Other courses in the arts based on student need and interest
<b>CAREER CONCENTRATIONS</b>	Four specified courses within a concentration/pathway	Other courses based on student need and interest
<b>DRIVER EDUCATION</b>	One course	Other driver education courses based on student need and interest

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<b>Chart VI (A) Adolescent (9-12) Electives Continued</b>		
	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
<b>TECHNOLOGY</b>	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
<b>TECHNICAL EDUCATION</b> Note: Schools must provide students access to skilled and entry-level technical preparation in a minimum of four of the following career clusters: <ul style="list-style-type: none"> <li>• Arts and Humanities</li> <li>• Business/Marketing</li> <li>• Engineering/Technical</li> <li>• Health</li> <li>• Human Services</li> <li>• Science/Natural Resources</li> </ul>	80% of students in grades 9-10 must have access to at least one career/technical foundation course. One foundation course must be offered that teaches parenting skills	Other technical education courses based on student need and interest
	30% of students in grades 11-12 must have access to four units in a technical concentration and two technical electives	Other courses based on student need and interest
	An additional 30% of students in grades 11-12 must have access to two units in a technical concentration	Other courses based on student need and interest
<b>CAREER DEVELOPMENT</b>	Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through formal coursework, web-based or independent studies, or other alternative means	

<sup>1</sup>. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval. Those schools needing to develop alternate programs shall not be required to implement this program until the school year commencing 2006.

<b>Chart VI (B) Adolescent (9-12) Electives (Effective July 1, 2008)</b>		
	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
Note: Any course offered in lieu of a graduation requirement must first receive a WVBE approved waiver before counting towards graduation. <sup>1</sup>	These courses must be offered at least in alternating years. (Effective 2004-2005)	These courses (or others) may be offered depending on need or student demand.
<b>COLLEGE BOARD AP COURSES IB PROGRAM</b>	A minimum of four College Board AP Courses or the IB Program must be offered annually.	
<b>READING AND ENGLISH LANGUAGE ARTS</b>	Journalism/Newspaper/Yearbook Speech	Desk Top Publishing English college courses AP English Creative Writing Library/Media Technical Writing Broadcast Journalism
<b>MATHEMATICS</b>	Algebra II Algebra III Geometry or Applied Geometry Pre-Calculus Trigonometry Conceptual Mathematics College Transition Mathematics <sup>2</sup>	Calculus Integrated Mathematics I, II, III, and IV Probability and Statistics Mathematics college courses AP Mathematics courses
<b>SCIENCE</b>	Physics Earth Science Human Anatomy and Physiology	Conceptual Physics Science college courses Biology II Chemistry II Physics II AP Science courses
<b>SOCIAL STUDIES</b>	Economics Geography	Social Studies college courses AP Social Studies courses
<b>FOREIGN LANGUAGE</b>	Three levels of one foreign language	Other foreign languages based on student need and interest AP Foreign Language
<b>HEALTH</b>	Any courses required to satisfy a concentration	Other health courses based on student need and interest
<b>PHYSICAL EDUCATION<sup>3</sup></b>	Any courses required to satisfy a concentration and one lifetime physical education course <sup>3</sup>	Other physical education courses based on student need and interest AP Physical Education
<b>THE ARTS</b>	Four sequential levels of student achievement in music (both choral and instrumental), visual art (general art and/or studio art), dance, theatre	Other courses in the arts based on student need and interest AP Arts Courses

<b>Chart VI (B) Adolescent (9-12) Electives (Effective July 1, 2008) Continued</b>		
	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
<b>CONCENTRATIONS</b>	Four specified courses within a concentration	Other courses based on student need and interest
<b>DRIVER EDUCATION</b>	One course	Other driver education courses based on student need and interest
<b>TECHNOLOGY</b>	Students must be provided opportunities for advanced technology applications.	Information Technology Information Management Web Development Other courses based on student need and interest
<b>CAREER/TECHNICAL EDUCATION</b> Note: Schools must provide students access to concentrations in a minimum of four of the following career clusters: <ul style="list-style-type: none"> <li>• Arts and Humanities</li> <li>• Business/Marketing</li> <li>• Engineering/Technical</li> <li>• Health Sciences</li> <li>• Human Services</li> <li>• Science/Natural Resources</li> </ul>	80% of students in grades 9-10 must have access to at least one career-technical foundation course. One foundation course must be offered that teaches parenting skills	Other career/technical education courses based on student need and interest
	30% of students in grades 11-12 must have access to four units in a career/technical concentration and two career/technical electives	Other career/technical courses based on student need and interest
	An additional 30% of students in grades 11-12 must have access to two units in a career/technical concentration	Other career/technical courses based on student need and interest
<b>CAREER DEVELOPMENT</b>	Students must be provided opportunities for in-depth exploration of their chosen career cluster in grades 9-10 through formal coursework, web-based or independent studies, or other alternative means	

<sup>1</sup>. Any College Board AP course or IB Program taught by a trained AP/IB teacher may substitute for a course related graduation requirement.

<sup>2</sup>. College Transition Mathematics must be offered annually based on results of the State's college readiness benchmark assessment.

<sup>3</sup>. Schools which do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs that will enable current staff and physical settings to be used to meet the physical education requirements. The alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval.

5.6.2. **Grade 9-12 Attendance.** The following rules shall govern student attendance in grades 9-12.

a. Attendance for the full school day for all four years during grades 9-12 is important so that students obtain the full benefit from the educational programs offered in the schools of West Virginia. Therefore, all students shall be scheduled in the defined high school curriculum, college courses, career/technical programs or virtual school courses for the full instructional day for all four years.

b. County boards of education shall develop and implement a policy which shall be approved by the WVBE that defines the compelling circumstances under which students may attend school for fewer than four full years and/or may be scheduled for courses for less than the full instructional day.

5.6.3. **Programs of Study.** The programs of study identified in Charts I-VI (B) must be available to and be taken by all students as noted in the charts.

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

b. If a student has been enrolled continuously in grades 9-12, the student shall be expected to meet the graduation requirements that were in effect when he/she entered 9th grade.

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

5.6.4. **Individualized Student Transition Plan.** Prior to the end of their 10<sup>th</sup> grade year, each student shall develop, after review of the student's ACT PLAN results, and in consultation with her/his parent/guardian(s) and school counselor or advisor, the second phase of the ISTP. Each student in the skilled pathway shall select a high school concentration that will prepare the student for college, other post-secondary education, and gainful employment. The ISTP may be amended and/or the concentration changed at the end of any semester.

a. Students may take 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 College Board AP course, 4) an IB course, or 5) a college course. Parent/guardian approval must be evidenced by signature on the student's ISTP.



A. A student, in consultation with his/her parent/guardian(s), may request to take a higher level or more rigorous course, The College Board's AP course, IB courses or college course in lieu of a required career concentration or recommended elective course as specified in the high school programs of studies document. Such requests should be approved by the county superintendent (or designee) and principal. The decision as to whether the substitute course will count as credit for the specified concentration or recommended elective requirement must be based on its applicability to the student's 5-year transition plan and post high school goals.

B. The student and his/her parent/guardian(s) must be advised of the decision of the superintendent (or designee) and the impact of the substitute course on the student's preparation for college, other postsecondary education or employment in the student's concentration.

C. A notation must be made on the student's ISTP indicating that this process was followed and that the parent/guardian(s) and student clearly understand the impact of the course substitution.

b. The parent/guardian(s) and student each sign and receive a copy of the ISTP.

c. Other ISTP components may include the following:

A. Co-curricular activities

B. Extracurricular activities

d. Each graduate will be provided a form that assesses the effectiveness of his/her ISTP, and will be requested to complete and return the form at the end of the first year following graduation to the high school from which he/she graduated.

**5.6.5. Experiential Learning.** The county and school shall require experiential learning experiences for each student at some time in grade 9, 10, 11 or 12. Each county board of education shall:

a. establish a procedure for coordinating experiential learning;

b. establish criteria for selecting quality experiential learning and sites;

c. establish criteria and standards that students must meet to be eligible for experiential learning;

d. establish standards and objectives for the different types of experiential learning;

- e. establish process and criteria for experiential that merits the awarding of credit;
- f. provide staff development for coordinators, mentors and supervisors of experiential learning; and
- g. establish linkages to enable school personnel and businesses to provide experiential learning opportunities to support and enhance programs of study and career development.

5.6.6. **Graduation Requirements.** The state graduation requirements total 24 credits. See Charts V (A) through V (D) for specific credits required for graduation.

a. The courses needed for graduation, indicated in Charts V (A) through V (D) require mastery of the WVBE and county board of education approved content standards and objectives. The level of mastery shall be determined in compliance with Policy 2515 and with W. Va. 126CSR44A through 126CSR44O, WVBE Policies 2520.1 through 2520.17, 21<sup>st</sup> Century Content Standards and Objectives for West Virginia Schools (hereinafter CSOs).

b. A county board of education that proposes to schedule class periods in a manner that results in fewer than 8100 minutes of instructional time allotted for a high school course credit must obtain a waiver from the WVBE prior to implementing such a schedule. Courses approved through the West Virginia Virtual School approval process may be exempt from this requirement. County and multi-county vocational centers may, in order to accommodate transportation times for students, schedule courses for credit with fewer than 8100 minutes of instructional time provided the center documents student mastery of the content standards for those courses.

c. County boards of education have the authority to increase these requirements for schools in their counties. The county superintendent shall notify the WVDE of any changes in requirements beyond the state requirements.

5.6.7. Additional courses not identified in Chart VI may be offered to afford students the opportunity to attain mastery of the content standards and objectives, to broaden and enrich their education, and to support academic and career development. Any elective offering must be based on WVBE approved content standards and objectives if available or based on written content standards and objectives that are approved by the county board of education.

5.6.8. **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;

a. Any student who successfully completes a high school level course (one meeting the high school approved content standards and objectives and taught by a content certified teacher) prior to grade 9 shall receive full credit for that course toward graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the

courses. The grade for any course taken prior to grade 9 becomes part of the student's permanent record and is calculated in the student's grade point average (hereinafter GPA).

b. County boards of education shall adopt policies that allow students to earn credit for completion of college work. If these credits are to be used to meet graduation requirements, they must meet the requirements for a dual credit course. (See Section 13.29)

c. A county may develop tests for the purpose of moving students more quickly through the curriculum by “testing out.” See Section 13.2 for other methods of acceleration.

d. County boards of education shall adopt policies and programs that allow students to recover credit for failed high schools courses. Researched-based successful credit recovery programs require students to successfully demonstrate mastery of content rather than repeat an entire course.

e. All students will receive appropriate grades and/or credit for all work completed while attending school, regardless of the duration of their enrollment period.

**5.6.9. High School Diploma.** County boards of education shall award a high school diploma to every student who has completed the standard graduation requirements.

a. An eligible student with disabilities who has been determined by an IEP Team to be unable even with extended learning opportunities and significant instructional modifications to meet state and county standard graduation requirements may receive a modified diploma.

b. An institutional education program operated by the WVDE will transfer graduation credits to a county school district for the awarding of the high school diploma.

**5.6.10.** Beginning with school year 2008-2009, an eligible student with disabilities who meets the criteria for instruction based on modified standards may pursue either a standard or modified diploma. These decisions are specified on the student’s IEP.

**5.6.11. High School Credential.** Beginning with the graduating class of school year 2008-2009, the school system shall offer the following high school credentials for qualifying graduating students.

a. College Readiness Credential - Any student who scores at or above the college readiness benchmarks as defined by the West Virginia Higher Education Policy Commission, shall receive a college readiness credential.

b. Work Readiness Credential – Any student who completes an approved career/technical concentration and obtains a passing score on ACT Workkeys assessments shall receive a work readiness credential.