



POLICY 2510

Foundations for High-Quality Developmentally Appropriate Middle School Programming (*Grades 6-8*)

October 2024 Edition



**West Virginia Board of Education
2024-2025**

Nancy J. White, President
Victor L. Gabriel, Vice President
F. Scott Rotruck, Secretary
L. Paul Hardesty, Legislative Liaison

Robert W. Dunlevy, Member
Daniel D. Snavelly, M.D., Member
Christopher A. Stansbury, O.D., Member
Debra K. Sullivan, Member
Gregory F. Wooten, Member

Sarah Armstrong Tucker, Ph.D., Ex Officio
Chancellor
West Virginia Higher Education Policy Commission
West Virginia Council for Community and Technical College Education

Michele L. Blatt, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

Table of Contents

Middle School.....2

Career Exploration3

Computer Science..... 4

English Language Arts.....5

Mathematics7

Music and Visual Art..... 9

Science 10

Social and Emotional Advisory System
for Student Success 11

Social Studies13

Wellness Education15

World Languages17

West Virginia Virtual School 19

Middle School

Foundations for High-Quality Developmentally Appropriate Middle School Programming (Grades 6-8)

Middle School Programming builds on the results of Pre-K through Grade 5 programming and transitions students into the high school program. Successful middle school programs are characterized by a culture that is inviting, inclusive, and supportive of all. Significant academic learning experiences are the norm and are characterized by rigorous content, standards-based instruction, and high expectations for all learners within a developmentally appropriate, safe, and supportive school environment. Middle school educators use multiple learning and teaching approaches which engage students in authentic, active, and purposeful learning experiences. Students learn to understand important concepts, develop essential skills, and apply what they learn to address relevant issues. The environment and culture of middle school should lead to every student developing meaningful, supportive relationships with at least one trusted adult advocate who is familiar with the student's academic development and personal goals. The goal of the middle school experience is to create stable and mutually respectful relationships that support students' personal, intellectual, ethical, and social growth.

Guidance

The middle school experience should provide an opportunity for all students to acquire a thorough understanding of knowledge, critical thinking, and problem-solving skills as articulated within the approved content standards. Every student must have the support and time required to close the gap between current academic performance and grade-level expectations. The principal and a team of teachers will determine the adequate amount of time necessary to achieve mastery of the approved content standards for each course to effectively address the academic needs of all students. It is imperative that an atmosphere of high expectations for all students across all content areas be created.

Career Exploration

Content Areas	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
Career Exploration <i>Note: Counties will implement a comprehensive Career Exploration middle school experience. This experience may include but it is not limited to career technical education (CTE) Exploratory courses, stand-alone career exploration courses, and mini courses (e.g., home economics, home repair, robotics, etc.), field trips, guest speakers, and career mentors.</i>	Embedded Career Exploration 6-8 or Career Exploration 6 Career Exploration 7 Career Exploration 8 or Future Careers 6-8 Regional Careers 6-8 Discover Your Future 6-8 Career Exploration 6-8	In accordance with W. Va. Code §18-9D-19a, comprehensive middle schools must provide learning opportunities where students are provided: a comprehensive curriculum with embedded career exploration and project-based career activities; career development and counseling; and learning and life connection experiences for all students. All students will receive structured, on-going experiences for career awareness, exploration, decision-making, instructional career technical education (CTE) practices and career preparation exposing students to all 16 career clusters. Career development must include career exploration, entrepreneurial experiences, and/or Simulated Workplace learning for all students in Grades 6, 7, and 8. Students must document a personalized career portfolio that is transportable throughout the student's middle and high school career. Students may utilize career exploration, the Lexile® Career Database, CTE Exploratory Courses, Career Cruising®, and multiple learning activities to guide education and career planning.

Clarifying Information, Instructional Supports, and Requirements

Middle school career exploration guides students on an exciting journey of self-discovery and career readiness. This instruction not only imparts essential real-world knowledge and skills but also offers opportunities for industry-specific training and meaningful learning experiences. Students are introduced to the career clusters through engaging, hands-on lessons, guest speakers, and industry field trips. Designed to broaden students' awareness of available career opportunities, these courses prepare them for the career and technical education (CTE) programs they will encounter in high school. Through participation in career exploration, students gain practical experience that equips them to understand and prepare for high-demand, real-world jobs.

Counties will implement structured, comprehensive career exploration for every student throughout their middle school experience. Career exploration may be integrated or taught as separate courses in Grades 6, 7, and 8. Career exploration must include instruction on all career clusters and the development of a career portfolio that is transportable throughout all years of middle and high school. Schools should utilize a variety of methods such as: course integration, online exploratory activities, community professional engagement, and career days to expose students to various career paths. Additionally, schools should consider incorporating the Employability and Workplace Readiness Standards and the West Virginia College- and Career-Readiness Dispositions and Standards for Student Success (WVCCRDSSS) when implementing career exploration programs.

Computer Science

Content Area	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
Computer Science <i>Note: Integrated Technology and Computer Science will be delivered within all content areas.</i>	Integrated Technology and Computer Science 6-8 Discovering Computer Science or a county-created computer science course	Students will be provided regular opportunities within the context of other coursework to master the 6-8 technology and computer science standards. Students will be provided sufficient opportunities in digital literacy, computer science, and technology skills to meet the 6-8 standards by the end of Grade 8. <i>Technology and Computer Science (Policy 2520.14)</i>

Clarifying Information, Instructional Supports, and Requirements

Technology is integrated throughout Grades 6-8 classroom experiences as a tool to facilitate the learning process. Technology-infused activities should, if possible, extend the learning environment beyond the normal school day or setting and extend the development of digital citizenship skills in students.

All students should have access to high-quality computer science opportunities. This can be as an independent, integrated, stand-alone semester, year-long course, or on a rotation each year. Computer science is integrated throughout Grades 6-8 classroom experiences as a tool to develop computational thinking, networking, data analysis, programming, and the societal impacts of computing.

Please refer to the West Virginia Education Information System (WVEIS) 2.0 Support Page to access the course catalog, which is updated on a regular basis. [WVEIS - WVEIS Support Documentation \(k12.wv.us\)](https://k12.wv.us)

English Language Arts

Content Areas	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
English Language Arts (ELA)	ELA 6 ELA 7 ELA 8 or ELA 6 and Reading 6 ELA 7 and Reading 7 ELA 8 and Reading 8	To address literacy needs, counties may choose to utilize a separate course code for reading in addition to the required ELA course. <i>English Language Arts (Policy 2520.1A)</i>

Clarifying Information, Instructional Supports, and Requirements

The middle school English language arts (ELA) experience is a literacy-rich environment and provides numerous opportunities to read, discuss, and write in response to complex texts appropriate for Grades 6-8. Students are given opportunities to engage with both literary and informational texts as well as opportunities to write for a variety of purposes and audiences, including persuasive, argumentative, informative, and narrative writing. Students in Grades 6-8 will continue to enhance their skills in a developmentally appropriate progression toward proficiency, which includes an integration of content standards, technology, and dispositions and standards for student success.

Policy 2510 does not identify reading as a stand-alone core subject. ELA is comprised of four domains: reading, writing, speaking and listening, and language. Research indicates learning the English language is a developmental process that is not segregated into four distinct sections; instead, research emphasizes interrelation of the four domains. To be active and proficient participants in a literate world, students must be able to see and understand connections among reading, writing, speaking and listening, and language. Aligning instructional practices to all four domains of our ELA West Virginia College- and Career-Readiness Standards (WVCCRS) ensures the intended rigor of the WVCCRS is met, allowing for meaningful learning experiences and providing students multiple opportunities to become proficient in those skills.

Below are some options districts may use to provide additional support for students.

Utilize a Team-Teaching/Collaborative Approach

Districts may elect to address English language arts instruction using a team-teaching approach in which two teachers share responsibility for ELA instruction. The two teachers would collaborate to ensure that all students have an opportunity to master all the ELA standards through an integrated literacy approach. Should a district elect to use a team-teaching or collaborative approach, teachers will still need to enter one grade for ELA that is inclusive of all four of the domains listed above.

Offer Elective Enrichment/Re-teaching Courses

Elective course codes for Reading and Developmental Reading exist in Grades 6-8. These elective courses can be utilized in addition to the required English language arts course to provide students with enrichment/re-teaching. These are optional elective courses only and are not intended to be used as a stand-alone ELA course.

Designate District-Level ELA Domain-Based Courses in WVEIS for Standards-Based Grading

Districts that wish to include domain-specific ELA reporting for report cards now have the option to do so via the establishment of district-level ELA courses. The following courses may be utilized at the county's discretion:

- **LANG:** Language
- **WRIT:** Writing
- **READ:** Reading
- **SPLI:** Speaking and Listening

Should a district elect to designate the specific courses indicated above, teachers will still need to enter one grade for ELA that is inclusive of all four of the ELA domains listed above.

Mathematics

Content Areas	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
Mathematics	Math 6 Math 7 Math 8	High School Course options: • High School Algebra I • High School Math I <i>Mathematics (Policy 2520.2B)</i>

Clarifying Information, Instructional Supports, and Requirements

Middle school mathematics experiences are essential for students to bridge the mathematical concepts developed in elementary school to the more advanced mathematics concepts they will encounter in secondary courses. A rich mathematical experience in middle school extends multiplication and division into powerful forms of ratio and proportional reasoning, transitions the properties of operations from numerical to algebraic, builds the understanding of quantitative relationships, establishes the foundations of deductive geometry, and leads to the study of statistics.

Any student who successfully completes a high school-level course (one meeting the high school approved content standards 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 course(s). The grade for any credit-bearing course taken prior to Grade 9 becomes part of the student's permanent record and is calculated in the student's grade point average (GPA).

Accelerating High School Mathematics Courses in Middle School

The WVCCRS for Mathematics support the progression of learning. Many standards found within Math 6, 7, and 8 remain important far beyond middle school. When considering accelerating students, careful consideration and systematic collection of multiple measures of individual student performance on both the content and Mathematical Habits of Mind (MHM) are essential.

The WVCCRS for Mathematics in Grades 6-8 are coherent, rigorous, and non-redundant, so the offering of high school coursework in middle school to students for whom it is appropriate requires careful planning to ensure that all content and practice standards are fully addressed (without omitting critical middle school content). The K-8 content standards represent a cohesive progression of skills and knowledge that is rigorous and designed to provide a strong foundation for success in high school mathematics courses.

Districts are encouraged to work with their mathematics leadership, teachers, and curriculum coordinators to design an accelerated pathway that best meets the needs of their students. The West Virginia Department of Education (WVDE) recommends not utilizing courses beyond High School (HS) Mathematics I or High School (HS) Algebra I at the middle school level. Policy 2520.2B requires districts to submit a plan indicating the integration of Grade 7, Grade 8, and High School (HS) Algebra I/Mathematics I standards into their county-wide middle school mathematics programs. This plan will allow middle schools to offer credit-bearing high school courses in either HS Algebra I or HS Mathematics I to eighth-grade students while ensuring students are taught all Grade 8 standards prior to the delivery of HS Algebra I/Mathematics I standards.

Discussions and decisions regarding accelerating high school mathematics to the middle school should include three areas of consideration:

- The increased rigor of the Grade 8 mathematics standards
- Options for accelerated high school pathways which allow students to reach advanced mathematics courses such as calculus by Grade 12
- Offering high school mathematics courses in middle school to students for which it is appropriate

Each county must submit a plan to indicate the integration of Grade 7, Grade 8, and HS Algebra I/ Mathematics I into their county-wide middle school mathematics program to ensure all Grade 7 and 8 standards are taught prior to the delivery of HS Algebra I/Mathematics I standards. Each county has chosen one of two pathways for mathematics progression in high school. The middle school option for high school courses should follow the districts identified pathway:

- Integrated pathway: High School Math I
- Traditional pathway: High School Algebra I

Students who take credit-bearing high school math courses may not retake those courses for credit in high school.

- If the student happens to fail, they could retake the course or complete the credit recovery program.
- If the parents and/or guardians request the student take this course again in 9th grade and they have not failed it, the credit cannot count towards graduation requirements and may not be used in the calculation of the GPA.

Instruction in an accelerated sequence of courses requires addressing all grade-level mathematics content standards rather than deletion. The selection and placement of students into an accelerated mathematics pathway must be done carefully to avoid creating gaps in students' mathematical backgrounds and ensure success of all students. It is recommended placement decisions be made based on a set of criteria including a readiness assessment reviewed by a team of stakeholders including the school principal, teachers, parents and/or guardians, and the student.

Music and Visual Art

Content Area	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
Music	Music 6-8 or Music 6 Music 7 Music 8	Grade-band and/or individual courses for Grades 6-8 in general music, choral, and instrumental music (band or orchestra) will be offered to all students during the middle school experience. Chorus or instrumental music may be substituted for a general music course at each grade level. <i>The Arts (Music and Visual Art) (Policy 2520.9)</i>
Visual Art	Visual Art 6-8 or Visual Art 6 Visual Art 7 Visual Art 8	Grade-band or individual courses for Grades 6-8 in visual art will be offered to all students during the middle school experience. <i>The Arts (Music and Visual Art) (Policy 2520.9)</i>

Clarifying Information, Instructional Supports, and Requirements

The arts in middle school promote proficiency in performing a range of material, such as creating two- or three-dimensional artworks, analyzing and processing feedback, applying of verbal and non-verbal communication, and demonstrating integrity in responsible collaboration with peers. Students will develop problem-solving and critical thinking skills both independently and collaboratively as they engage in the common domains of the arts: create, connect, explore, perform, relate, respond, and others specific to various arts disciplines. College and career readiness is supported in the arts as students acquire and develop abilities to become creators, consumers, and advocates of the arts.

All students in Grades 6-8 will be offered music and visual art with frequency sufficient to achieve mastery of the WVCCRS. Local school districts will decide appropriate music course substitutions and the scheduling of arts courses in accordance with the needs of their respective schools, students, and available resources.

The standards for middle school visual art and music are arranged in grade bands, one set of 6-8 standards for music and another set for visual art. Counties have the flexibility to divide the grade-band standards and offer visual art and music each year of middle school, or they may choose to utilize the grade-band standards together and offer each course once during Grades 6-8. For example, they may offer visual art to all 7th graders and then music to all 8th graders. The individual grade course codes will remain for both areas, with the addition of a course code for middle school music and one for middle school visual art if counties choose to offer one course that addresses the middle school standards for each area.

Science

Content Areas	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
Science	Science 6 Science 7 Science 8	<i>Science (Policy 2520.3C)</i>

Clarifying Information, Instructional Supports, and Requirements

Students in Grades 6-8 will engage in active inquiries, investigations, and hands-on activities at least 50 percent of the instructional time as they develop and demonstrate conceptual understandings along with research and laboratory skills described in the standards and indicators for science. Safety instruction is integrated into all activities, and students will implement safe procedures and practices when manipulating equipment, materials, organisms, and models.

Three-dimensional learning provides opportunities for students to actively and purposefully engage with the practices of scientists and engineers and apply the science connecting concepts to deepen their understanding of science phenomena across science disciplines. The limited number of topics in each grade level allows time for students to be immersed in experiential learning as life science, physical science, and earth and space science are taught in each grade level. Human impact is taught in each middle school science course, prompting students to consider how Earth's surface processes and human activities affect each other.

Where science objectives align to other content areas, thematic instruction will make lessons relevant to real-life experiences, provide connections among various curricular disciplines, reinforce basic skills and content, and provide opportunities for higher-level thinking.

Research indicates extending instruction beyond the classroom to the community and the environment creates several positive impacts, which include improving academic performance, enhancing critical thinking skills, and developing personal growth and life-building skills such as confidence, autonomy, and leadership. In addition, several studies have shown that engagement in environmental and outdoor education increases civic engagement and positive behaviors.

Engineering is integrated throughout the content as students solve problems within the constraints they are given. Additionally, educators may choose to teach engineering separate from the other science topics to address computer science, robotics, or other technological processes used for solving problems.

Social and Emotional Advisory System for Student Success

Content Area	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
Social and Emotional Advisory System for Student Success		<i>Required</i> Through a Comprehensive School Counseling Program, middle schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience. The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's Personalized Education Plan (PEP) (see Appendix D), career portfolio, social emotional, and other skills that enhance school success, and build competent, engaged citizens. <i>K – 12 Student Success Standards (Policy 2520.19)</i>

Clarifying Information, Instructional Supports, and Requirements

To better equip students for lifelong success, students will have the opportunity to build relationships with trusted adults, explore post-secondary opportunities, and develop the necessary social-emotional skills to become competent, engaged citizens. Students will learn skills included in the domains of personal and social development, academic and learning development, career and life planning, and global citizenship.

All West Virginia middle schools are required to implement a Social and Emotional Advisory System for Student Success which provides students with meaningful, supportive relationships and maximizes students' personalized learning experiences. An adult advocate, advisor, or mentor will work to support students' learning, goal setting, career planning, and personal growth. The advisory system will be evidence- and standards-based to systematically address the WVCCRDSSS, career portfolios, and the teaching of other skills that enhance school success and build competent global citizens. Evidence-based best practices encourage students to remain with the same advisor throughout their middle school experience, if possible, to ensure each student has the opportunity to develop a meaningful and supportive relationship with a trusted adult. This continuity promotes school connectedness, personalization of each student's learning experience, and Personalized Education Plan (PEP) development, which begins in the 8th grade. Advisories should meet consistently for at least 30 minutes per session.

Comprehensive School Counseling Program

A comprehensive school counseling program (CSCP) is required to be in place in every West Virginia school. Schools are required to develop/revise a CSCP plan annually to ensure continuous improvement and address current student needs. The CSCP is an integral part of the total school

program and is aligned with the school's mission, vision, and strategic plan. The CSCP provides universal prevention for all students, targeted interventions for at-risk students, and intensive interventions for the most at-risk students. Tools to develop and deliver a CSCP may be found on the WVDE School Counseling webpage.

The WVCCRDSSES represent the foundational standards for school counseling programs in West Virginia. School leadership teams, in conjunction with the school counselor(s), should design a systematic process for embedding the WVCCRDSSES into courses, co-curricular and extra-curricular activities, while involving all staff and engaging community professionals, when appropriate.

Personalized Education Plans

In Grades 6-8, the school staff will provide a school-wide, systematic guidance and advisory approach to ensure that PEP planning and career exploration are multi-faceted and individualized. This process should guide students and their parents and/or guardians to thoughtfully explore individual interests and aptitudes in relation to academic and career planning. The PEP guides each student's course selections based on individual career aspirations and postsecondary plans. The PEP is developed for each student in consultation with the student's parents and/or guardians and school counselor and/or teacher advisor. Beginning in the sixth grade, the counselor and/or teacher advisor ensures each student has multiple opportunities to investigate careers in each of the career clusters, explore postsecondary education options related to various careers, and complete a variety of interest inventories. The PEP is used to guide, personalize, and maximize each student's learning experience.

During the eighth-grade year, the first phase of the student's PEP is developed to identify a career cluster, program of study, and course selections for Grades 9 and 10 utilizing information gained from interest inventories and career exploration occurring in Grades 6-8.

Portfolio

Counties or schools will identify portfolio components, the process for development, and maintenance of cumulative career portfolios for all students in Grades 6-12. Portfolios can be electronic, hard copy, or both. It is recommended that schools select a portfolio system that is portable in that it remains with the student throughout his or her educational career.

Social Studies

Content Areas	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
Social Studies	Social Studies 6 Social Studies 7 WV Studies 8	<i>Social Studies (Policy 2520.4)</i>

Clarifying Information, Instructional Supports, and Requirements

WVCCRS for Social Studies promote proficiency in civics, economics, geography, and history. Students will develop problem solving and critical thinking skills independently and collaboratively as they engage in informed inquiry in social studies. College and career readiness is supported in social studies as students acquire and further develop their abilities to be critical consumers of the information they read or hear and to use informed sources when they write or speak.

W. Va. Code §18-2-9 requires the administration of a middle school social studies assessment. All Grade 8 students are required to take the Golden Horseshoe online multiple-choice exam. All students will access the assessment through Webtop using their Microsoft Office 365 credentials.

The Social Studies Assessment Monitoring System Application allows districts to track the status of students required to take the Golden Horseshoe. Superintendents, directors, and principals have access to the tracking portal by using their single sign-on (SSO) credentials. Administrators have access to view students by their WVEIS ID numbers, grade, testing year, and the status of the testing (yes, they have taken the test/no, they have not). The Golden Horseshoe results will be sent after the award ceremony in June. The scores will be emailed directly to the county superintendent.

Once the Golden Horseshoe testing window for counties has closed for the competition, the exam will be reopened for any eighth-grade students who still need to take the exam to fulfill the state code requirement. Only students who take the exam on the designated testing day will qualify for the competition.

The essay exam will be administered one or two weeks before the online exam. While the essay is not required of students, it does serve as a tiebreaker in counties. Should students elect to forego the essay and tie for a Golden Horseshoe, they are disqualified from winning the award.

While the Golden Horseshoe is not a summative assessment, the exam addresses specific topics as outlined in W. Va. Code §18-2-9. Only the classroom accommodations as prescribed on an IEP, such as read aloud by an adult and extended time, should be provided on these exams. The Golden Horseshoe exam must be proctored by a teacher who is not the West Virginia Studies teacher. Two practice tests will be made available on Webtop in January to familiarize students with the platform. Scores are not to be shared for these practice tests.

Celebrate Freedom Week

W. Va. Code §18-2-9 requires county boards of education to establish a full week recognized as “Celebrate Freedom Week” during the regular school year:

(e) A full week of classes during the week selected by the county board of education shall be recognized as “Celebrate Freedom Week.” The purpose of Celebrate Freedom Week is to educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded. Celebrate Freedom Week must include appropriate instruction in each social studies class which: (1) Includes an in-depth study of the intent, meaning and importance of the Declaration of Independence, the Emancipation Proclamation, and the Constitution of the United States with an emphasis on the Bill of Rights; (2) Uses the historical, political and social environments surrounding each document at the time of its initial passage or ratification; and (3) Includes the study of historical documents to firmly establish the historical background leading to the establishment of the provisions of the Constitution and Bill of Rights by the founding fathers for the purposes of safeguarding our Constitutional republic. The requirements of this subsection are applicable to all public, private, parochial, and denominational schools located within this state. Nothing in this subsection creates a standard or requirement subject to state accountability measures.

Resources to support Celebrate Freedom Week are available on Canvas.

Wellness Education

Content Area	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
Wellness Education <i>Note: Schools not having the number of certified physical 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. Alternate programs shall be submitted to the WVDE for approval.</i>	Wellness Education 6 or PE 6 and Health 6 Wellness Education 7 or PE 7 and Health 7 Wellness Education 8 or PE 8 and Health 8	Wellness Education: Includes both physical education and health standards that must be taught each year in Grades 6-8. Physical education, including physical exercise and age-appropriate physical activities, must be provided the equivalent of at least one full period of each school day of one semester of the school year (W. Va. Code §18-2-7a). At least 50 percent of class time for physical education will be spent in moderate to vigorous intensity physical activity. Physical Activity: Opportunities will be provided for an additional 30 minutes of moderate to vigorous integrated physical activity daily to keep students physically active throughout the school year. <i>Wellness Education (Policy 2520.5)</i>

Clarifying Information, Instructional Supports, and Requirements

Students in Grades 6-8 continue to develop wellness concepts introduced at the elementary level which build upon the foundation for health literacy and an appreciation for lifelong physical fitness. It is critical that students continue to understand and practice healthy, active lifestyle behaviors before being faced with health concerns later in life. This is a life-long process of enhancing the components of health education (physical, intellectual, emotional, social, spiritual, and environmental), physical education (movement forms, motor skill development, and fitness), and physical activity.

The middle school standards for physical education (PE) and health are combined into one set of standards titled Wellness Education; however, the separate strands of both PE and health remain in the policy. Counties have the option to schedule separate health and PE courses or one wellness course. When students are scheduled in a wellness course, they must have the opportunity to master all the health and PE standards.

Alternate Physical Education Plan Guidance

For those schools that do not have the number of certified physical education teachers or required physical setting to meet the physical education time requirements, alternate physical education plans must be developed. Alternate physical education plans shall be submitted annually to WVDE prior to the first day of instruction utilizing WVEIS 2.0 ALT PE menu option for approval. The menu option is found under the School Navigation tab advancing to Configuration and General Configuration.

Moderate to Vigorous-intensity Physical Activity (MVPA)

Per W. Va. Code §18-2-7(a), at least 50 percent of class time for physical education be spent in moderate to vigorous-intensity physical activity.

FitnessGram®

In accordance with W. Va. Code §18-2-7(a), the FitnessGram® shall be administered to all students in Grades 4-8 and during the student's required high school course.

FitnessGram® Body Composition / Body Mass Index Assessment Guidance

Physical education teachers conducting Body Mass Index (BMI) assessments should adhere to all safeguards to minimize potential harm 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. Administration by the school nurse is also an acceptable practice. Confidentiality is key when reporting this information for FitnessGram® administration and reporting purposes.

Health Education Assessment Project (HEAP)

In accordance with W. Va. Code §18-2-9, the HEAP shall be administered students enrolled in Grade 6 and Grade 8 health education or wellness classes.

In accordance with W. Va. Code §18-2-9, all public schools must include instruction during Grades 6-12 in the prevention, transmission, and spread of HIV/AIDS and other STDs/STIs.

- An opportunity shall be afforded to the parent or guardian of a student subject to instruction in the prevention, transmission, and spread of AIDS and other STDs/STIs to examine the course curriculum requirements and materials to be used in such instruction. The parent or guardian may exempt such student from participation in such instruction by giving notice of that effect in writing to the school principal.
- Health education in Grades 6-12 as considered appropriate by the county board shall include at least 60 minutes of instruction for each student on the dangers of opioid use, the addictive characteristics of opioids, and safer alternatives to treat pain.

Physical Activity

Middle schools should recognize that physical activity and academic success are connected; therefore, schools shall promote physical activities that extend beyond the course requirements for PE. This may be accomplished through programs that focus on skill development, sportsmanship, and teamwork. Opportunities will be provided for 30 minutes of moderate to vigorous integrated physical activity daily to keep students physically active throughout the school year.

Content-specific teachers should look for opportunities that integrate physical activity into their lesson plans to address academic concepts and provide opportunities for energizing and brain- and body-boosting activities. Middle 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 before-school physical activity offerings, intramurals, physically active academic lessons, and after-school physical activity offerings.

World Languages

Content Area	Required Courses for each Grade Level	Additional Information and Related WVBE Policies
World Languages		A course in the same World Language is required to be offered for students in Grade 7 and Grade 8. Offering a World Language course in Grade 6 is encouraged. Counties may offer a high school credit-bearing World Language course in place of World Language in Grade 7 and Grade 8. <i>World Languages (Policy 2520.7)</i>

Clarifying Information, Instructional Supports, and Requirements

World language exposure is an essential part of a student's middle school education. According to research, the study of a second language advances a student's cognitive abilities and social skills, including critical thinking, problem-solving, resource management, systems thinking, and interpersonal communication. World language learning partners with CTE exploration to provide students with the employability skills needed for the real world. Middle school world language education includes a language and culture exploratory component and/or full high school level one courses, which may lead to bilingual recognition through assessment for the West Virginia Seal of Biliteracy. Second language acquisition creates opportunities for students to see themselves as global citizens who can contribute to the business world, ready to succeed in any diverse workplace.

The teaching of a world language in Grade 6 is encouraged

- World Language Exploratory 6 - (5606)

A course in the same language will be offered for students in Grades 7 and 8 with the following options:

- World Language Exploratory 7 (5607) and Grade 8 language specific exploration course
Example: Spanish Exploration 5660
- World Language Exploratory 7 (5607) followed by high school Level I course in 8th grade
Example: Spanish 1 – 5661
- A high school Level I course in Grade 7 which addresses half of the standards, followed by a high school Level I course in Grade 8 that completes the remaining standards.
Example: Spanish I (5661) 0.5 credit + Spanish I (5661) 0.5 credit

Any student who successfully completes a high school-level course (one meeting the high school WVCCRS for World Languages approved content standards 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 course(s). The grade for any credit-bearing course taken prior to Grade 9 becomes part of the student's permanent record and is calculated in the student's grade point average (GPA).

The WVCCRS for World Languages make clear that the primary goal of all world language study must be communicative proficiency. To achieve this, the focus in the classroom must shift from the traditional teaching about the language to learning to spontaneously create with the language. Students must have ample opportunity within and beyond the classroom setting to hear and read the language, as well as to interact and present with it.

Instruction of language and culture should be integrated. Culture is introduced daily through the language, allowing students to not only know about the culture, but more importantly, how to behave appropriately in cultural situations.

The world language program cultivates globally competent students through the intentional development of learning pathways that will allow students to acquire linguistic and cultural competencies. The program should be standards-based and focused on developing proficiency in the target language. Thematic units provide scaffolded student learning experiences and opportunities to interact with authentic sources:

- The overall language competency of the learner is measured through performance-based tasks that evaluate how well students communicate in a variety of formative and summative performance tasks.
- The program recognizes that effective teachers are the most important factor contributing to student achievement.
- 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 percent 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 are provided the opportunity to self-assess their language competencies and cultural interactions.

Students at the middle school level should be aware of the West Virginia Seal of Biliteracy. This nationally recognized award is awarded to students who demonstrate proficiency in two or more languages. Students who are interested in achieving this recognition should consider the study of the target language throughout their high school years.

West Virginia Virtual School

Clarifying Information, Instructional Supports, and Requirements

Counties are required to offer a full-time virtual option for students in Grades 6-12. In addition, it is recommended that all students complete an online learning experience during Grades 9-12. This recommendation can be met through the West Virginia Virtual School (WVVS). The WVVS helps bridge the barriers of time, distance, and inequities for all West Virginia students by providing access to online courses aligned to the WVCCRS. Online teachers with the WVVS have West Virginia certification in the content area. Courses through the WVVS assure consistent, high-quality education for the students of West Virginia.

Registration for the WVVS is automated through the master schedule in WVEIS. To be placed in a virtual course, school administration will follow directions in the WVEIS manual for a WVVS enrollment. Students will automatically be placed in the course overnight. Students have 10 calendar days to begin a course. Students who remain in a course beyond 14 calendar days are committed to completing the course. Any student removed after day 14 must receive a WF. If a school does not have a certified teacher for the course due to staffing loss such as death, retirement or Family Medical Leave Act (FMLA), special arrangements can be made by contacting the WVVS office.

Final grades for the course are issued by the certified WVVS teacher. The local school facilitator of the course is responsible for reporting grades for WVVS courses to the appropriate school personnel to be entered into the WVEIS data system. In accordance with W. Va. Code, no changes can be made to the online course grade by local school personnel.

County Virtual Instruction Programs (§18-5F-1-6) as per W. Va. Code §18-5F-1 et seq., a County Board of Education Member (CBEM) or a multi-county consortium may create a virtual instruction program for one or more schools serving any composition of Grades K-12 by adopting a policy to create the program. When there is a multi-county consortium, CBEM in the consortium shall adopt a policy creating the virtual instruction program. Students enrolled in a county's virtual instruction program are subject to the same state assessment requirements as other students in the district. Students who participate in county virtual instruction programs have the same rights as students in the brick-and-mortar classrooms in terms of school academic and sporting events.

Students enrolled in a county's virtual instruction program are included in the net enrollment of the district in which the student resides and used for the purpose of calculating and receiving state aid. These funds can be used to support the county virtual instructional program. W. Va. Code §18-5F-1-6 was not meant to replace the WVVS but to allow counties to have the flexibility to allow students to take all or some of their classes virtually. Counties may use courses through WVVS for their online program, write their own courses, or write a policy enabling the county to contract with one or more third-party course providers. Counties are required to review all online courses from an outside course provider to ensure each course aligns with the WVCCRS for the specific course/grade level instruction. Counties must also verify that all teachers have a valid West Virginia teaching certification.



Michele L. Blatt
West Virginia Superintendent of Schools