

**ADOLESCENT LEVEL PROGRAM OF STUDY**

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**1.0 Program Definitions**

**1.1 Adolescent Education Programming (Grades 9-12)** – Each high school shall provide challenging and rigorous courses in the programs of study in grades 9-12 that enable students to achieve high levels of competence for academic and career development. High schools shall provide students with the intellectual, social/emotional, physical and technological capacities needed for successful transitioning beyond graduation, ensuring all students are career- and college-ready. All students will be provided the opportunity to develop the foundational knowledge and skills for their success in a global society. Students who are college- and career-ready demonstrate independence. All students must become self-directed learners who are expected to seek out and use a variety of resources to assist them in completing assigned tasks. These resources may be teachers, peers, experts, print and/or digital materials. The required courses outlined below are designed to build strong content knowledge across disciplines by engaging students in work of quality and substance. In grades 9 and 10, students build foundational knowledge and skills; while in grades 11 and 12, students enter into a personalized aspect of their PEP, focusing carefully on selected coursework that leads to successful completion of their personal and academic goals. Each student’s coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate or license, or workforce training programs.

<b>Chart IV: Foundations for High-Quality Adolescent Education Programming (Grades 9-12)</b> <b>24 credit required: 18 prescribed and 6 personalized</b>	
Chart IV Adolescent Education Programming (9-10, 11-12) Graduation Requirements	
Graduation requirements are effective for all students enrolled in school year 2014-15, and thereafter or as otherwise specified. Courses needed for graduation require mastery of approved content standards and objectives. Students should consult with their chosen postsecondary educational program when choosing optional upper-level courses. Students who do not demonstrate mastery of the approved content standards and objectives shall be provided extra assistance and time through personalized learning and support.	
<b>Core Requirements (18 credits)</b>	
<b>English Language Arts</b>	<b>4 credits</b> English 9 English 10 English 11 English 12, English 12 CR or Transition English An AP English Course may be substituted for any of the above

<b>Mathematics</b>	<b>4 credits</b> From the approved mathematics course sequences;
<b>Science</b>	<b>3 credits</b> Physical Science Biology or Conceptual Biology or AP® Biology One additional rigorous lab science course
<b>Social Studies</b>	<b>4 credits</b> World Studies or an AP® Social Studies Course United States Studies or an AP® Social Studies Course Contemporary Studies or an AP® Social Studies Course Civics for the Next Generation or AP® Government and Politics
<b>Physical Education</b>	<b>1 credit</b>
<b>Health</b>	<b>1 credit</b>
<b>The Arts</b>	<b>1 credit</b>
<i>Personalized Education Plan (6 Credits)</i>	
<b>Personalized Electives</b>	<b>2 credits</b>
<p>4 Personalized Credits from a cluster detailed in the Program of Study.</p> <p>College Bound students will be required to take a 4<sup>th</sup> lab science and 2 credits of the same foreign language.</p>	
<b>Graduation Requirements</b>	
<b>Personalized Education Plan</b>	<p><b>4 credits</b> Each student’s PEP will identify 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. Best practices encourage students to take at least 1 AP® and/or AC course with corresponding examination, a fourth Science credit, and 2 credits in one World Language, and/or four credits cumulating in acquisition of industry and recognized Career and Technical Education (hereinafter CTE) credential focused on career aspirations.</p>
<b>Career and Technical Education (CTE)*</b>	<p>The four credits taken in a career and technical concentration must be consistent with those identified for WVDE approved career and technical programs of study. (Refer to W. Va. 126CSR44M, Policy 2520.13: Common Core Content Standards for Career and Technical Education in West Virginia Schools.) Each career and technical concentration in a school</p>

	<p>shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program when applicable. School systems wishing to offer a concentration outside of the state approved CTE concentrations, must have four related courses approved by the local board of educations.</p> <p>80 percent of students in grades 9-10 must have access to at least one career and technical foundation course. One foundation 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>An additional 30 percent of students in grades 11-12 must have access to two units in a career and technical concentration.</p> <p>Approved WV Career Clusters          Agriculture, Food and Natural Resources          Architecture and Construction          Arts, A/V Technology and Communication          Business Management and Administration          Education and Training          Finance          Government and Public Administration          Health Sciences          Hospitality and Tourism          Human Services          Information Technology          Law, Public Safety, Correction and Security          Manufacturing          Marketing          Science, Technology, Engineering and Mathematics          Transportation, Distribution and Logistics</p> <p>Students with disabilities may earn 4 credits in Community Readiness Training recommended through an IEP Team as a personalized concentration.</p>
<p><b>World Languages</b></p>	<p>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 include the completion of two units of the same world language.</p>
<p><b>Electives</b></p>	<p><b>2 Credits</b>          The remaining graduation requirements are to be electives. When choosing electives, students should consult with their chosen postsecondary educational program to make sure the electives are acceptable.</p>
<p><b>Developmentally Appropriate Practices for Student Success and Career Readiness</b></p>	

<p><b>Career Development</b></p>	<p>All students in grades 9-12 will be provided structured, on-going experiences for career exploration, decision making, and career preparation. Career development shall be an integrated approach, engaging all staff in assisting students during the school day to explore the 16 career clusters. Career exploration will include opportunities for students to discover their interests in emerging careers including STEM careers in science, oil &amp; gas, technology, engineering, and math. The school will engage student advisors in utilizing each student’s career awareness activities to develop the PEP. Advisors will assist students and their parents to utilize their various interests, learning styles, career and academic assessments to guide educational planning and career choices. Career exploration activities will be documented in each student’s personalized career portfolios.</p>
<p><b>Comprehensive School Counseling Program</b></p>	<p>A standards-focused, integrated, comprehensive and developmental 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>
<p><b>Student Advocate/Advisor/Mentor</b></p>	<p>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 successful learning, goal setting, career planning and personal growth. The advisory system shall be evidence based and systemically integrate school success and career readiness skills (e.g., work, ethic, communication skills, team work, collaborative skills, personal responsibility, social skills, organization, financial literacy, and study skills).</p>
<p><b>Physical Activity</b></p>	<p>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.</p>
<p><b>Technology</b></p>	<p>Students in grades 9-12 will be provided regular opportunities within the context of normal course work to master the standards set forth in WVBE Policy 2520.14. The infrastructure of classrooms should infuse technology and pedagogy to transform instruction, thus leading to improved student engagement. It is recommended that all students complete an online learning experience during grades 9-12. Students must be provided opportunities for advanced technology applications.</p>

**Adolescent Programs Electives (Grades 9-12)**

<b>Chart V: Adolescent Education Programming (9-12) Electives</b>		
	<b>Electives Required To Be Offered</b>	<b>Optional Electives</b>
<b>English Language Arts*</b>	Transition English Language Arts for Seniors  A minimum of one AP® English courses	English 12 CR  Additional AP® English Courses  English Language Arts College Courses  Other English Language Courses based on student need and interest  IB Program Courses
<b>Mathematics*</b>	Math I Lab  Transition Mathematics for Seniors  A minimum of one AP® math course	Additional AP® Mathematics Courses  Advanced Mathematical Modeling  STEM Readiness Mathematics  Calculus  Mathematics college courses  IB Program Courses
<b>Science*</b>	Chemistry Earth Science Human Anatomy and Physiology Physics A minimum of one AP® science course	Additional ® Science courses Biology II Chemistry II Conceptual Chemistry Conceptual Physics Environmental Science Forensics Physics II Science college courses IB Program Courses
<b>Social Studies*</b>	Economics Geography A minimum of one AP® social studies course	Other social studies courses based on student need and interest Social Studies college courses Additional AP® Social Studies courses IB Program Courses
<b>World Language</b>	Three levels of one world language	Other world languages based on student need and interest AP® World Language World Language college courses
<b>Health*</b>	Any courses required to satisfy a	Other health courses based on student

	Personalized Education Plan	need and interest Health college courses
<b>Physical Education*</b>	Any courses required to satisfy a Personalized Education Plan and one lifetime physical education course	Other physical education courses based on student need and interest Physical education college courses
<b>The Arts*</b>	Four sequential courses 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 as identified in guidance AP® Arts Courses Arts college courses
<b>Career and Technical Education*</b>	Schools must provide students access to concentrations in a minimum of four (4) of the 16 approved WV Career Clusters	AC courses Other CTE courses based on student need and interest
<b>Driver Education</b>	One course	
<b>Technology</b>		Information Technology Information Management Web Development Other courses based on student need and interest

**1.2 Programs of Study** – The programs of study identified in Charts I-V must be available to all students as noted in the charts.

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

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

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

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

**1.3.1** During the 9<sup>th</sup> grade 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, career and academic assessments to guide changes to course selections.

**1.3.2** During the 10<sup>th</sup> grade year, the second phase of the PEP is developed. Students identify course

selections for grades 10-12 and postsecondary plans for the first year after high school. To assist with development of the three-year PEP, the school will provide ongoing opportunities during the school day for career exploration and self-discovery involving completing student needs assessments, career and interest inventories, learning style inventories, self-reflections, and multi-faceted opportunities for career inquiry. 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, and parent and/or guardian.

**1.3.3** Students may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on 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.

**1.3.4** 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, 5) a college course, 6) an Advanced Career (AC) course, or 7) a dual credit course in accordance with approved local board policy. Parent and/or guardian approval must be evidenced by signature on the student's PEP.

**1.3.4.A.** A student, in consultation with his or her parent and/or guardian, may request to take higher level or more rigorous courses, College Board's AP® courses, IB courses, AC courses or college courses in lieu of required or elective courses as specified in programs of study. Such requests should be approved by the county superintendent (or designee) and principal. The decision as to whether a 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 PEP transition plan and postsecondary goals. Schools shall provide information regarding the availability of advanced courses to students and parents and strongly encourage students to take such courses based upon the results of the ACT PLAN, student interest and postsecondary goals.

**1.3.4.B.** The student and his or her parent and/or guardian 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 gainful employment in the student's PEP.

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

The parent and/or guardian and student each sign and receive a copy of the modified PEP.

Other PEP components may include the following:

- Co-curricular activities; and
- Extracurricular activities.

**1.3.5** For an eligible gifted student, a four-year education plan is developed during the 8<sup>th</sup> grade year by an IEP Team. The four-year plan replaces the PEP and includes the honors, College Board Advanced Placement® (hereinafter AP®), Advanced Careers (hereinafter AC) and/or International Baccalaureate (hereinafter IB) classes that must be provided for the student in grades 9-12.

## **2.0 Review Schedule**

This policy shall be reviewed in accordance with the Policy Review Schedule published by the Superintendent.

**AUTHORITY:** West Virginia Board of Education Policy 2510

**ADOPTED:** 03/25/14

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