## EARLY CHILDHOOD PROGRAM OF STUDY

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**1.0 Program Definitions**

**1.1 Early Learning Readiness (Grades Pre-K-Kindergarten) –** Programs serving students enrolled in Early Learning Readiness grades establish positive dispositions to learning and provide foundations for development across all domains and content areas to be successful in first grade and with lifelong learning. Emphases on social/emotional, cognitive, and motor development provide the foundation of the Early Learning Readiness grades. To support school readiness efforts and to assure the use of developmentally effective methods for students prior to entering first grade, Early Learning Readiness grades utilize components of the *Ready, Set, Go! WV* Comprehensive Framework for School Readiness.

**1.2 Pr-K –** A primary component of West Virginia's School Readiness framework is the West Virginia Pre-K Child Assessment System, which is inclusive of a formative assessment process that provides data to inform instruction, personalize learning, and share students' progress with families. This process also provides individual and population outcome data. The System is utilized by all WV Pre-K programs per W. Va. 126CSR28, WVBE Policy 2525: West Virginia's Universal Access to Quality Early Education System (hereinafter WVBE Policy 2525).

**1.3 Kindergarten –** Using a formative assessment process that provides data to inform instruction, personalize learning, and share students' progress with families, Kindergarten programs employ formative assessment methods to assure developmentally appropriate interactions, competencies, experiences, and skills are measured effectively. Data reporting for Kindergarten programs will occur a minimum of two times per year based on the evidence of individual students' developmental progress toward standards.

**1.4 Early Learning Primary (Grades 1-2) –** The Early Learning Primary grades build on the comprehensive approach to personalizing learning inherent in the Early Learning Readiness grades, and provide a context for the development of knowledge and skill building across all content areas. Development continues to span across a broad spectrum for all students and is significant in the offering of daily instruction.

**1.5 Early Learning Intermediate (Grades 3-5)** – Students in the Early Learning Intermediate grades begin the transition into middle childhood. An emphasis on the developmental levels of these students must be a continued consideration to support personalized learning, maintaining a balance between content specific focus and integration of content areas of study.

**2.0 Program of Study**

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

| Chart I: Pre-Kindergarten (Pre-K) | |
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| Children in Pre-K will have daily opportunities for | **Language and Literacy** |

| problem solving, critical thinking and active engagement in the given content areas. | **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. 126CSR44O, 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, especially reading, 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 Early Learning Programming (Grades Pre-K – 5)**

| Chart I: Foundations for High-Quality Early Learning Programming (Grades Pre-K – 5) | |
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| **Developmentally Appropriate Standards Focused Curriculum** | |
| A holistic approach to early learning requires teachers to be knowledgeable about child development and skilled in providing experiences that meet students' needs. Social/emotional, cognitive, and physical development are interrelated domains which emphasize the development of positive dispositions to learning. | **Developmental Domains** Social/Emotional Cognitive Physical |
| Best practices for a comprehensive approach to early learning instruction indicate appropriate and sufficient emphases in all content areas are provided. Developmentally | **Content Areas** English |

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| appropriate integration of content is utilized to provide rigor based on students' prior experiences, knowledge and developmental levels. | Language Arts<br>Mathematics<br>Music<br>Science<br>Social Studies<br>Visual Art<br>Wellness |
| **Developmentally Appropriate Practices for Physical Health and Wellness** | |
| Students in Early Learning Programs require multiple opportunities to engage in movement experiences throughout the instructional day, enhancing the critical link between physical activity and brain functioning.<br><br>In grades Kindergarten-5, 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 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 that do not currently have the number of certified physical education teachers or required physical setting may develop alternate programs to enable current staff and physical settings to be used to meet this requirement. Alternate programs shall be submitted to the WVDE and the Healthy Lifestyle Council for approval | **Physical Education** |
| In grades Kindergarten-5 physical activity in the form of recess or informal physical activity will be provided for no fewer than 30 minutes daily for all students.<br><br>WV Universal Pre-K classrooms are required to offer no less than 60 minutes of daily outdoor activity, weather permitting. A combination of indoor time may be utilized when weather conditions are conducive. Physical activity is provided through an integrated approach as part of the comprehensive curricular framework as defined by WVBE Policy 2525. | **Physical Activity** |
| **Developmentally Appropriate Practices for Global Competence** | |
| Global competence is the knowledge, skills, and dispositions which focus on students' understanding and effective participation in their world, as well as issues of global significance that encourage multicultural understanding. Multicultural education programs must be developed and implemented 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. | **Multicultural Education** |
| 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. Students utilize world languages through culturally authentic contexts within classroom experiences. | **World Languages** |
| **Developmentally Appropriate Practices for Formative Assessment Processes** | |
| Teachers employ formative assessment processes to guide daily instruction in early learning programs. 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. | **Formative Assessment** |

| Developmentally Appropriate Practices for Technology Integration | |
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| Technology is integrated throughout classroom experiences as a tool to facilitate the learning process.  Students are provided opportunities to engage in and master the standards set forth in W. Va. 126CSR44N, Policy WVBE Policy 2520.14: 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools (hereinafter WVBE Policy 2520.14). | **Technology** |
| Developmentally Appropriate Foundations for Student Success and Career Readiness | |
| A standards-based, integrated, comprehensive and developmental school counseling program will assist elementary students with the acquisition of school success and career readiness skills to prepare for success in middle and high school, a variety of postsecondary options and becoming globally competent citizens.  School counselors will work collaboratively with other school staff to assist students with overcoming personal/social barriers to learning, academic planning, and making a seamless transition to middle school.  Refer to W. Va. 126CSR67, WVBE Policy 2315: Comprehensive School Counseling (hereinafter WVBE Policy 2315). | **Comprehensive School Counseling Program** |
| During the early learning years, students' development of positive approaches to learning, problem solving skills, social competence, independence, and sense of self in relationship to the world around them emerge.  College, career, and citizenship readiness focuses on developmentally appropriate understandings of foundations of executive functioning. | **College, Career and Citizenship Readiness** |

**2.3 Classroom Learning Environments, Routines, and Instructional Practices (Grades Pre-K – 5)**

**Chart II:  Classroom Learning Environments, Routines, and Instructional Practices (Grades Pre-K – 5).**

| Early Learning Readiness (Grades Pre-K-Kindergarten) | Early Learning Primary (Grades 1-2) | Early Learning Intermediate (Grades 3-5) |
|---|---|---|
| Early Learning Programs provide responsive environments that include time, space, and developmentally appropriate materials necessary to create print-and language-rich environments conducive for learning and integration of standards.  Classrooms are designed and equipped in a manner that supports discovery, small group and individual learning, exploration, and problem solving.  Classrooms have sufficient quantity and variety of appropriate materials and resources to support student-centered learning. | | |
| Early Learning Readiness and Primary programs ensure transitions are minimized throughout the day to provide students with maximized opportunities to engage in developmentally effective experiences. | | Early Learning Intermediate programs ensure blocks of time are sufficient in duration for student engagement and content integration. |
| Early Learning Readiness Grades ensure sufficient time is provided for students to engage in developmentally effective experiences that promote developmental growth in all applicable state-approved content standards and objectives. | Early Learning Primary and Intermediate grades ensure sufficient time is provided for students to master content and skills as specified in all applicable state-approved content standards and objectives. | |
| Early Learning Readiness grades utilize a holistic approach to | Early Learning Primary grades integrate content areas through | Early Learning Intermediate grades may be ready for |

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| ensure content areas are interrelated, not addressed in isolation, and based on developmentally appropriate experiences that focus on students' interests and prior knowledge. | developmentally appropriate experiences and instruction based on interests and prior knowledge. | developmentally appropriate instruction that is content area focused. This does not preclude the use of integrated instruction that includes student-driven experiences based on interests and prior knowledge. |
| Instruction in Early Learning programs is personalized and based on the formative assessment process. Collection of authentic evidence is a central component to documenting student progress. | | |
| Early Learning Readiness grades focus on individualized learning through a developmental context. | Healthy integration of Support for Personalized Learning foundations to help students achieve mastery or above in English/Language Arts and mathematics shall be employed in all Early Learning Primary and Intermediate grades. | |

*Guidance for Foundations for High-Quality Early Learning Programming, Classroom Learning Environments, Routines and Instructional Practices provided by the Office of Early Learning.

### 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**