

POLICY 2510
Foundations for High-
Quality Middle School
Level Programming Best
Practices
(Grades 6-8)

May 9, 2018 Edition

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Middle School

Developmentally Appropriate Standards-Focused Curriculum	
<p>The programs of study will be taught by a team of qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level content standards. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for each program of study and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking and listening, and language in all content areas.</p> <p>In accordance with W. Va. Code §18-9D-19a, comprehensive middle schools must provide engaging and empowering 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 and Technical Education (CTE) practices and career preparation exposing students to all 16 career clusters. Career development must include Integrated Career Exploration and/or Simulated Workplace learning for all students in grades 6, 7, and 8. Students will utilize career exploration and learning activities to guide education planning and career while documenting a personalized career portfolio that is transportable throughout the student’s middle and high school career.</p> <p>Grade-band and/or individual courses for grades 6-8 in visual art, 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.</p> <p>Wellness education includes both physical education and health standards that must be taught towards mastery each year in grades 6-8. Physical education, including physical exercise and age appropriate physical activities, must be taught not less than one full period of each school day of one semester of the school per 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. 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.</p>	<p>English Language Arts (ELA) Mathematics Science Social Studies Music Visual Art Wellness Education</p>

Guidance

Middle school 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 and objectives. Every student must have the support and time required to close the gap between current academic performance and grade level expectations. It is imperative that an atmosphere of high expectations for all students across all content areas be created.

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portfolio system that is portable in that it remains with the student throughout his or her educational career. The College Foundation of West Virginia (CFWV) provides a free online portfolio development system for West Virginia students with grade-level benchmarks for developing and maintaining the career portfolio. This system allows counselors and advisors to guide and monitor portfolio development. Portfolios should remain with students and can be accessed at home or in any West Virginia school should the student transfer. Career and Technical Education (CTE) students may use their required concentration portfolios as career awareness and planning evidence. Schools may contact the Higher Education Policy Commission (HEPC) to inquire about staff training to ensure all staff understand and are able to support ongoing, embedded use of the CFWV web-portal for career exploration and portfolio development. The portfolio requirement began with grades 6-12 during the 2014-2015 school year.

Career Education Integration

Career development will be an ongoing, embedded process that is multifaceted occurring continuously throughout grades 6-8. Career development should not be taught as a single class that limits career awareness activities to one grading period. Schools should use a variety of opportunities (course integration, online exploratory, community professionals, career days, etc.) and multiple resources to expose students to career investigations. It is recommended that schools utilize free West Virginia specific resources that are aligned with the 16 career clusters such as the CTE Webpages, WIN career readiness system, CFWV, My State My Life, and West Virginia Strategic Compass. To request and Strategic Compass training contact the WVDE. To request staff training for CFWV contact HEPC.

Personalized Education Plans

In grades 6-8, the school staff will provide school-wide, systematic guidance and advisory approach to ensure that PEP planning and career exploration are multi-faceted and individualized, guiding students and their parent and/or guardian 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 parent and/or guardian and school counselor and advisor. Beginning in the 6th grade the advisor ensures each student has multiple opportunities to investigate careers in each of the 16 career clusters, explore postsecondary training options related to various careers, and complete a variety of self-discovery inventories. The PEP is used to guide, personalize, and maximize each student's learning experience.

During the 8th 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 self-discovery and career investigation occurring in grades 6-8.

Guidance

Comprehensive School Counseling Program

As per WVBE Policy 2315 school leadership teams will design a systemic process for embedding Dispositions and Standards for Student Success into courses co-curricular and extra-curricular activities. The Office of Secondary Learning has completed a standards crosswalk for each content area in middle and adolescent levels. Counties may request these crosswalks to guide standards integration.

WVBE Policy 2520.19 West Virginia College- and Career- Readiness Dispositions and Standards for Student Success outline the standards that West Virginia advisory programs will address. The LINKS Student Advisement System provides an evidence-based framework and curriculum that schools may utilize when designing their advisory system. Schools may use the online, grade-level, curriculum maps and lessons, and incorporate other curriculum sources to design a comprehensive curriculum that addresses the standards and the identified student needs in each school. This online tool, WVDE Links Advisory Implementation Survey and the Advisory Best practice Assessment and Planning Tool for Schools assists schools in assessing their degree of alignment with West Virginia's LINKS Model and the standards- and evidence- based student advisory system and planning for advisory program improvement. Evidence shows students remaining with the same advisor throughout middle level will ensure each student has a meaningful and supportive relationship with their adult advocate and peers. This practice promotes personalization of each student's learning experience and PEP development.

CTE Foundational Courses

Schools are encouraged to offer CTE foundation courses to promote career exploration in their areas of interest.

0290	Exploration in Agriculture
0295	Exploring Business, Marketing & Entrepreneurship (5-8)
0903	Parenting & Strong Families (8-12)
0922	Base Life Basics
1404	Business Preparation (5-8)
1441	Keyboarding (5-12)
1893	Gateway - Automation and Robotics (AR) Middle School
1894	Gateway - Design and Modeling (DM) Middle School
1895	Gateway - Energy & the Environment (EE) Middle School
1896	Gateway - Flight and Space (FS) Middle School
1897	Gateway - Green Architecture (GA) Middle School
1898	Gateway - Magic of Electrons (ME) Middle School
1899	Gateway - Science of Technology (ST) Middle School
1900	Gateway - Medical Detectives (MD) Middle School
1918	Gateway – Computer Science 1 (CS1) Middle School
1920	Gateway – Computer Science 2 (CS2) Middle School
2406	Exploring Technology Education 6th Grade
2407	Exploring Technology Education 7th Grade
2408	Exploring Technology Education 8th Grade
2409	Exploring Technology Education 9th Grade
7664	Touring West Virginia (5-12)

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Resources

WVBE Policy 2315. <http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=49580&Format=PDF>

WVBE Policy 2520.19 WV College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12. <https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=48257&Format=PDF>

WVDE School Counseling Website <http://wvde.state.wv.us/counselors/>

Integrated Delivery of the WV Student Success Standards Resource Page
<http://wvde.state.wv.us/counselors/wvss-standards-resources.html>

College Foundation of West Virginia. <https://secure.cfwv.com/>

WIN Career Readiness System. <https://www.wincrsystem.com/>

CTE Programs of Study. <https://wvde.us/technical-education/curriculum-and-industry-credentials/>

English Language Arts

Guidance

Policy 2510 does not identify reading as a standalone subject. English language arts is comprised of four areas: reading, writing, speaking/listening and language. Integration of these four areas develops students' language facility as a whole. Research indicates learning the English language is a developmental process which is not segregated into four clear-cut sections; instead, research points toward interrelation of the four areas previously listed. In order to be active participants in a literate world, students must be able to see and understand connections between reading, writing, speaking/listening, and language. Integrating skills from the four areas of English language arts leads to classroom activities that allow for well-rounded development and progress in all areas of language learning. Integrated instruction provides meaningful learning experiences and allows students multiple opportunities to apply the skills they are developing.

Below are some of the options districts may use to provide additional support for reading:

Option 1:

Designate County-Level ELA Standards-Based Courses for WVEIS Grading

Counties who wish to include standard-specific ELA reporting for report cards now have the option to do so via the establishment of county-level ELA course codes. The following course codes 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 course codes indicated above, teachers will still need to enter a grade for ELA that is inclusive of the above components.

Option 2:

Utilize a team teaching approach with an English Language Arts Teacher and a Reading Teacher, much like with inclusion. The two teachers would collaborate for one inclusive ELA grade.

Option 3:

Elective course codes for Developmental Reading still exist in grades 6-8. These elective courses can be utilized for **Enrichment/Re-teaching**. These are optional elective courses only.

Resources

Langer, J.A. with Close, E., Angelis, J., and Preller, P. (2000). Guidelines for Teaching Middle and High School Students to Read and Write Well: Six Features of Effective Instruction. Retrieved from <http://www.adlit.org/article/19907/>

May, O. B. (2011). Four skills activities: Reading, writing, speaking & listening. Retrieved from <http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/fourskills.html>

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Raphael, T.E. & Hiebert, E.H., (2013). *Creating an integrated approach to literacy instruction*. (reprint of 1996 edition) Santa Cruz: TextProject, Inc. Retrieved from <http://textproject.org/assets/library/resources/Raphael-Hiebert-1996-Creating-an-Integrated-Approach-to-Literacy-Instruction.pdf>

Walsh Dolan, M. (1985). Integrating listening, speaking, reading, and writing in the classroom. *Language Arts Journal of Michigan*, 1(1), 6-12. Retrieved from <http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1769&context=lajm>

Mathematics

Guidance

Accelerating High School Mathematics Courses

The adoption of the West Virginia College- and Career-Readiness Standards provides an additional opportunity to reconsider practices of accelerating high school mathematics to the middle school. It is strongly recommended that districts systematically consider the full range of issues related to accelerating high school mathematics courses at middle level grades. Districts should not be rushed or pressured into decisions and should develop a plan along with representative stakeholders, including parents, middle and high school teachers, counselors, and mathematics leaders.

Discussions and decision-making 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 high school pathways that accelerate starting in grade 9 to allow students to reach advanced mathematics courses such as Calculus by grade 12; and
- the offering of high school mathematics in middle school to students for which it is appropriate.

Increased Rigor of Grade 8 Content Standards for Mathematics

Success in the introductory high school mathematics course for either the Integrated Pathway or the Traditional Pathway is crucial to students' overall academic success and their continued interest and engagement in mathematics. In the past, based on perceived redundancies in content standards during the middle grades, districts had increasingly offered the former Algebra I course in 8th grade to enhance rigor. The current K-8 content standards, however, represent a tight progression of skills and knowledge that is inherently rigorous and designed to provide a strong foundation for success in the more advanced introductory high school mathematics course, High School Mathematics I or High School Algebra I.

The West Virginia College-and Career-Readiness Standards for Mathematics – Grade 8 are of significantly higher rigor and more coherent than traditional grade 8 mathematics standards. The content standards address the foundations of algebra by including content that had been part of previous Algebra I courses, such as more in-depth study of linear relationships and equations, a more formal treatment of functions, and the exploration of irrational numbers. Geometry standards relate geometry to algebra in a way that was not traditionally explored. In addition, the statistics standards are more sophisticated than those traditionally included in middle school and connect linear relations with the representation of bivariate data. The West Virginia College-and Career-Readiness Standards for Grade 8 address more algebra topics than were traditionally found in grade 8 standards.

The High School Mathematics I course and the High School Algebra I course build on the grade 8 standards and are correspondingly more advanced than previous Algebra I courses. Because many of the topics traditionally included in previous Algebra I courses are in the current grade 8 content standards, High School Mathematics I and High School Algebra I courses start with more advanced topics and includes more in depth work with linear functions, exponential functions and relationships, and the previous high school content standards in statistics.

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The selection and placement of students into accelerated opportunities must be done carefully in order to ensure success. It is recommended that placement decisions be made based upon a set of criteria including a readiness assessment to be reviewed by a team of stakeholders that includes teachers and instructional leadership.

High School Mathematics in Middle School

Students who have demonstrated the ability to meet the full expectations of the content standards quickly should, of course, be encouraged to do so. There are a variety of ways and opportunities for students to advance to mathematics courses. Districts are encouraged to work with their mathematics leadership, teachers, and curriculum coordinators to design an accelerated pathway that best meet the needs of their students. For those students ready to move at a more accelerated pace, one recommended method is to compress the standards for any three consecutive grades and/or courses into an accelerated two-year pathway. Students who follow a compacted pathway will be undertaking advanced work at an accelerated pace. This creates a challenge for these students as well as their teachers, who will be teaching within a compressed timeframe the 8th grade content standards and the High School Mathematics I or High School Algebra I content standards that are significantly more rigorous than in the past.

The West Virginia College- and Career-Readiness Standards 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 (no omitting of critical middle school content). Compacted pathways in which the content standards from Grade 7, Grade 8, and the High School Mathematics I or the High School Algebra I courses could be compressed into an accelerated pathway for students in grades 7 and 8, allow students to enter the High School Mathematics II or the High School Geometry course in grade 9.

Music and Visual Arts

Guidance

All students in grades 6-8 will be offered music and visual art. They will be offered with frequency sufficient to achieve mastery of the West Virginia approved content standards for those areas and meet the needs of children. Local school districts will decide appropriate music course substitutions and the scheduling of arts courses in accordance to the needs of their respective schools and available resources.

The standards for Middle School Visual Art and Music are arranged in grade bands. There will be 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 Art to all 7th graders and then Music to all 8th graders. The individual grade course codes will remain for both areas with an addition of a course code for Middle School Music and one for Middle School Art if counties choose to offer one course that addresses the middle school standards for each area.

Resources

The Kennedy Center, <http://artsedge.kennedy-center.org/educators/standards.aspx>

National Coalition of Core Arts Standards (2014), <http://nationalartsstandards.org>

Physical Education, Health and Physical Activity

Guidance:

The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards for Wellness Education.

The middle school standards for Physical Education and Health Education are combined into one set of standards titled Wellness Education; however, the separate strands of both Physical Education and Health Education will remain in the policy. Counties will have the option to schedule the course as separate Health and PE courses or schedule it as one Wellness Education course. The Wellness Education course codes can be located in the Course Code Manual.

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 to WVDE using WVEIS WOW. ALT PE for approval. For more information contact Josh Grant, PE/Health Coordinator at jgrant@k12.wv.us.

Body Mass Index Assessment Guidance

Physical Education Teachers conducting Body Mass Index (BMI) assessments should adhere to all safeguards to minimize potential harms and maximize benefits by establishing a safe and supportive environment for all students. Adequate time should be allowed for screening to ensure appropriate assessment, confidentiality and individual privacy. Proper notification should be given to parents to allow BMI calculation by the student's health care provider if they so choose. Utilization of the school nurse is also an acceptable practice. Confidentiality is key when reporting this information for FitnessGram administration and reporting purposes. For more information contact Josh Grant, PE/Health Coordinator at jgrant@k12.wv.us.

Physical Activity

Developmentally Appropriate Practices for Physical Health and Wellness	
<p>Middle schools should recognize that healthy lifestyle 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 will be provided for 30 minutes of moderate to vigorous integrated physical activity daily to keep middle grades 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>	Physical Activity

Guidance

Policy 2510 recognizes that physical activity and academic success are interwoven. Middle schools should promote a culture of physical activity that extends beyond Physical Education course requirements and increase physical activity opportunities for all students. Content specific area teachers including the Arts should look for opportunities that integrate physical activity into their lesson plans to address academic concepts and provide opportunities for energizers and other 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, but are not limited to before school physical activity offerings, intramurals, physically active academic lessons and afterschool physical activity offerings.

Science

Guidance

The Three-Dimensional Learning of the science standards provides opportunities for students to actively and purposefully engage with science and engineering practices and apply the crosscutting 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 also 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 the instruction beyond the classroom to the community and the environment has led to a number of positive impacts, from improving academic performance, to enhancing critical thinking skills, to developing personal growth and life-building skills including confidence, autonomy, and leadership. In addition, a number of the studies showed that environmental education increased civic engagement and positive environmental behaviors.

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

Resources

WV NxG Frequently Asked Questions and their answers have been posted at <https://wvde.state.wv.us/instruction/WVNXGenScienceFAQs.html>

eeWORKS K-12 Students: Executive Summary & Key Findings <https://naaee.org/eepr/resources/eworks-k-12-students-executive-summary>

Monitoring progress toward successful K-12 STEM education: A nation advancing? http://www.nap.edu/download.php?record_id=13509

West Virginia Science Teachers Association, <https://wvsta.org/>

National Science Teachers Association, <http://www.nsta.org/>

Technology Integration/Computer Science

Standards-Focused Curriculum	
<p>The educational environment will lead to proficiency and comfort with a variety of technology devices and programs. This proficiency and comfort should be modeled by teachers to support instruction and skill acquisition. Students will be provided regular opportunities within the context of coursework to master the standards set forth in Policy 2520.14. Students will be provided sufficient opportunities in digital literacy, computer science and technology skills to meet the standards by the end of 8th grade. The infrastructure of classrooms should infuse technology and pedagogy into instruction, thus leading to improved student engagement and an environment where students construct authentic products, often collaborating in the 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.</p> <p>It is important that students understand the difference between being a user of technology and a creator of technology and to have the opportunity to do both.</p>	Technology and Computer Science

Guidance

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 independent, integrated, standalone semester, year-long course, or on a rotation each year.

Please refer to the Course Code Manual, which is updated on a regular basis. <https://wveis.k12.wv.us/wveis2004/support.htm>

Resources

Apple Education. *Everyone Can Code: Learn to Code 3*. <https://www.apple.com/education/teaching-code/>

Code.org. *Computer Science Discoveries, CS Fundamentals – Express, Project GUTS (Growing Up Thinking Scientifically), Computer Science is Algebra*. <https://code.org/educate/curriculum/middle-school>

CompuScholar. *Teaching Tomorrow's Technology*. <http://www.compuscholar.com/schools/courses/overview/>

Google CS First. <https://www.cs-first.com/en/home>

Microsoft. *Digital Literacy*. <https://www.microsoft.com/en-us/DigitalLiteracy/curriculum4.aspx>

West Virginia Virtual School

The mission of the West Virginia Virtual School (WVVS) is to assure consistent, high quality education for the students of West Virginia. The WVVS helps bridge the barriers of time, distance and inequities for all West Virginia students by providing access to online courses aligned to current state standards. All courses are reviewed by a committee of West Virginia teachers who screen courses to ensure West Virginia standards are met. Online teachers with the WVVS are highly qualified. In an effort to promote efficacy and equity in educational opportunities, courses are available to all students statewide.

To register for a course, students should first read the course description in the course catalog at <http://wveis.k12.wv.us/vschool/courses/coursecatalog.cfm>. Students can then preregister for a course by completing the form at <http://wveis.k12.wv.us/vschool/preregistration/index.cfm>. The request will be sent to the virtual school contact at the student's school who will determine if the correct course has been selected. The school contact will either approve or deny the request. The virtual school contact can also register a student directly for the course and bypass the preregistration process. No student can be placed in a virtual course without the consent of the local school. The registration portal for the virtual school contact can be found at <https://wveis.k12.wv.us/vschool/secure/index.cfm>?. Students have a 14 calendar day timeframe to begin a course.

Original credit virtual courses must be entered in WVEIS. Courses are signified as virtual by placing a "V" in the fifth position. The school must report a grade of WNG (Withdrawn No Grade) on the student transcript when the student drops a course on or before 28 days. The school must record a grade of WF (Withdrawn Failing) for a student who drops a course after the 28 day grace period.

The virtual course grade will be available to the school co-teacher/facilitator/mentor. The co-teacher/facilitator/mentor ensures that student grades for WV Virtual School courses are entered in the WVEIS data system. No changes can be made to the online course grade by local school personnel.

Grades must be recorded by using the percentage grade issued by the online instructor. Most course providers recognize grading scales vary from state to state and do not post a letter grade to the final grade report. In the event a course provider assigns a letter grade in addition to the percentage, the letter grade should be disregarded.

More information about the WVVS can be found at <http://virtualschool.k12.wv.us/vschool/index.html>.

County Virtual Instruction Programs (§18-5F-1-6)

The 2017 Senate Bill 630 allows a school district or multi-county consortium to create their own virtual instruction program to allow students to take all of their classes through online classes and earn a high school diploma from the school district. Counties interested in offering this option to their students are required to set county board policy defining the program; student eligibility for enrollment; scope, instructional model and capacity; assessment protocol and requirements for monitoring student performance; and qualifications of faculty. Students enrolled in a county's virtual instruction program must reside in the school district and are subject to the same state assessment requirements as other students in the district. It is recommended that the policy also address student

participation in co-curricular and extracurricular activities, and what technology support will be provided for the student.

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.

Senate Bill 630 was not meant to replace the West Virginia Virtual School but to allow counties to have the flexibility to allow students to take all or some of their classes virtually. It was also passed in hopes that many of the students currently being homeschooled would reenroll in public school. Districts may use courses through WVVS for their online program, write their own courses, or contract with one or more third-party course provider. Counties are required to review all online courses through a course provider to ensure they will allow students to master the content standards for the subject/grade level.

World Language

<p>Communicating in a global society requires students to apply developmentally appropriate language strategies through embedded opportunities to explore and gain an understanding of the world around them. World languages will be offered annually. The teaching of a world language in grade 6 is encouraged. A course in the same world language will be offered for students in grade 7 and grade 8. Implementation of the world language should model best practices and promote positive proficiency outcomes.</p>	<p>World Language</p>
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Guidance

World languages will be offered annually. The teaching of a world language in grade 6 is encouraged. A course in the same language will be offered for students in grade 7 and 8. Implementation of the world language should model best practices and promote positive proficiency outcomes.

The College- and Career- Readiness Standards for World Languages make clear that the primary goal of all world language study must be communicative proficiency. In order 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.

The culture(s) of the target language should no longer be treated as isolated factoids. The language and the culture should be inseparable. Culture should be introduced through the language on a daily basis. Students should not only know about the culture but more importantly, how to behave appropriately in cultural situations.

The National Association of District Supervisors of Foreign Languages (NADSFL) and other leading experts in the field of world languages identify the following characteristics as promoting proficiency in an effective world language classroom:

- The classroom is student-centered and instruction focuses on meaningful communication.
- The target language is the medium of instruction. The teacher uses the target language a minimum of 90% of the time.
- Students acquire language through authentic cultural contexts.
- Students use language to reinforce core content.
- Students experience the language for listening, speaking, reading, and writing.
- Students participate in learning activities which vary in length, content, and format.
- Students use language individually, in paired groups, in small groups, and in whole-class instruction.
- Language acquisition is facilitated through the teacher’s use of visuals, gestures, pictures, manipulatives, and technologies.
- Students have the opportunity to self-assess their language competencies and cultural interactions.
- The overall language competency of the learner is measured through performance-based tasks.

Students in the world language classroom are able to monitor their progress and set their own language goals through a powerful tool, Linguafolio®. Linguafolio® is a formative, portfolio assessment that allows students to document their learning as they move towards language proficiency. West Virginia has its own online LinguaFolio® platform which can be utilized by any student in the West Virginia public school system. Linguafolio® is available by logging on to Webtop and accessing student tools.

Resources

Boix-Mansilla, V. & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. Retrieved from <http://asiasociety.org/files/book-global-competence.pdf>

Couet, R., Duncan, G. W., Eddy, J., Met, M., Smith, M. J., Still, M., & Tollefson, A. *Starting with the end in mind: Planning and evaluating highly successful foreign language programs*. (n.d.). http://assets.pearsonschool.com/asset_mgr/current/201136/EndinMind_Bro_32201_1.pdf

Jensen, J. & Sandrock, P. (2007). *The essentials of world languages, grades K-12: effective curriculum, instruction, and assessment*. ASCD.

Teacher Effectiveness for Language Learning. (n.d.) <http://www.tellproject.com/>

eLearning for Educators

Middle Grades Guidance

West Virginia eLearning for Educators

Teacher Professional Learning

- Online teacher professional learning courses specific to middle level teaching and learning have been developed for middle grades educators. Course descriptions and course schedule information may be accessed from <https://wvde.state.wv.us/elearning/>. Two new courses will be available during the 2016-2017 school term: The Developmentally Responsive Middle School and Teaching and Learning in the Middle School. Successfully completed coursework may be applied to teacher re-certification and/or salary advancement.

Effective December 11, 2017

Applicants may use WVDE WVLeads eLearning courses approved by the WVDE to meet the renewal requirements for a Professional Certificate. Applicants will submit certificates of completion in lieu of a college/university transcript at the time of renewal application.

If an individual intends to apply WVLeads course hours toward salary reclassification, then the hours must be represented on a college/university transcript. Information regarding college/university registration and associated costs will be provided the day the course begins.

