

POLICY 2510

**Foundations for
High Quality
Middle Level
Programming
Guidance Document**
(Grades 6-8)

April 18, 2014 Edition



**West Virginia Board of Education
2013-2014**

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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 and objectives. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards and objectives for each program of study and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking, listening and language in all content areas.</p> <p>Visual art, choral and instrumental music (band or orchestra) will be offered to all students in grades 6-8. Chorus or instrumental music may substitute for a general music course at each grade level.</p>	<p>English Language Arts Mathematics Science Social Studies Music Visual Art</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.

College, Career & Citizenship Readiness

Developmentally Appropriate Foundations for Student Success and Career Readiness	
Schools will integrate career education opportunities to assist students in developing career awareness of the 16 career clusters as evidenced by personalized career portfolios. Students will have opportunity to formally investigate career opportunities in all areas. Career exploration will include opportunities to discover their interest in the emerging careers of Science, Technology, Engineering, and Mathematics (hereinafter STEM).	College, Career and Citizenship Readiness

Guidance

Portfolio

Counties or schools have the flexibility of selecting portfolio components, the source and the process for development and maintenance of cumulative career portfolios for 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 through 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 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 will begin with grades 6-9 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 LINKS curriculum, CFWV and West Virginia Strategic Compass. To request LINKS and Strategic Compass training contact the WVDE.

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 & Entrepreneurialship
0922	Base Life Basics
1404	Bus Prep Business Prep
2408	Middle Exploring Technology 5th Grade
2406	Middle Exploring Technology 6th Grade
2407	Middle Exploring Technology 7th Grade
2408	Explore Tech 8 Middle Exploring Technology 8th Grade
1893	Gateway to Technology Automation and Robotics
1894	Gateway to Technology Design and Modeling
1895	Gateway to Technology Energy & Environment
1896	Gateway to Technology Flight and Space
1897	Gateway to Technology Green Architecture
1898	Gateway to Technology Magic of Electrons
1899	Gateway to Technology Science of Technology
1900	Gateway to Technology Medical Detectives
XXXX	CAREER/COLLEGE PLANNING COURSE 8th and 9th

Resources

- College Foundation of West Virginia. www.cfwv.com
- LINKS curriculum. <http://wvde.state.wv.us/counselors/links/advisors/ms-lesson-plans.html>
- Strategic Compass. <http://westvirginia.strategiccompass.com/>
- CTE Programs of Study. <http://careertech.k12.wv.us/OCTIWebsiteRevisions/16Clusters/20142015ProgramAreasMainPage.html>

Comprehensive School Counseling Program:

Developmentally Appropriate Foundations for Student Success and Career Readiness	
<p>A standards-focused, integrated, comprehensive and developmental school counseling program will assist with the acquisition of school success and career readiness skills to prepare all students for school, career and postsecondary success to become globally competent citizens. Refer to WVBE Policy 2315. Schools will implement an advisory program that ensures students have meaningful and supportive relationships with adult advocates and peers to personalize each student’s learning experience. Schools will implement a standards-focused advisory program using evidence-based practices during the instructional day.</p>	<p>Comprehensive School Counseling Program</p>

Guidance

As per WVBE Policy 2315 school leadership teams will design a systemic process for embedding Student Success Standards 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 Student Advisement Content Standards and Objectives outline the standards that West Virginia advisory programs will address. The LINKS Student Advisement System provides an evidence-based framework and curriculum that schools will 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, assists schools in assessing their degree of alignment with West Virginia’s standards- and evidence-based student advisory system and provides recommendations for guiding advisory design. 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.

Resources

- LINKS Advisory Implementation Survey. <http://wvde.state.wv.us/forms/links-coordinator-survey/>
- LINKS Student Advisement System. <http://wvde.state.wv.us/counselors/links/about.html>
- WVBE Policy 2315. <http://wvde.state.wv.us/policies/policy.php?p=2315>
- WVBE Policy 2520.19 Student Advisement Content Standards and Objectives. <http://wvde.state.wv.us/policies/policy.php?p=2520.19>

Mathematics

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 and objectives. The principal and a team of teachers will determine an adequate amount of time necessary to achieve mastery of the approved content standards and objectives for each program of study and effectively address the academic needs of all students in the literacy skills of reading, writing, speaking, listening and language in all content areas.</p> <p>Visual art, choral and instrumental music (band or orchestra) will be offered to all students in grades 6-8. Chorus or instrumental music may substitute for a general music course at each grade level.</p>	<p>English Language Arts Mathematics Science Social Studies Music Visual Art</p>

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Accelerating High School Mathematics Courses

West Virginia’s adoption of the Next Generation (NxG) Mathematics Content Standards and Objectives (CSOs) provides a new opportunity to reconsider old 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, guidance counselors, and mathematics leaders.

Here we provide information and resources to ground discussions and decision-making in three interrelated areas of consideration:

- the increased rigor of the grade 8 CSOs;
- 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 CSOs

Success in High School Math I is crucial to students’ overall academic success and their continued interest and engagement in mathematics. Based on perceived redundancies in the former CSOs during the middle grades, districts have increasingly offered the former Algebra I course in grade 8 to enhance rigor. The new K-8 CSOs, however, represent a tight progression of skills and knowledge that is inherently rigorous and designed to provide a strong foundation for success in the new, more advanced, Math I course.

The NxG Grade 8 CSOs are of significantly higher rigor and more coherent than the former Grade 8 CSOs. The CSOs address the foundations of Algebra by including content that was previously part of the Algebra I course, such as more in-depth study of linear relationships and equations, a more formal treatment of functions, and the exploration of irrational numbers. The NxG Grade 8 CSOs also include geometry CSOs that relate graphing to algebra in a way that was not explored in the 21st Century Grade 8 CSOs. In addition, the statistics presented in the NxG Grade 8 CSOs are more sophisticated than those previously included in middle school and connect linear relations with the representation of bivariate data. The new grade 8 CSOs address more algebra topics than our previous grade 8 CSOs.

The High School Math I course builds on the grade 8 CSOs and is correspondingly more advanced than the old Algebra I course. Because many of the topics previously included in the old Algebra I course are in the new grade 8 CSOs, the NxG High School Math I course starts with more advanced topics and includes more in depth work with linear functions, exponential functions and relationships, and goes beyond the previous high school CSOs in statistics.

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 CSOs 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 method that has been recommended by the writers of the Common Core State Standards 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 8th grade CSOs and Math I CSOs that are significantly more rigorous than in the past.

The NxG Mathematics CSOs 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 skipping of critical middle school content). The Common Core State Standards initiative has provided “compacted” pathways in which the CSOs from Grade 7, Grade 8, and Mathematics I courses could be compressed into an accelerated pathway for students in grades 7 and 8, allowing students to enter the Mathematics II course in grade 9. The “compacted” pathways can be found in the document Common Core State Standards for Mathematics Appendix A.

Resources

- Loveless, T. (2008). The misplaced math student: Lost in eighth-grade algebra. The Brookings Institution. Retrieved from http://www.brookings.edu/reports/2008/0922_education_loveless.aspx
- Common Core State Standards Initiative. (2012). Common Core State Standards for mathematics Appendix A: designing high school mathematics courses based on the Common Core State Standards. Retrieved from <http://www.corestandards.org/the-standards>

Visual Art and Music

Developmentally Appropriate Standards-Focused Curriculum	
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All students in grades 6-8 will be offered visual art and music. They will be offered with frequency sufficient to achieve mastery of the West Virginia approved content standards and objectives 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.

Arts and 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>	<p>Physical Activity</p>

Guidance

Policy 2510 recognizes that healthy lifestyles and academic success are interwoven; promotes wellness activities that extend beyond course requirements; and increases physical activity for all students. These updates provide opportunities for existing arts courses to incorporate additional movement-based work into the course content. Arts teachers may play a key role in providing leadership and expertise to develop a plan for school-wide implementation of additional physical activity; to create arts integrated lesson plans and movement-based activities for teachers; and/or to advocate for additional arts coursework or class time that would provide the necessary physical activity to students. For those schools that do not have the number of certified physical education teachers or required physical setting, rigorous dance coursework might be developed as an alternative program and submitted for approval to meet the physical education requirements.

Resources

Edutopia. <http://www.edutopia.org/>

The Kennedy Center. <https://artsedge.kennedy-center.org/educators.aspx>

National Coalition for Core Arts Standards. (2012). College-level expectations in the arts.

<http://nccas.wikispaces.com/file/view/NCCAS%20College%20Expectations%20Report.pdf/382050892/NCAS%20College%20Expectations%20Report.pdf>

National Coalition for Core Arts Standards. (2011). [http://nccas.wikispaces.com/file/view/NCCAS%20](http://nccas.wikispaces.com/file/view/NCCAS%20P21%20Report.pdf/402229904/NCCAS%20P21%20Report.pdf)

[P21%20Report.pdf/402229904/NCCAS%20P21%20Report.pdf](http://nccas.wikispaces.com/file/view/NCCAS%20P21%20Report.pdf/402229904/NCCAS%20P21%20Report.pdf)

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

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.

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>
- 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.). Retrieved from 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.) Retrieved from <http://www.tellproject.com/>



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