

PRESTON COUNTY BOARD OF EDUCATION FILE: 3 – CURRICULUM AND INSTRUCTION File: 3-4 Middle Level Education (Grades 5-8)	Last Reviewed: 8-9-10 Next Review: 7-1-12
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Middle level education builds upon the results of early childhood education and transitions students into the adolescent education program. Middle level education provides unique, age-appropriate educational opportunities that challenge all students to use their minds well, providing them with the curriculum, instruction, assessment, support, learning skills, technology tools, and time they need to achieve rigorous academic standards. Students are provided opportunities for both independent inquiry and learning in cooperation with others. Middle level programming is challenging and engaging, tapping the young adolescents’ boundless energy, interests and curiosity through rich exploratory experiences. Students learn to understand important concepts, develop essential skills and apply what they learn to real-world problems. The creation of small learning communities of adults and students produce stable and mutually respectful relationships that support all students’ intellectual, ethical and social growth.

Middle Level Education (5-8) Programs of Study

Chart IV: Middle Level Education (Grades 5-8)	
<p>These required core courses shall be taught daily by a team of qualified teachers. An intervention component will ensure mastery of the rigorous content standards and objectives at each grade level. The core courses (Reading and English/Language Arts, Mathematics/Algebra I, Science and Social Studies) will be offered within a block of time no less than 180 minutes. The principal and a team of teachers will determine time allocations that provide adequate time to achieve mastery of the West Virginia content standards and objectives for each of the required courses and effectively address the academic needs of students who are below mastery in the basic skills of reading, writing and mathematics. It is recommended that all students planning to enter the high school professional pathway will be enrolled in Algebra I in the 8th grade.</p>	<p align="center"> Reading and English Language Arts Mathematics/Algebra I Science Social Studies </p>

Students in middle grades shall be provided 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. Schools which do not currently have 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. The alternate programs shall be submitted to the Director of Student Services and Personnel for review then approval by the Board. If Board approval is granted, the Director will submit the request to the WVDE and the Healthy Lifestyle Council for approval.

Physical Education

Chart IV: Middle Level Education (Grades 5-8) -- continued

These required courses are considered part of the encore curriculum and each course shall be taught as a separate subject. Students shall be enrolled in each course for a minimum of 18 weeks cumulative across grades 6-8.

Visual Art
Music¹
Health²

Foreign language shall be offered annually.

Foreign Language³

These requirements shall be integrated into the middle level education as determined by the principal and the team of teachers.

Advisory/Comprehensive School
Guidance and Counseling
Career Exploration⁴
Technology⁵

¹. Choral and instrumental music must be offered no later than grade 6. Chorus or instrumental music may substitute for the required music course at each grade level.

². Middle grade schools should recognize that healthy lifestyles and academic success are tightly interwoven. Therefore, schools should promote wellness programs that extend beyond the course requirements for physical education and health. This may be accomplished through strong intramural programs that focus on skill development, sportsmanship and teamwork, while keeping the middle grade students physically active throughout the school year. Wellness programming should target the widespread behaviors that undermine the health and resulting capacity for personal success during adolescence. In accordance with WVC §18-2-9, instruction in CPR and First Aid shall be included in the health education curriculum in any of the grades six through eight as considered appropriate by the county board of education.

³. The teaching of foreign language in grades 5 and 6 is encouraged. A foreign language course, in the same foreign language, must be offered for students in grade 7 and grade 8. Implementation of the foreign language program should model best practice and promote positive proficiency outcomes.

⁴. Students in grades 5-8 should be provided with an adult advocate, advisor, or mentor who takes an interest in the student's successful learning, goal setting, career planning and personal growth. It is strongly recommended that schools implement an organized advisory program. Implementation of an advisory program allows schools to remove the randomness of interpersonal associations for students by personalizing their learning environment. The test scores and guidance information gathered by the American College Test (hereinafter ACT) EXPLORE, as well as other assessment data, will be used to assist 8th grade students in developing an individualized student transition plan. With guidance during well-planned activities, second semester 8th grade students, in consultation with their parents/guardian, advisor and counselor, will examine their EXPLORE results and determine the coursework and other requirements needed to achieve their postsecondary education and career goals. This is best accomplished by integrating these activities into an organized advisory program.

⁵. Students in grades 5-8 shall be provided the opportunities within the core courses to master the standards set forth in SBP 2520.14, Technology Content Standards and Objectives for West Virginia Schools. Students must be provided sufficient instruction and experience in technology applications to enable them by the end of 8th grade to demonstrate technology literacy and skills to meet the standards in grades K-8 set forth in SBP 2520.14.

R 3-4-1 Individual Student Transition Plan

The Individualized Student Transitional Plan shall cover grades nine through 12 and the first year beyond graduation from high school.

During the eighth grade year, the student, his/her parents and school counselor shall meet to develop a plan for grades nine and ten. The plan should be based upon previous career awareness experiences, exploration activities and a review of the student's ACT Explore results. The 8th grade guidance/advisement program will focus on teaching students and their parents to read the ACT EXPLORE student reports so that they may understand how to use the information provided within the Educational Planning and Assessment System (hereinafter EPAS) reports to transition to the level of performance required to meet the student's educational goals.

Each students, in consultation with his/her parents and school counselor or advisor selects a broad career cluster for exploration in grades nine and ten develops the Individualized Student Transitional Plan (ISTP) plan based upon the choice of a career cluster. The student shall designate an educational pathway (professional or skilled) at this time. Students may amend their plans at the end of any semester. The parents and student each sign and receive a copy of the plan.

For an eligible gifted student, a four-year education plan shall be developed during the eighth grade year by an IEP Team. The four-year education plan replaces the ISTP and shall include the honors and Advanced Placement classes (AP) and/or International Baccalaureate (IB) classes that must be provided in grades nine through twelve.

For eligible students with disabilities the ISTP is developed during the 8th grade by an IEP Team. The parent(s)/guardian and student each sign and receive a copy of the ISTP.

Students will designate a concentration by the end of their 10th grade year. This process is described in *Section 5.6.4. of SBP 2510*.

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Amended/Revised: