

MIDDLE LEVEL PROGRAM OF STUDY

1.0 Program Definitions

1.1. Middle Level Programming (Grades 6-8) – Grades 6-8 build on the results of early childhood education and transition students into the Adolescent Education Program. Successful Middle Level 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. A middle level curriculum is challenging, exploratory, integrative, and relevant. Middle level 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 a middle school should lead to every student having at least one adult advocate he or she trusts and 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.

1.2 Middle Level Programming

Chart III: Foundations for High-Quality Middle Level Programming (Grades 6-8) *	
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</p> <p>Mathematics</p> <p>Science</p> <p>Social Studies</p> <p>Music</p> <p>Visual Art</p>
Developmentally Appropriate Practices for Physical Health and Wellness	
<p>Middle schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness</p>	<p>Physical Activity</p>

<p>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>In grades 6-8, not less than one full period of physical education, including physical exercise and age appropriate physical activities, each school day of one semester of the school year shall be provided as 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 education 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 and the Healthy Lifestyle Council for approval.</p> <p>Health education will be taught each year in grades 6-8 to meet the approved content standards and objectives.</p>	<p>Physical Education</p> <p>Health Education</p>
<p>Developmentally Appropriate Practices for Global Competence</p>	
<p>Global competence is the knowledge, skills, and dispositions which focus on a students’ understanding and effective participation in their world, as well as issues of global significance that encourage multicultural understanding. Multicultural education must be integrated across content areas to foster an attitude of understanding and acceptance of individuals from a variety of cultural, ethnic, racial, and religious backgrounds as per W. Va. Code §18-5-15a.</p> <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 program should model best practice and promote positive proficiency outcomes.</p>	<p>Multicultural Education</p> <p>World Languages</p>
<p>Developmentally Appropriate Practices for Technology Integration</p>	
<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 normal coursework to master the standards set forth in WVBE Policy 2520.14.</p>	<p>Technology</p>

<p>Students will be provided sufficient instruction and experience in technology applications to enable them by the end of 8th grade to demonstrate digital literacy and technology skills to meet the standards. The infrastructure of classrooms should infuse technology and pedagogy to transform instruction, thus leading to improved student engagement where students construct authentic products, often collaborating in the process. These activities should include the prospect of extending the learning environment beyond the normal school time or setting and the development of digital citizenship skills in students.</p>	
<p>Developmentally Appropriate Practices for Formative Assessment Processes</p>	
<p>Teachers employ formative assessment processes to guide daily instruction in middle level programming. Appropriate formative assessment processes provide data to inform classroom instruction. Various forms of evidence demonstrating students’ progressions of learning across content areas are utilized to personalize learning.</p>	<p>Formative Assessment</p>
<p>Developmentally Appropriate Foundations for Student Success and Career Readiness</p>	
<p>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).</p> <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 utilizing evidenced-based practices during the instructional day.</p>	<p style="text-align: center;">College, Career and Citizenship Readiness</p> <p style="text-align: center;">Comprehensive School Counseling Program</p>

2.0 Personalized Education Plan

2.1 In grades 6-8, the school will engage staff in a school-wide, systemic, guidance and advisement approach to ensure Personalized Education Plan (hereinafter PEP) planning and career exploration is 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. A PEP guides each student’s course selections based on individual career aspirations and postsecondary plans. The PEP covers grades 9-12 and the first year beyond graduation from high school. The PEP is developed for every student in consultation with the students’ parent and/or guardian and school counselor or advisor.

Development of the PEP is a thoughtful process that includes identifying each student’s aptitude, interests and learning needed through review of past student work, academic assessments results, and interests and learning inventories. The PEP is used to guide, personalize and maximize each student’s learning experience, ensuring each student has the opportunity to develop academic skills, identify interests, maximize strengths, minimize weaknesses, set and reach academic and personal goals, and realize their career aspirations.

2.2 During the 8th grade year, each student’s PEP is developed to identify course selections for the 9th and 10th grade based on each student’s identified career aspirations. Prior to development of the PEP, the school shall provide ongoing opportunities during the school day for career exploration and self-discovery involving student needs assessments, career and interest inventories, learning style inventories, self-reflections, and career inquiry.

2.3 Each student, in consultation with his or her parent and/or guardian and the school counselor, advisor, and/or Individualized Education Program Team (hereinafter IEP Team), will have the opportunity to select one or more of the state approved, broad career clusters (See Guidance Document) of interest for future exploration in grades 9 and 10. Each student develops his or her two-year coursework plan (PEP) for grades 9 and 10 to compliment chosen career clusters. Students not selecting a career cluster will select courses to meet his or her individual, documented career aspirations. The student may amend his or her PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements and based on the availability of courses.

2.4 When the PEP is finalized using the process described in the above sections, the counselors and/or student advisor finalizes the PEP by securing the signatures of the student and parent and/or guardian. The student and parent and/or guardian are provided a copy of the PEP. The PEP is reviewed annually with the student and his or her parent and/or guardian and is signed and dated during each annual review conference.

3.0 Review Schedule

This policy shall be reviewed in accordance with the Policy Review Schedule published by the Superintendent.

AUTHORITY: West Virginia Board of Education Policy 2510

ADOPTED: 03/25/14

REVISED:08/26/14