



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

July 1, 2022 Edition

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Middle School

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

Middle school programming builds on the results of early and elementary education 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, characterized by rigorous content, vigorous instruction, and high expectations for all learners within a developmentally appropriate, safe, and supportive school, are the norm. The middle school experience is challenging, exploratory, integrative, and relevant. Middle school educators use multiple learning and teaching approaches resulting in authentic engagement in active, purposeful learning. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems. The environment and culture of middle school should lead to every student having meaningful supportive relationships with at least one trusted adult advocate who is familiar with the student's academic development and personal goals. The creation of this learning community of both adults and students produces a stable and mutually respectful relationship that supports the students' personal, intellectual, ethical, and social growth.

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 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 course 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.

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. 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.

English Language Arts

Content Areas	Required Courses	Additional Information
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 districts may choose to utilize a separate course code for reading in addition to the required ELA course.

Guidance

Policy 2510 does not identify reading as a standalone core subject. English language arts (ELA) is comprised of four domains: reading, writing, speaking/listening and language. 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 domains. 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 domains 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 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 of 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 domains** listed above.

Offer Elective Enrichment/Re-teaching Courses

Elective course codes for Reading and Developmental Reading still 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 standalone core subject.

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

Districts who wish to include domain-specific ELA reporting for report cards now have the option to do so via the establishment of district-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 one grade for ELA** that is inclusive of *all four* of the ELA domains listed above.

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/>

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>

Sabin, D. (2018). The four principles of middle school ELA engagement. Retrieved from <https://literacyworldwide.org/blog%2Fliteracy-daily%2F2018%2F08%2F14%2Fthe-four-principles-of-middle-school-ela-engagement>.

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

Content Areas	Required Courses	Additional Information
Mathematics	Math 6 Math 7 Math 8	Math 8 Substitutions: High School Algebra I for 8th Graders High School Math I for 8th Graders

Guidance

6.4.a.2. 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 courses. 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 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). The K-8 content standards 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. 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. It is not a best practice to utilize courses beyond high school Mathematics I or high school Algebra I at the middle school level.

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 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, Algebra I for 8th Graders or Math I for 8th Graders, in middle school to students for which it is appropriate.

Students who take either of the credit-bearing Math I for 8th Graders or Algebra I for 8th Graders may not take Math I or Algebra I for credit in high school even though the course codes are different, because the standards are identical.

- If the student would happen to fail, then they could retake the course or complete the credit recovery program.
- If the parent/guardian would request the student take this course again in 9th grade and they have not failed it, then the credit cannot count towards graduation requirements and may not be used in the calculation of the GPA unless a county policy differs.

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

Each county has chosen one of two pathways for mathematics progression in high school. The middle school option for Math 8 Substitutions should follow the districts identified pathway:

- Integrated pathway: High School Math I for 8th Graders
- Traditional pathway: High School Algebra I for 8th Graders

Science

Content Areas	Required Courses	Additional Information
Science	Science 6 Science 7 Science 8	

Guidance

Three-dimensional learning of the science standards 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 the instruction beyond the classroom to the community and the environment has led to a number of positive impacts. These 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 environmental education increases civic engagement and positive environmental 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 process used for solving problems.

Resources

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

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

Three-dimensional Learning Resources. <https://www.nsta.org/topics/three-dimensional-learning>

Next Generation Science Storylines. <https://www.nextgenstorylines.org/>

A Framework for K-12 Science Education. <https://www.nap.edu/catalog/13165/a-framework-for-k-12-science-education-practices-crosscutting-concepts>

Social Studies

Content Areas	Required Courses	Additional Information
Social Studies	Social Studies 6 Social Studies 7 WV Studies 8	

Golden Horseshoe Testing Requirement

W.Va. §18-2-9 requires the administration of a middle school social studies assessment. All Grade 8 students must now take the Golden Horseshoe online multiple-choice exam. All students will access the assessment through Webtop using their 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 SSO credentials. Administrators have access to view students by their 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.

The Golden Horseshoe competition windows are listed on the social studies student programs website. Once the Golden Horseshoe testing window for counties has closed for the competition, the exam will be reopened for any 8th 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 will need to be proctored by a teacher who is not the West Virginia Studies teacher.

Two practice tests will be made available in Webtop in January to familiarize students to the platform. Scores are not shared for these practice tests.

Resources

[Essay Test Confidentiality Agreement](#)

[Multiple Choice Test Confidentiality Agreement](#)

[Social Studies Assessments - Frequently Asked Questions](#)

[Read Aloud Options for Social Studies Assessments](#)

Celebrate Freedom Week

WV State Code WV State 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.

To help educators select resources that address both the requirements of the bill and the West Virginia College- and Career-Readiness Standards in social studies, the Office of Teaching and Learning has prepared the following document that includes both the related CCRS by grade and a brief list of useful resources. Please note that these resources are 1) only some of the resources available and 2) provided for educators’ convenience. They are not to be construed as curriculum, nor should they be considered as required in any sense.

[Celebrate Freedom Week 2021-22 Resource Booklet](#)

Career Exploration

Career exploration engages middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty, and navigating new environments. It also capitalizes on their developing abilities to think abstractly, and their preferences for teamwork and active learning through relevant real-life scenarios. These preferences make middle school a natural time for students to learn about careers and develop skills such as problem-solving, critical thinking, and teamwork through career exploration activities.

Content Areas	Required Courses	Additional Information
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) Foundational 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 and 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 Foundational Courses, Career Cruising®, and multiple learning activities to guide education and career planning.

Guidance

Career exploration should be an ongoing process that is multifaceted occurring continuously throughout grades 6-8. Career exploration may be integrated throughout the middle school experience or taught as separate courses in grades 6, 7, and 8. Beginning July 2021, counties will implement a structured, comprehensive career exploration middle school experience. Schools should use a variety of methods (course integration, online exploratory, community professionals, career days, etc.) and multiple resources to expose students to career opportunities. The WVDE is developing career exploration modules aligned with the 16 career clusters which counties may choose to use. Counties may also utilize, but are not limited to, the following additional free West Virginia specific resources aligned with the 16 career clusters: CTE Webpages, WIN career readiness system, CFVW, My State My Life, and West Virginia Strategic Compass. To request and Strategic Compass support, contact the WVDE CTE office. To request staff training for CFVW, contact HEPC.

16 Career Clusters:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, Audio/Video Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing, Sales, and Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

CTE Foundational Courses

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

These four CTE courses, listed in Policy 2510, are considered foundational:

- Future Careers 6-8
- Regional Careers 6-8
- Discover Your Future 6-8
- Career Exploration 6-8

CTE Middle School Programming Course Standards

1. Students explore the 16 national career clusters.
2. Students learn technical opportunities available to them as they enter high school.
3. Students learn to make career informed decisions and manage personal career plans:
 - (a) explore job qualifications, interests, aptitudes, information, and skills necessary to succeed in a career;
 - (b) explore the scope of career opportunities and the requirements for education training; and
 - (c) work with a counselor to complete a personal education plan incorporating career interests, pathways, and postsecondary possibilities.
4. Students demonstrate the proper behaviors associated with workplace etiquette and business processes.
5. Students understand effective leadership styles, key concepts of group dynamics, team, and individual decision-making, the benefits of workforce diversity and conflict resolution.

The following courses are middle school elective offerings¹ and are considered non-occupational:

0101	Introduction to Agriculture Food and Natural Resources
0700	Exploring Health Professions
0903	Parenting and Strong Families
0954	Foundational Food Preparation
0970	Future Careers
0971	Regional Careers
0972	Discover Your Future
1441	Keyboarding
1700	Technical Computer Application I
1893	Gateway Automation and Robotics
1894	Gateway Design and Modeling
1895	Gateway Energy and Environment
1896	Gateway Flight and Space
1897	Gateway Green Architecture
1898	Gateway Magic of Electrons
1899	Gateway Science of Technology
1900	Gateway Medical Detectives
1918	Gateway App Creators
1920	Gateway Computer Science for Innovators and Makers
2406	Middle Exploring Technology 6
2407	Middle Exploring Technology 7
2408	Middle Exploring Technology 8
2436	Fundamentals of Engineering
7630	Career Exploration
7664	Touring West Virginia

¹ All middle school offerings are foundational offerings.

For questions regarding CTE funding and accountability, please contact the [Office of Technical and Adult Education](#).

Resources:

WVDE Career Exploration Resources. <https://wvde.us/middle-secondary-learning/career-exploration/>

Classroom 2 Career Navigator. <https://wvde.us/technical-education/classroom-2-career-navigator/>

Educator Portal. <https://wvde.state.wv.us/forms/cte/guidance/>

Computer Science

Content Area	Required Courses	Additional Information
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 grade-band standards set forth in W. Va. 126CSR44N, Policy 2520.14, West Virginia College- and Career-Readiness Standards for Technology and Computer Science (Policy 2520.14). Students will be provided sufficient opportunities in digital literacy, computer science and technology skills to meet the 6-8 grade-band standards by the end of 8th grade.

Guidance

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

Resources

CodeWV. <https://codewv.wvu.edu/>

Code.org, Computer Science Discoveries. <https://code.org/educate/curriculum/high-school>

Apple Education, Everyone Can Code. <https://www.apple.com/education/teaching-code/>

Cyber.org Cyber Security Supports. <https://cyber.org/>

Girls Who Code. <https://girlswhocode.com/>

Microsoft Educator Center. <https://education.microsoft.com/en-us/courses>

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

Microsoft. Digital Literacy. <https://www.microsoft.com/en-us/digitalliteracy/home>

Music and Visual Art

Content Area	Required Courses	Additional Information
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.
Visual Art	Visual Art 6-8 or Visual Art 6 Visual Art 7 Visual Art 8	Grade-band and/or individual courses for grades 6-8 in visual art will be offered to all students during the middle school experience.

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 with the needs of their respective schools and available resources.

The standards for middle school visual art and music are arranged in grade bands. There is 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 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>

Wellness Education

Content Area	Required Courses	Additional Information
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 towards mastery each year in grades 6-8. Physical education, including physical exercise and age appropriate physical activities, must be taught 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.

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 (PE) 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 physical education courses or schedule it as one wellness education course. The wellness education course codes are in the WVEIS Course Code Manual. When scheduling the course as wellness education, all physical education and health education policy requirements must be met.

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 using WVEIS WOW. ALT PE menu option for approval.

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. Utilization of the school nurse is also an acceptable practice. Confidentiality is key when reporting this information for FitnessGram® administration and reporting purposes.

Physical Activity

Guidance

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 students physically active throughout the school year.

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 teachers 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 before-school physical activity offerings, intramurals, physically active academic lessons, and after-school physical activity offerings.

World Languages

Content Area	Required Courses	Additional Information
World Languages	World Language 7 World Language 8	A course in the same world language will be offered for students in grade 7 and grade 8. Offering a world language in grade 6 is encouraged. Counties may offer a high school credit-bearing world language course in place of World Language grade 7 and grade 8.

Guidance

The teaching of a world language in Grade 6 is encouraged. A course in the same language will be offered for students in grades 7 and 8 with the following options:

- an exploratory course in grades 7 and 8
- a short-term exploratory course in Grade 7 followed by a full course in Grade 8

Counties which offer world language as a high school credit have the following options:

- a course in Grade 7 which addresses half of the standards for Level I (IA) followed by a course in Grade 8 that completes the remaining standards for Level I (IB)
- a stand-alone Grade 8 course that fulfills all Level I standards

NOTE: 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 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).

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 not be treated as isolated factoids. The language and the culture should be inseparable. Culture should be introduced daily through the language. 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 program cultivates globally competent students through the intentional development of learning pathways that will allow students to acquire linguistic and cultural competencies. The curriculum should be standards-based and focused on developing proficiency in the target language. Thematic unit curricula 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% 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.

Students in the world language classroom should monitor their progress and set their own language goals through a powerful tool, Personalized Learning Powered by 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.

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

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-globalcompetence.pdf>

Can-Do Statements. (n.d.) Retrieved from <https://ncssfl.org/linguafolio2020/2017-can-do-statements/>

Classroom Activities Collection. (n.d.) Retrieved from <http://teach.nflc.umd.edu/startalk/classroom-activities>

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.

Personal Learning Powered by Linguafolio®. (n.d.) Retrieved from <https://ncssf.org/linguafolio2020/>

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

Social and Emotional Advisory System for Student Success

Content Area	Required Courses	Additional Information
Social and Emotional Advisory System for Student Success		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), career portfolio, social emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens.

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 each students’ personalized learning experience. 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 systemically address the W. Va. 126CSR44U, WVBE Policy 2520.19, West Virginia College- and Career- Readiness Dispositions, and Standards for Student Success for Grades K-12 (Policy 2520.19), career portfolios, and the teaching of other skills that enhance school success and build competent global citizens.

Guidance

Comprehensive School Counseling Program

WVBE Policy 2315 requires a comprehensive school counseling program (CSCP) to be in place in every WV school and outlines program requirements. 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 School Counseling webpage.

The West Virginia College- and Career- Readiness Dispositions and Standards for Student Success (WVCCRDSSS) represent the foundational standards for school counseling programs in WV. The WVCCRDSSS are to be collaboratively delivered, involving all staff and engaging community professional, when appropriate. As per WVBE Policy 2315 school leadership teams, in conjunction with the school counselor, will design a systemic process for embedding the WVCCRDSSS into courses, co-curricular activities, and extra-curricular activities. Additional implementation tools are available on the Student Success and the School Counselor webpages.

All WV schools are required to systemically address the WVCCR DSSS found in Policy 2520.19 through a Social and Emotional Advisory System for Student Success. The Social and Emotional Advisory System should be evidence- and standards-based. Schools may utilize the resources found on the School Counseling and Student Success webpages to design a comprehensive curriculum that addresses the standards and the identified student needs in each school. Evidence-based best practices encourage students to remain with the same advisor to ensure each student has a meaningful and supportive relationship. This continuity promotes school connectedness, personalization of each student's learning experience, and PEP development which begins in the 8th grade. School counselors will work collaboratively with other school staff to assist students with academic and postsecondary planning that leads to seamless transitions to the chosen postsecondary options identified on each student's PEP. Standards-based advisories should meet consistently for at least 30 minutes per session.

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/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 /guardian and school counselor and/or teacher advisor. Beginning in the 6th grade the counselor and/or teacher advisor ensures each student has multiple opportunities to investigate careers in each of the 16 career clusters, explore postsecondary education 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 exploration occurring in grades 6-8.

Portfolio

Counties or schools will identify portfolio components, the source, and the process for development, and maintenance of cumulative career portfolios for all students in each school in grades 6-12. Portfolios can be electronic, hardcopy, 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. The College for 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 teacher 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. 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.

Resources

WVBE Policy 2520.19 West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12. <http://wvde.state.wv.us/policies>

West Virginia Student Success Standards Webpage. <https://wvde.us/middle-secondary-learning/student-success/>

West Virginia School Counseling Webpage. <https://wvde.us/student-support-well-being/wv-school-counselors/>

West Virginia School Counselor Model. [22429-2021-WV-School-Counselor-Model-v3.pdf](#) (wvde.us)

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

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

West Virginia Virtual School

Guidance

It is recommended that all students complete an online learning experience during grades 6-12. This recommendation can be met through the West Virginia Virtual School (WVVS). Courses through the WVVS 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 have West Virginia certification in the content area.

Registration is automated through the master schedule. To be placed in a virtual course, school administration will need to assign the student to the correct four-digit WVEIS course code followed by a V in the fifth position. For honors level, H will need to be placed in the sixth position. 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.

The virtual course grade will be available to the school facilitator/mentor. The facilitator/mentor ensures 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.

County Virtual Instruction Programs (§18-5F-1-6) West Virginia State Code (§18-5F-1-6) initiated opportunities for a school district or multi-county consortium to create a virtual instruction program which would allow students to take all classes virtually and earn a high school diploma from the school district. Beginning with the 2020-21 school year, county boards of education are required to offer full/part time virtual instruction options for interested middle and high school level students. 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. 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.

West Virginia State 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. It was also passed in hopes that many of the students currently being home schooled would reenroll in public school. Districts 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 provider. Counties are required to review all online courses through an outside course provider to ensure each course masters the content standards for the subject/grade level.

West Virginia eLearning for Educators

Teacher Professional Learning

Online teacher professional learning courses specific to grades 6-8 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/>. Successfully completed coursework may be applied to teacher re-certification and/or salary advancement.

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.

Instructional Resources

Per W. Va. Code §18-2A-10. Providing Instructional Resources to Students

(i) Each county board shall furnish, free of charge, the necessary instructional resources to the students attending the public schools in that county. A county board that chooses to furnish electronic instructional resources to its students shall provide reasonable access to the electronic resources and necessary computer equipment to students required to complete homework assignments that require using the resources and equipment and to teachers providing these homework assignments. All instructional resources furnished as provided in this section shall be the property of the county board and loaned to students on terms as each board prescribes.

Per W. Va. Code §18-2A-10, County Board of Education Members (CBEM) are required to create an Instructional Resource Policy.

(j) Every county board shall adopt a policy regarding the adoption of instructional resources which shall include, at a minimum, the following:

- (1) The process for reviewing instructional resources to ensure the resources meet the non-negotiable requirements established by the state board and cover no less than eighty percent of the required content and skills for a subject as approved by the state board: Provided, That a county board may rely on an instructional material review completed by the state department of education to fulfill this requirement;
- (2) The composition, duties and responsibilities of the county's instructional resource review committee;
- (3) The process for recommending instructional resources that are proposed for adoption;
- (4) At a properly noticed meeting, the county board shall determine by a majority vote of all members elected which instructional resources shall be required in the schools under its control; and
- (5) The county board shall provide an annual report of the instructional resources adopted to the state board of education.

Guidance

The county board of education members shall adopt a policy regarding the adoption of instructional resources (W. Va. Code §18-2A-10). A policy template can be found at the State Board Policy webpage. <http://wvde.state.wv.us/policies>.

The county board of education will review, select, and approve instructional resources each year, based on five-year adoption cycle. All content must comply with the Americans with Disabilities Act of 1990, amended Section 508 of the Rehabilitation Act of 1973, and the Web Content Accessibility Guidelines (WCAG) 2.0.

The county board of education will report the instructional resources selected for each adoption cycle to WVDE using the online tool by June of each year. <http://wvde.state.wv.us/materials>.

Resources

West Virginia Code §18-2A: Adoption of Textbooks, Instructional Materials and Learning Technologies.
<http://code.wvlegislature.gov/18-2A/>

West Virginia Board of Education Policy 2445.40. <http://wvde.state.wv.us/policies>

West Virginia Instructional Resource Site. <http://wvde.state.wv.us/materials>

West Virginia Board of Education Content Standards Revision Cycle and Adoption Schedule.
<https://wvde.us/wp-content/uploads/2020/02/WVBE-ContentStandardsRevisionCycle-REV-2.pdf>

Americans with Disabilities Act of 1990. <https://www.eeoc.gov/eeoc/history/35th/1990s/ada.html>

ADA Supports. <https://adata.org/project/ada-online-learning>

Section 508 of the Rehabilitation Act of 1973. <https://www.section508.gov/manage/laws-and-policies>

Web Content Accessibility Guidelines (WCAG) 2.0. <https://www.w3.org/WAI/standards-guidelines/wcag/>

Integration of Additional Standards

West Virginia's College- and Career-Readiness Standards for Technology and Computer Science

Guidance

All educators are required to implement the West Virginia's College- and Career-Readiness Standards (WVCCRS) for Technology and Computer Science (Policy 2520.14). WVCCRS for Technology and Computer Science promote proficiency in foundational technology skills, digital literacy, digital citizenship, and computer science. College- and career-readiness is supported in technology and computer science as students acquire and develop their abilities to engage and thrive in a connected, digital world.

Middle school students increase their technological literacy through exposure to real-world issues and problems. They become increasingly aware of the variety of technologies and programs available, understand their varied uses across content areas, and learn which technologies are most useful in given situations. Students use technology to enhance their creativity, strengthen their ability to communicate and collaborate, and expand their critical thinking and problem-solving skills in a wide variety of situations. They continue to deepen their understanding of digital citizenship including privacy and security issues, copyright laws, and cyberbullying.

West Virginia College- and Career-Readiness Dispositions and Standards for Student Success

Guidance

All schools are required to systemically address the WVCCRDSSS found in Policy 2520.19 through a Social and Emotional Advisory System for Student Success. The Middle Level Programming (Grades 6-8) focuses on academic, career, social, and emotional development. Students need support in developing the knowledge, skills, and dispositions to navigate a socially complex environment and the creation of a vision for their future. The WVCCRDSSS support students to achieve school success, establish the foundation for high school, and become globally competent citizens. The standards will be delivered within the programmatic level in a sequence designed by the school leadership team. School leadership teams, in conjunction with the school counselor, should evaluate the existing integration of the WVCCRDSSS within all content areas and devise a plan to ensure all students have the ability to master the standards.

Resources

WVBE Policy 2520.19 West Virginia College- and Career-Readiness Dispositions and Standards for Student Success for Grades K-12. <http://wvde.state.wv.us/policies>

WVBE Policy 2520.14 West Virginia College- and Career-Readiness for Technology and Computer Science. <http://wvde.state.wv.us/policies>

West Virginia Student Success Standards Webpage. <https://wvde.us/middle-secondary-learning/student-success/>

West Virginia School Counselor Model. <https://wvde.us/leadership-system-support/wv-school-counselors/wv-school-counseling-model-and-implementation-tools/>

West Virginia Computer Science Webpage. <https://wvde.us/middle-secondary-learning/computer-science-and-technology/>



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