CABELL COUNTY SCHOOLS
CREATE YOUR STORY

HIGH SCHOOL

Instruction & Technology Guide

High School: Welcome to the Family

We are excited to start the 2024-2025 school year! We have worked hard to develop a comprehensive Instruction & Technology Guide specifically tailored to high school and CCCTC educators. This guide is to inform our educators about the available instructional resources and county expectations. Schools in Cabell County have shown significant growth, and we know it's due to the high expectations of our teachers. The academic specialists and I are here to support and serve you.

Have a great year and thanks for all you do!

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Curriculum Overview

The current instructional material for ELA is McGraw Hill's StudySync; in addition to a robust online platform that allows for customization of unit planning and a digital library of videos and lessons, the consumable workbook follows through 6 units of grade-appropriate themes and texts while challenging students with extended writing opportunities. Each school selected novels from the StudySync collection to pair with the text's thematic units.

All content can be accessed through the McGraw Hill app in Clever.

English

Curriculum Standards & Maps
ELA are aligned to WV College and Career Readiness standards; furthermore, Cabell high school teachers have designated power and supporting standards in addition to aligning these to quarterly writing focus genres.

Access to county curriculum maps can be found on Tech Central.

Curriculum Overview

Cabell Midland and Huntington High School both offer honors options for ninth and tenth-grade English, Advanced Placement English Language and Composition, Advanced Placement Literature and Composition, and dual-credit English 101 and 201 through Marshall University.
These courses are open to students seeking more challenging coursework that moves at a faster pace than our schools' regular ELA offerings.

Honors 9 & 10 courses use SpringBoard by CollegeBoard. These texts expose students to AP principles and align to skills assessed on PSAT 8/9 and PSAT 10 exams.

Our AP offerings utilize resources from Bedford, Norton, and Perfection Learning that align to AP standards.

Advanced ELA Courses

Diagnostic Assessment Resources
Achieve3000 Literacy
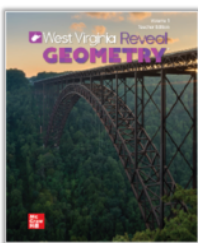StudySync Benchmark Assessments

Supplemental Programs
Achieve3000 Literacy
Turnitin Feedback Studio
(Access through Clever)

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Core: Mathematics

Curriculum Overview

The current instructional materials for math are from McGraw Hill, Cengage, and Savvas. McGraw Hill's Reveal Math program deepens conceptual understanding, promotes a growth mindset, and creates an active classroom designed so all students can succeed in mathematics.

Math

ALEKS

ALEKS is a research-based, online learning program that was adopted with our curriculum for Algebra 1, Geometry, Algebra 2, and Transition Math. Rooted in 20 years of research and analytics, ALEKS is a proven online learning platform that provides the individual support required for every student to achieve mastery.

Curriculum Overview

Our high schools offer honors courses, dual-credit math courses through WV State University and Marshall University, and Advanced Placement Calculus and Statistics. These courses are open to students seeking more challenging coursework that moves at a faster pace than our schools' regular math offerings.

Our dual-credit offerings utilize Cengage, Hawkes, OpenStax, and Savvas, and our AP offerings utilize resources from Cengage and BFW.

Advanced Math Courses

Cabell County High School Math Schoology Group

This group contains various resources such as:
- Curriculum & Pacing Guides
- Online Resource Guides
- Teacher Created Resources

Access Code: 9DGJB-67B2T

Social Studies

Curriculum Overview

High school social studies teachers use primary resources from Savvas.

Social studies embraces democratic values, community, and cultural diversity. We support the framework of the National Council of Social Studies. We believe in a deep understanding of civic issues, connected communities, and global conversation.

Students have access to both print and digital resources.

Social Studies Course Offerings
- AP Human Geography
- AP European History
- AP Psychology
- AP US History
- AP US Government
- AP World History
- Civics for Next Generation
- Contemporary Studies
- Economics
- Geography
- History 103 (Contemporary Studies) & 231 (American History from 1877) Dual-Credit
- Psychology
- Sociology
- United States Studies
- US Studies Honors
- World Studies
- World Studies Honors
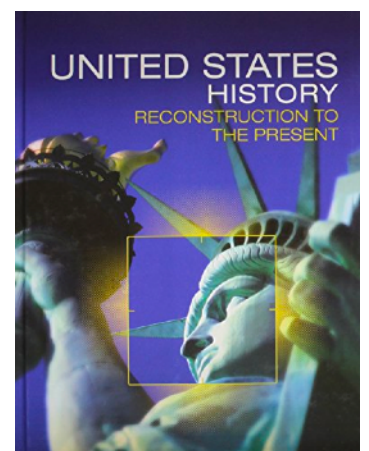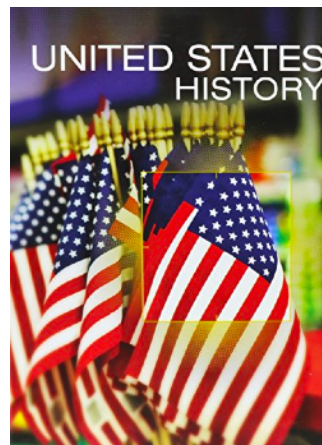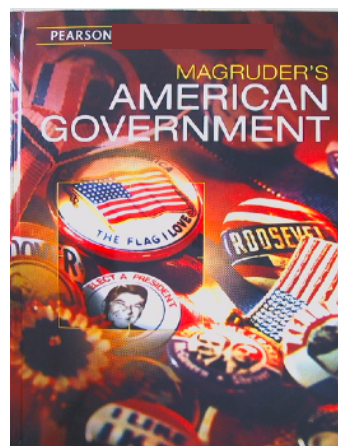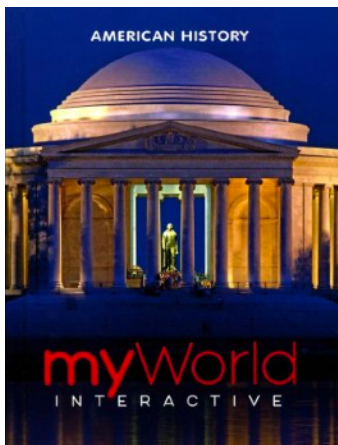
Curriculum Overview

Our high schools offer a vast array of courses from which students can choose. The **Inspire Science High School** series by McGraw Hill—used in the subjects pictured below—empowers students to explore and learn from our world's amazing natural phenomena in exciting, hands-on ways. The Inspire Science High School series brings science off of the page and beyond the four walls of the classroom — into the exciting world in which we live with a wealth of online and offline resources. It goes much further as it dives deep into the incredible natural phenomena all around us to spark students' imagination and inspire success. By fostering students' innate curiosity, you elevate their critical thinking. By facilitating hands-on investigation, you deepen their understanding. By encouraging creative problem-solving, you inspire their innovation.

Our other science courses offer rigorous coursework guided by the primary resources pictured below. AP offerings can be found here.

Students have access to both print and digital resources for all of these courses.

Science

Curriculum Standards & Maps
High school science courses are aligned to WV Next Generation standards.
High school science teachers have updated curriculum maps to coincide with the latest textbook adoption

Access to county curriculum maps on Tech Central.

Science Course Offerings
- Earth and Space
- Biology/**AP Bio**
- Chemistry/**AP Chem.**
- Physics/**AP Physics**
- Physical Science
- Human Anatomy
- Forensic Science
- Zoology (HHS)
- Herpetology (HHS)
- Environmental Sci./ **AP Enviro**

Supplemental Programs
Achieve3000 Literacy
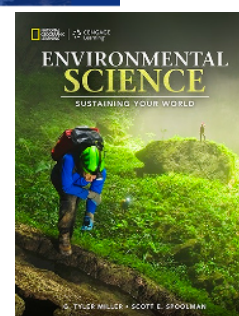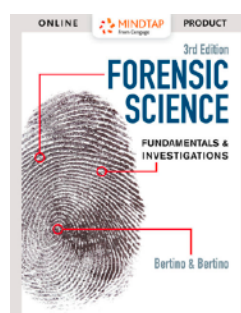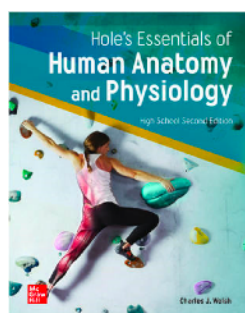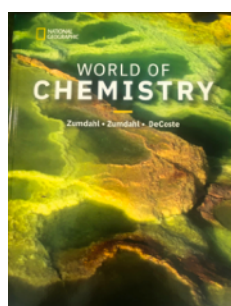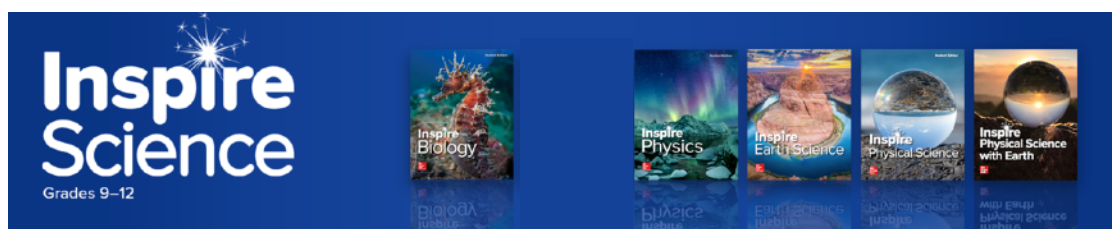
Additional Courses of Study for High School Students

Aerospace Engineering

Project Lead the Way Engineering

Driver Education

Air Force/Army Junior Officers' Training

Art

Music

Agrisciences

World Language

Pro-Start/Restaurant Management

Computer Science

Personal Fitness & Wellness Training

Health & Health Science

Business Marketing

Physical Education

Dance

Careers in Education

Theater

Machine Trades

Appalachian Building Construction

Masters of Molten Metal

Graphic Design

Automotive Technology

Electricity

HVAC

Collision Repair

Building Maintenance and Operations

Building Technology

Law and Public Safety

Administrative Support

A+ Certification

Coding, App, and Game Design

Pre-Cosmetology

High School Assessments

The West Virginia Department of Education uses CollegeBoard's SAT as its general summative assessment for eleventh graders.

To better prepare our ninth and tenth-grade students for this exam, Cabell County elects to utilize the PSAT 8/9 with our ninth-graders, the PSAT 10 with our tenth-graders, and the PSAT/NMSQT in the fall of each year with our eleventh-graders.

The PSAT 8/9 is used to both familiarize students with the exam and provide a baseline on their level of readiness as they enter our schools.

The PSAT 10 and PSAT/NMSQT then serve as benchmarks for students' progress as they move from grade to grade.

The PSAT/NMSQT (National Merit Scholarship Qualifying Test) automatically enters our students into a college scholarship sweepstakes. Students scoring in the top 1% of test-takers in the state will be designated as semi-finalists.

PSAT™ 8/9
sets readiness baseline

PSAT/NMSQT® and PSAT™ 10
allow check-in on student progress

SAT®
connects students to college
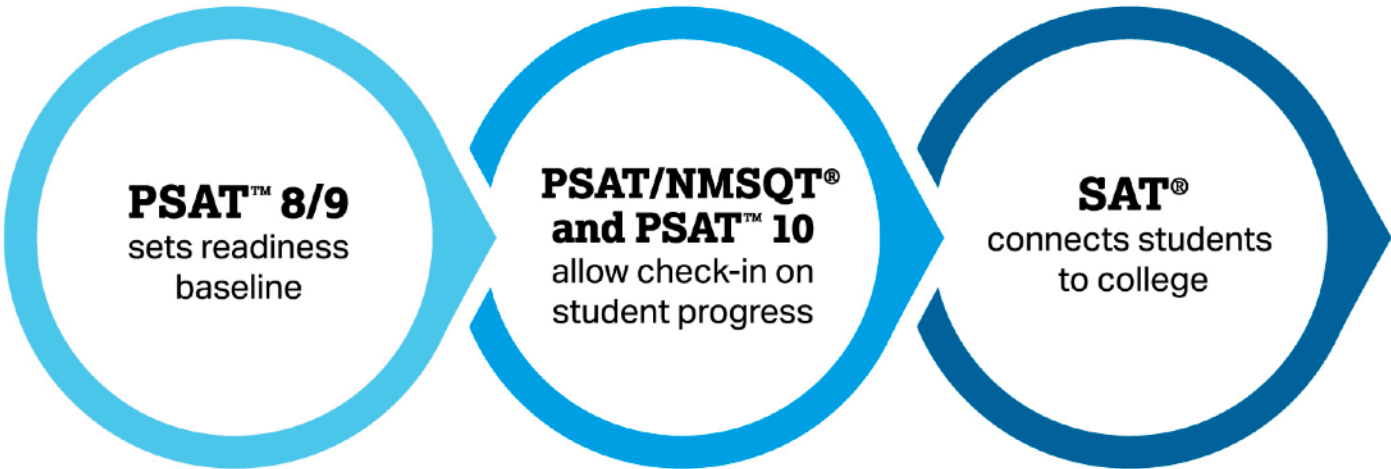
Assessment Schedule
- PSAT 8/9: Spring 2025
- PSAT 10: Spring 2025
- PSAT/NMSQT: Fall 2024
- SAT: Spring 2025

CABELL COUNTY SCHOOLS

2024-2025 High School Digital Academic Program Expectation Guide

Achieve3000®
Differentiate. Accelerate. Achieve.

- **6 or more activities per calendar month** with a target **First Try Score of 75%.**
- Teachers may choose between:
  - **5-Step Lessons**
  - **Ready-Read-Respond**
  - **Article+Activity.**
- Students must complete a quiz with each activity.
- 95% of students will complete the LevelSet by September 6, 2024.
- Mid-year and end-of-year LevelSets are optional
- Stagger assigned activities by departments.

McGraw Hill ALEKS®

- Algebra 1, Geometry, Algebra 2, and Transition Math for Seniors
- **5 or more topics per week**
- Students must complete an Initial Knowledge Check before beginning ALEKS. This is automatically assigned to students.
- A new Knowledge Check will trigger every 5 hours of login time plus 20 topics learned for students to demonstrate their mastery.
- 95% of students will complete the Initial Knowledge Check by September 6, 2024.

Khan Academy

- **At least 1 *Skill at Proficient or Higher* each week for both ELA and Math**
  - **ELA Practice**
    - 9th Grade: Grammar: Parts of Speech
    - 10th Grade: Grammar: Punctuation, Syntax, Usage, and Style
    - 11th Grade: Official Digital SAT Practice
  - **Math Practice**
    - 9th Grade: Algebra 1
    - 10th Grade: Official Digital SAT Practice
    - 11th Grade: Official Digital SAT Practice

Sample Usage Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA			Achieve3000: 1 Activity 2x monthly		Khan 1 Skill at Proficient+
Math	Khan 1 Skill at Proficient+				5 topics of ALEKS completed by Friday
Soc. St. & Science		Achieve3000 (Soc. St.): 1 Activity 2x monthly		Achieve3000 (Science): 1 Activity 2x monthly	

Clever

Clever is Cabell County's single sign-on digital learning platform where employees and students can access Instructional Technology Resources such as:
- Office 365
- Khan Academy
- Schoology
- Savvas
- McGraw Hill
- Clairmont Press
- ALEKS
- Achieve3000
- WVDE Online IEP
- ZoomWVe

Microsoft Office 365

Office 365 includes a set of tools that help educators work, learn, organize, create and stay connected.
Office 365 includes the following apps:
- Outlook
- Word
- Excel
- Microsoft Teams
- PowerPoint
- OneDrive
- Calendar
- Forms
- OneNote
- Class Notebook
- Sway
- Stream

Schoology

Schoology is Cabell County's learning management system that includes class rostering, attendance, and grade syncs. Schoology also provides educators with the assessment management tools they need to better monitor student progress.

County-Issued Devices

Cabell County educators are issued a MacBook Air and an Apple iPad for teaching and learning. High school students are allocated a MacBook Air. Classrooms are also equipped with 72 inch monitors and Apple TVs.
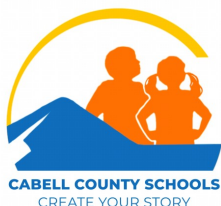
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Cabell County Schools strives to engage all students in a rigorous and relevant curriculum. Through the process of progress monitoring and the intentional focus on individual student data, educators will guide students in meeting high levels of learning and growth through grade-level standards and engaging content.

District Expectations for K-12 Curriculum and Instruction

Standards-Based Planning Aligned with District Curriculum Maps
- Implementation of District Standards At-A-Glance Document with quarterly standards assignment
- Standards-aligned curriculum maps with vetted resources for instruction
- Use of data to drive instruction and reflection in educator planning

Literacy Instruction across All Content Areas
- Close reading practices in all content areas
- Emphasize writing with text evidence across the curriculum.
- Development of academic and domain specific vocabulary

High Impact Instructional Strategies & Student Engagement
- Engage students in authentic learning experiences
- Create a learning environment focused on student achievement for all
- Offer opportunities for student choice based on interest
- Increase inquiry-based learning with rigor
- Utilize technology for student learning and authentic student products

Fidelity of Instructional Programs
- Implementation of research-based instructional programs and core instructional materials according to district provided guidance and training

Instructional Resources

Core Instructional Materials
CTE: Textbooks, Industry Standard Credentials, & Exams
ELA: McGraw Hill StudySync
Math: McGraw Hill, Cengage, & Savvas
Science: McGraw Hill & Cengage
Social Studies: Savvas & HMH

Programs
Achieve3000, ALEKS, Edgenuity, Khan Academy, Turnitin Feedback Studio

Assessment and Monitoring

Common Assessments (PLCs)
Semester Finals
Khan Academy
Achieve3000 and ALEKS

Summative
PSAT/SAT

Curriculum Planning & Instruction

Core Content Curriculum Maps
Power Standards

Educational Technology
Schoology (LMS)
Clever (SSO)

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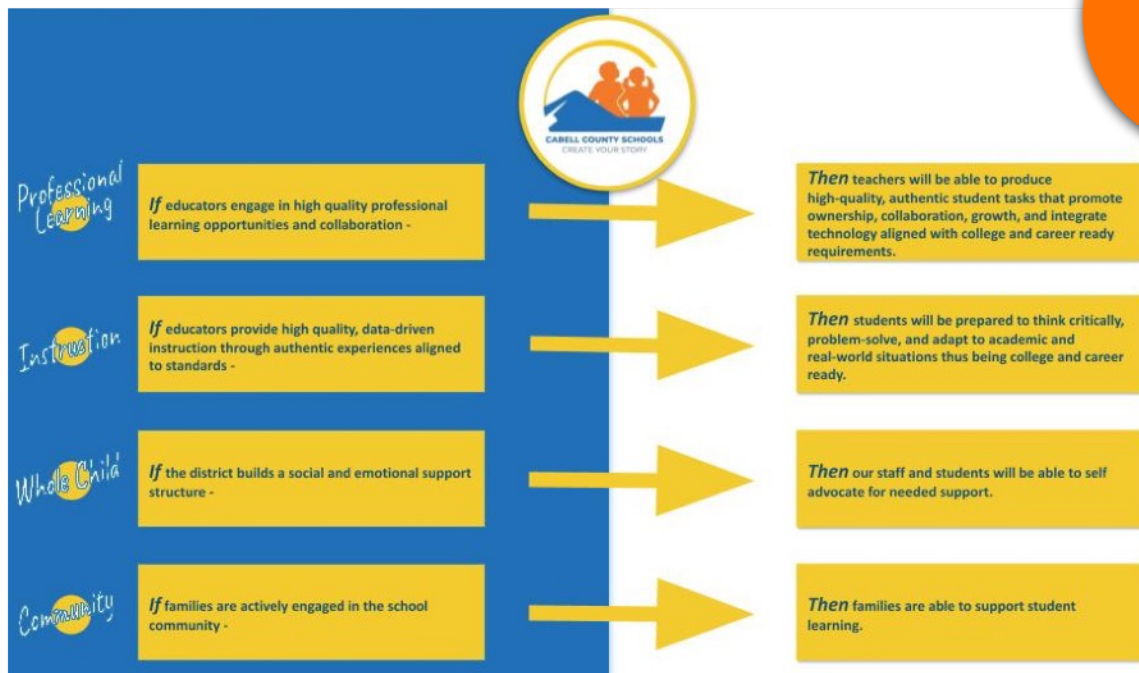hscarber@k12.wv.us
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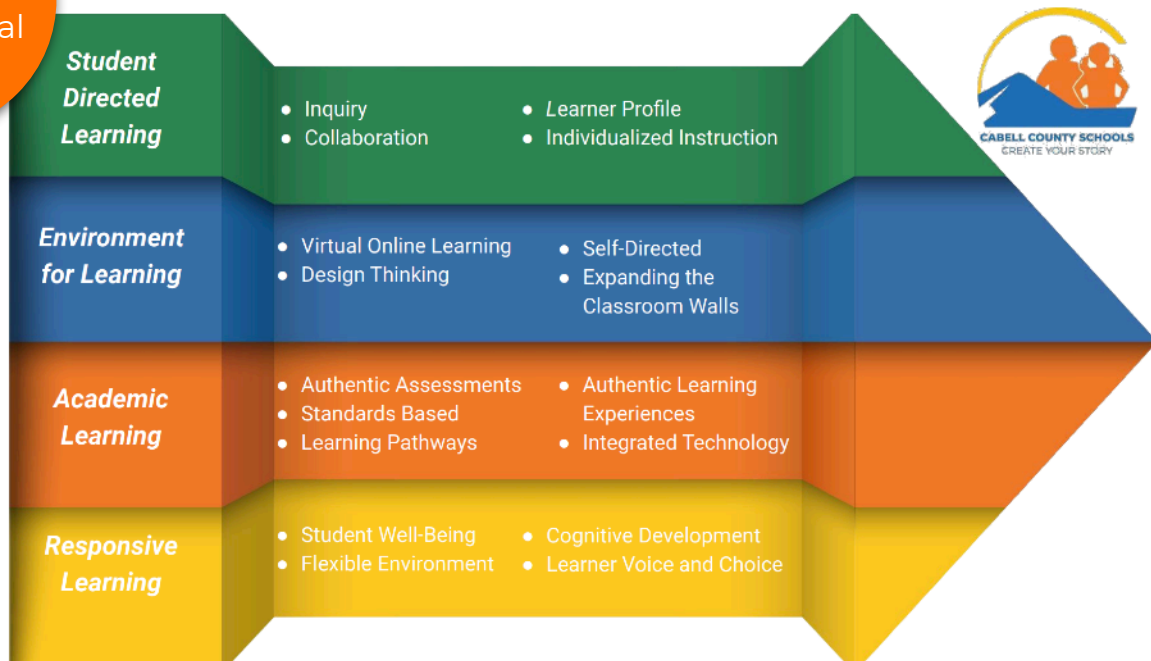hroush@k12.wv.us
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Helpful High School Resources

Modern Teacher
Theory of Action

Professional Learning
If educators engage in high quality professional learning opportunities and collaboration -

Then teachers will be able to produce high-quality, authentic student tasks that promote ownership, collaboration, growth, and integrate technology aligned with college and career ready requirements.

Instruction
If educators provide high quality, data-driven instruction through authentic experiences aligned to standards -

Then students will be prepared to think critically, problem-solve, and adapt to academic and real-world situations thus being college and career ready.

Whole Child
If the district builds a social and emotional support structure -

Then our staff and students will be able to self advocate for needed support.

Community
If families are actively engaged in the school community -

Then families are able to support student learning.

Modern Teacher
Instructional Model

Student Directed Learning
- Inquiry
- Collaboration
- Learner Profile
- Individualized Instruction

Environment for Learning
- Virtual Online Learning
- Design Thinking
- Self-Directed
- Expanding the Classroom Walls

Academic Learning
- Authentic Assessments
- Standards Based
- Learning Pathways
- Authentic Learning Experiences
- Integrated Technology

Responsive Learning
- Student Well-Being
- Flexible Environment
- Cognitive Development
- Learner Voice and Choice

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Modern Teacher
Instructional Identifiers

Cabell Instructional Model Identifiers and Guiding Questions

Big Idea	Identifiers (Look-fors and Listen-fors)	Guiding Questions	Professional Learning
Student Directed Learning			
Inquiry	• Students know what they are learning and its relevance. • Students are doing a bulk of the learning and work. • Students engage in authentic experiences and can make real-world connections. • Teachers facilitate students' investigation of open-ended questions. • Teams plan inquiry-based lessons or units that link standards and learning outcomes to post-secondary education or employment.	• What inquiry strategies are students employing to create personal connections and meaning to the intended outcomes? • How are students given opportunities to understand and communicate their intended learning outcomes? • How does a teacher act as a facilitator of learning? • How does the learning experience enable student collaboration, communication, choice, and autonomy? • Does the classroom allow for adaptability and flexibility for various modes of learning and changing student needs? • Have I considered the various cultures and personal challenges of my students? • Am I including students' interests and needs when planning for learning?	Architect a Learner Centered Culture Architect Procedures for the Modern Learning Environment Architect a Rigorous Learning Experience Academic Specialists / Interventionists - Reading and Math strategies PBL strategies Apple Coach Schoology Courses
Collaboration	• Students can lead the instructional activity. • Teachers move from directive to consultative. • Teachers create flexible learning structures that promote opportunities for student collaboration.		
Learner Profile	• Students' modes of learning are considered. • Students are reflective of their learning, behavior, and choices. • Teachers create opportunities for reflection.		
Individualized Instruction	• Students make connections, apply skills, and knowledge needed to succeed in work, life, and citizenship. • Students have voice and choice in the learning approach with multiple opportunities to master content in a variety of ways.		
Environment for Learning			
Self-Directed	• Students have opportunities to further interest. • Teachers and staff support self-efficacy in students by instructing with gradual release of responsibility and promoting a growth-mindset.	• How do I ensure that the learning environment is focused on student needs and what is planned for learning? • How does the teacher cultivate an environment to foster a caring and inclusive culture for learning? • How are teachers encouraging students to take intellectual risks and providing feedback that helps them refine and revise their work? • How do the physical and virtual arrangements of the learning environments support students' voice and choice? • How are teachers providing options that promote independent learning, as well as small and large group participation in the physical and virtual learning environments? • How are teachers and students utilizing technology to move substitution/enhancement to redefinition/transformation of learning?	Architect an Online Classroom Space Architect a Digital Learning Environment Architect a Modern Physical Learning Environment Apple Teacher Learning Center PBIS Resources Reclaim West Virginia Project Aware Parent University
Design Thinking	• All students have equitable access, support, and opportunities to use provided tools and resources. • Teachers design a learning environment which provides choice and flexible seating and collaboration. • Teachers deemphasize the front of the classroom as an instructional focus. • Teachers identify learning outcomes prior to development of instructional practices.		
Online Learning	• Students are engaged in virtual or in-person learning. • Students have opportunities to use technology to interact with other students, teachers, and class content to support their learning in both the physical and virtual environments. • Varied digital media and platforms are used purposefully to meet the lesson goals and needs of multiple learners.		
Expanding the Classroom Walls	• Students are working side by side with the community. • Learning spaces are physically mobile, flexible, and adaptable to easily accommodate learning. • Teachers design learning experiences which recognize global learners have rights, responsibilities, and opportunities that are interconnected.		

Academic Learning			
Authentic Assessment	• Personalized assessments match student interests and needs. • Assessments are designed to give students opportunities to practice, improve, and demonstrate their skills and knowledge. • Teachers use multiple forms of feedback, assessment, and demonstration of learning. • Teachers and students design assessments that are authentic, relevant, and intended for specific purposes. • Teams use data to form a continuous improvement cycle.	• How are content and skills being assessed? • How are students involved in the assessment process? • What evidence do I use to reflect upon my teaching? • Does my team and I analyze student data to inform teaching and learning? • How are students demonstrating mastery of the intended learning outcome? • What opportunities do students have to reflect on their own learning and progress? • In what ways are digital resources leveraged to support learning outcomes? • In what ways are digital citizenship and technology skills embedded into lessons? • How are teachers providing options that promote independent learning, as well as small and large group participation in the physical and virtual learning environments?	Architect a Learner Centered Culture Architect a Rigorous Learning Experience Architect a Lesson Using Effective Pedagogy Architect Digital & Face to Face Learning Experiences Architect a Blended Lesson Block Schoology Courses
Standards-Based	• Teachers are focusing on Power Standards. • Students are expected to remember, apply, assimilate and adapt knowledge and skills in new complex ways		
Learning Pathways	• Learning experiences are adaptive, flexible and provide varied opportunities for learning. • Frame learning in terms of process and growth and purpose. • Teachers differentiate instruction based on student need.		
Authentic Learning Experiences	• Student are engaged in real world learning. • Teachers are clear about how they will promote, measure, and celebrate understanding. • Students and teachers feel part of a trusting learning environment where they can take intellectual risks.		
Integrated Technology	• Students are using personalized technology to produce as well as consume. • Teams purposefully embed technology skills, including digital citizenship, into units of study.		
Responsive Learning			
Student Well-Being	• Teachers promote safe and positive behaviors and citizenship in physical and virtual environments. • School staff ensures that the learning environment is respectful and culturally and linguistically inclusive. • Teams optimize curriculum and instruction to support social, emotional well-being.	• How can I ensure all kids in my classroom feel supported to the level they need? • Have I engaged in and maintained an ongoing system of support for social and emotional well-being? • Have I included students' voices in the planning, experience, and reflection of learning? • Does the classroom allow for adaptability and flexibility for various modes of learning and changing student needs? • What opportunities do students have to reflect on their own learning and progress towards goals? • How is learning relevant to students' lives?	Architect a Learner Centered Culture Architect a Rigorous Learning Experience PBIS Resources Growth Mindset
Flexible Environment	• Teachers design learning opportunities which blend individual, collaborative, and large group instruction. • Learning spaces are physically mobile, flexible, and adaptable to easily accommodate learning.		
Cognitive Development	• Students actively think, explore, and use problem solving to find age-appropriate solutions to academic, behavior, and social situations. • Teachers intentionally build relationships with and amongst students establish trust and support academic and social-emotional learning.		
Learner Voice and Choice	• Students are engaged with educators to provide meaningful feedback to student learning. • Students design their own learning experiences based on their goals, strengths, needs, interests and learning styles. • Teachers act as facilitators to empower students to take ownership of their learning.		

Questions

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Notes

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