

TITLE: EARLY CHILDHOOD PROGRAM OF STUDY

1. Program Definitions.

1.1 Early Childhood Education (Grades Pre-K-4). -- Programs for children in early childhood shall address the holistic needs of the child and be based on the child's developmental level. Cognitive, social/emotional and physical development need to be addressed as inter-related areas of development. The focus for cognitive development is the acquisition of English language arts and math skills. Skill building, technology utilization and learning for young children require teachers to be knowledgeable about child development and skilled in providing classrooms and instruction that meet children's needs. For grades Pre-K-3, formative assessments, as well as formal assessments, will be used to guide daily instruction. Appropriate assessments improve the quality of classroom instruction by being responsive to individual student's needs.

1.2 Pre-kindergarten (Pre-K). -- West Virginia's Pre-K is a readiness program designed to build the skills children need to be successful in kindergarten and as a foundation for lifelong learning. Research supports the need for a balance of teacher-directed and child-initiated instruction. The Pre-K classroom should have the time, space, and materials necessary to create effective environments for learning and implementation of their chosen approved curricular framework. Teachers in pre-k must be purposeful in planning and providing classrooms where learning occurs in the context of active exploration and hands-on discovery. In West Virginia's Pre-K program, the emphasis is on cognitive, social/emotional, and motor development. These areas are inter-related and interdependent and cannot be addressed in isolation. Knowing the developmental sequence of skill acquisition is fundamental for providing high quality Pre-K classrooms. Learning activities shall be simultaneously provided for children at different stages of development. Experiencing the world is a young child's work, thus the classroom environment is a key factor in the provision of high quality learning experiences for young children. Classrooms should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development.

2. Program of Study.

2.1 Pre-Kindergarten (Pre-K) Programs of Study.

Chart I: Pre-Kindergarten (Pre-K)	
Children in Pre-K will have daily opportunities for problem solving, critical thinking and active engagement in the given content areas.	Language and Literacy Mathematics Science Physical Health The Arts Social Studies Social/Emotional Development

The acquisition of oral language and literacy skills shall be a primary focus. Pre-K classrooms must provide print rich and language rich environments. Learning centers that support the chosen approved curricular framework are required for all Pre-K classrooms including preschool special needs. These learning centers are to be intentionally designed to support learning and the development of critical thinking skills. Daily instruction in Pre-K shall be individualized, based on informal and formal assessments, and address the West Virginia Pre-K content standards and objectives (W. Va. 126 CSR 440, WVBE Policy 2520.15, West Virginia Early Learning Standards Framework, Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-K). Teachers shall utilize a variety of teaching strategies, including the integration of technology.

Primary Elementary (K-2). -- The focus for K-2 is building strong cognitive skills in English Language Arts, and math and their application in science, social studies and the arts. Learning environments shall be print and language rich, language rich, and provide manipulatives for hands-on learning in English Language Arts and mathematics. Children in kindergarten through 2nd grade span a broad spectrum of development. The developmental level of each child is significant in the offering of daily instruction. Teachers shall utilize a variety of teaching strategies, including the integration of technology, to assure that all children are mastering the 21st century content knowledge and skills. For K-2, formative assessment processes will be used to guide daily instruction. Appropriate assessments improve the quality of classroom instruction by being responsive to individual student's needs.

2.2 Primary Elementary (K-2) Programs of Study.

Chart II: Primary Elementary (K-2)	
In K-2 classrooms, the given content areas are taught daily in a manner in which students are actively engaged in learning through whole group, small group and learning center activities. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21 st century or next generation content standards and objectives for each subject.	English Language Arts Mathematics
In K-2 classrooms, not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week shall be provided. 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 WVDE and the Healthy Lifestyle Council for approval.	Physical Education
All content areas may be integrated but must be taught in an inquiry-based, hands-on, experiential manner. Specific instruction in the given content areas may or may not be offered daily. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21 st century or next generation content standards and objectives for each subject.	Science Social Studies Visual Art Music Health Learning Skills and Technology Tools

Instruction in K-2 classrooms will be individualized and driven by informal and formative assessments to help children attain the performance level of mastery or above as delineated in the approved West Virginia content standards and objectives. Strategies for early detection and scaffolding to correct student deficiencies in English Language Arts and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in k-2 classrooms shall be provided the opportunity to master the standards set forth in W. Va. 126 CSR 44N Policy 2520.14, 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools (hereinafter Policy 2520.14).

Intermediate Elementary (3-4). Children in intermediate elementary may be developmentally ready for

instruction that is content area focused. This does not preclude the use of integrated instruction. Intermediate elementary students are beginning the transition into middle childhood. An emphasis on the developmental level of these intermediate elementary students must be a continued consideration.

2.3 Intermediate Elementary (3-4) Programs of Study.

Chart III: Intermediate Elementary (3-4)	
Intermediate elementary students will be taught the given content areas through whole group, small group and learning center activities as a block or throughout the school day. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21 st century content or next generation standards and objectives for each subject.	English Language Arts Mathematics Science Social Studies
Intermediate elementary students shall be provided not less than 30 minutes of physical education, including physical exercise and age appropriate physical activities, for not less than three days a week. 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 WVDE and the Healthy Lifestyle Council for approval.	Physical Education
These given content areas 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.	Visual Art Music Health Learning Skills and Technology Tools

For intermediate elementary students, daily classroom instruction will be based on a variety of formative assessments and processes that provide for the personalization of instruction. Schedules for intermediate elementary students shall allow the flexibility necessary to provide additional time and instruction for students who are below mastery in English Language Arts, and mathematics. Teachers in intermediate elementary classrooms shall utilize a variety of instructional strategies, including the integration of technology, to assure that all students reach the performance level of mastery or above on the West Virginia content standards and objectives. Strategies for early detection and scaffolding to correct student deficiencies in English Language Arts and mathematics shall be employed throughout the instructional term in each of the primary elementary and intermediate elementary grades.

Components of career awareness and the application of technology shall be included during instruction in all subjects. The study of foreign language is encouraged. Students in intermediate elementary classrooms shall be provided the opportunity to master the standards set forth in Policy 2520.14.

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

Legal Authority: West Virginia Board of Education Policy 2510

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