

BASIC INSTRUCTIONAL PROGRAMS

The Tyler County Board of Education designates the following program areas of study to be made available in all Early Learning Programs (Pre-Kindergarten – Kindergarten, Early Learning Primary 1-2, Early Learning Intermediate 3-5, Middle Level Education (6-8) and Adolescent Education (9-12) settings:

Early Learning Programming (Grades Pre-K-5)

The Education Program is based on knowledge of child development and developmentally appropriate practices for learners, the following Early Learning Programmatic levels are established: Early Learning Readiness (Pre-K-Kindergarten); Early Learning Primary (Grades 1-2); and Early Learning Intermediate (Grades 3-5)

Chart I: Foundations for High-Quality Early Learning Programming (Grades K-5)

Developmentally Appropriate Standards Focused Curriculum	
<p>A holistic approach to early learning requires teachers to be knowledgeable about child development and skilled in providing experiences that meet student’s needs. Social/emotional, cognitive, and physical development, are interrelated domains which emphasize the development of positive dispositions to learning.</p> <p>Best practices for a comprehensive approach to early learning instruction indicate appropriate and sufficient emphases in all content is utilized to provide rigor based on students’ prior experiences, knowledge and developmental levels.</p>	<p>Developmental Domains Social/Emotional Cognitive Physical</p> <p>Content Areas English Language Arts Mathematics Music Science Social Studies Visual Art Wellness</p>
Developmentally Appropriate Practices for Physical Health and Wellness	
<p>In grades Kindergarten-5, not less than 30 minutes 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 s 18-2-7a.</p> <p>In grades Kindergarten -5 physical activity in the form of recess or informal physical activity should be provided for no fewer than 30 minutes daily for all students.</p> <p>WV Universal Pre-K classrooms are required to offer not less than 60 minutes of daily outdoor activity, and physical activity is provided through an integrate approach as part of the comprehensive curricular framework as defined by WVBE Policy 2525.</p>	<p>Physical Education</p> <p>Physical Activity</p>

Developmentally Appropriate Practices for Global Competence	
<p>Global competence is the knowledge, skills, and dispositions which focus on students understanding and effective participation in their worlds, as well as issues of global significance that encourage multicultural understanding. Multicultural education and 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 s 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.</p>	<p>Multicultural Education</p> <p>World Languages</p>
Developmentally Appropriate Practices for Formative Assessment Processes	
<p>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</p>	<p>Formative Assessments</p>
Developmentally Appropriate Practices for Technology Integration	
<p>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, WVBE Policy 2520.14: 21st Century Learning Skills and Technology Tools Content Standards and Objectives for West Virginia Schools (hereinafter WVBE Policy 2520.14).</p>	<p>Technology</p>
Developmentally Appropriate Foundations for Student Success and Career Readiness	
<p>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 become 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).</p> <p>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.</p>	<p>Comprehensive School Counseling Program</p> <p>College, Career and Citizenship Readiness</p>

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 material 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 student to engage in developmentally effective experiences that promote developmental growth in all applicable state-approved content standards and objective	Early Learning Primary and Intermediate grades ensure sufficient time is provided for students to master content and skills as specified in all state approved content standards and objectives.	
Early Learning Readiness grades, utilize a holistic approach to ensure content areas are interrelated, not addressed in isolation, and based on developmentally appropriate experiences that focus on students' interests and prior knowledge.	Early Learning Primary grades integrate content areas through developmentally appropriate experiences and instruction based on interests and prior knowledge.	Early Learning Intermediate grades may be ready for 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 is 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.	

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. Middle level programs are characterized by rigorous content, vigorous instruction, and high expectations for all learners. Middle level curriculum is challenging, exploratory, integrative, and relevant. Teachers 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. Every student at the middle school level will have one adult advocate/advisor that becomes familiar with the students' academic development and personal goals and develops a mutually respectful relationship that supports the student.

Developmentally Appropriate Standards-Focused Curriculum	
<p>The programs of study will be taught by qualified teachers. A diverse set of developmentally appropriate instructional strategies will scaffold students to mastery and beyond of the grade level 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 for 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 student grades 6-8. Chorus or instrumental music may substitute for a general music course at each level.</p>	<p>English Language Arts Mathematics Science Social Studies</p> <p>Music Visual Arts</p>
Developmentally Appropriate Practices for Physical Education and Wellness	
<p>Opportunities should be provided for 30 minutes of moderate to vigorous integrated physical activity daily. This may be accomplished through programs that focus on skill development, sportsmanship and teamwork.</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 S 18-2-7a.</p> <p>Health education will be taught each year in grades 6-8 to meet the approved content standards and objectives.</p>	<p>Physical Activity</p> <p>Physical Education</p> <p>Health Education</p>
Developmentally Appropriate Practices for Global Competence	
<p>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 s 18-5-15a.</p> <p>A course in the same world language will be offered for students in grades 7 and grades 8.</p>	<p>Multicultural Education</p> <p>World Languages – Eighth graders meeting established criteria can take Spanish I for high school credit.</p>
Developmentally Appropriate Practices for Technology Integration	
<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 2510.14. 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. Classrooms are to infuse technology and pedagogy to transform instruction, leading to improved students engagement with students constructing authentic products, and often collaborating in the process. These activities include extending the learning environment beyond the normal school time or setting and the development of digital citizenship skills in students.</p>	<p>Technology</p>

Developmentally Appropriate Practices for Formative Assessment Processes	
<p>Teachers employ formative assessment processes to guide daily instruction in middle level programs. Appropriate formative Assessment provides 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>
Developmentally Appropriate Foundations for Student Success and Career Readiness	
<p>Schools will integrate career education opportunities to assist students in developing career awareness of the 16 career clusters as evidences by personalized career portfolios. Students will have opportunities to formally investigate careers in all areas. Career exploration will include opportunities to discover their interests in the emerging careers of Science, Technology, Engineering, and Mathematics. (STEM)</p> <p>A standards-focused integrate, comprehensive and developmental school counseling program will assist with the acquisition of school success and career readiness skills to prepare students for school, career, and postsecondary success to become globally competent citizens. Refer to WVBE Policy 2315. The middle school 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. The middle school will implement a standards –focused advisory program utilizing evidenced-based practices during the school day.</p>	<p>College, Career and Citizenship Readiness</p> <p>Comprehensive School Counseling Program</p>

Adolescent Education Programming (Grades 9-12)

High school shall provide students with the intellectual, social/emotional, physical and technological capacities needed for successful transitioning beyond graduation, ensuring all students are career-and-college ready. All students must become self-directed learners who are expected to seek out and use a variety of resources to assist them in completing assigned tasks. In grades 9 and 10, students build foundational knowledge and skills, while in grades 11 and 12, students enter into a personalized aspect of their Personalized Education Plan (PEP), focusing carefully on selected coursework that leads to completion of their personal and academic goals. Each student’s coursework will be designed to lead directly to placement in entry-level, credit-bearing academic college courses, an industry-recognized certificate, or a workforce training program.

Chart IV: Foundations for High-Quality Adolescent Education Programming (Grades 9-12) 24 credits required : 18 prescribed and 6 personalized	
Chart IV Adolescent Education Programming (9-10, 11-12) Graduation Requirements. Graduation required beginning 2014-2015, and thereafter. Students who do not demonstrate mastery of the approved content standards and objectives shall be provided extra assistance and time through personalized learning and support.	

Graduation Requirements (18 prescribed)	
English Language Arts	4 credits English 9 English 10 English 11 English 12 or English 12CR or Transition English Language Arts for Seniors An AP English course may be substituted for any of the above courses.
Mathematics	4 credits Math I Math II Math III STEM, or Math III LA or Math III TR Math IV or Math IV TR or Transition Mathematics for Seniors An AP Mathematics course may be substituted for an equivalent course or any fourth course option.
Science	3 credits Physical Science (Grade 9) Biology or Conceptual Biology or AP Biology (Grade10) One additional lab science course or AP Science Course
Physical Education	1 credit Physical Education 9-12 (WV Education Information System (hereinafter WVEIS course 6609) At least 50 percent of class time for physical education should be spent in moderate to vigorous-intensity physical activity.
Health	1 credit Health 9-12 (WVEIS course 6909)
The Arts	1 credit

Graduation Requirements (6 personalized)	
Personalized Education Plan	<p>4 credits</p> <p>Each student’s PEP will identify coursework for the four (4) credits that will lead directly to placement in entry-level, credit-bearing academic college course, an industry-recognized certificate or license, or workforce training programs.</p> <p>Best practices encourage students to take at least 1 AP or AC course with corresponding examination, a fourth Science credit, and 2 credits in one World Language, and/or four credits cumulating in acquisition of industry and recognized Career and Technical Education (hereinafter CTE) credential focused on career aspirations.</p>
Career and Technical Education (CTE)	<p>The four credits taken in a career and/technical concentration must be consistent with those identified for WVDE approved career and/technical programs of study. (W.Va. 126CSR44M, Policy 2520.13: Common Core Content Standards for Career and Technical Education in West Virginia Schools). Each career and technical concentration shall provide students the opportunity to obtain an industry recognized credential as part of the instructional program when applicable. Concentrations outside of the state approved CTE Concentrations, must have four related courses approved by the local board of education.</p> <p>80 percent of students in grades 9-10 must have access to at least one career and technical foundation course. One foundation course must be offered that teaches parenting skills.</p> <p>30 percent of students in grades 11-12 must have access to two units in a career and technical concentration and two career and two career and technical electives.</p> <p>An additional 30 percent of students in grades 11-12 must have access to two units in a career and technical concentration.</p> <p>Approved WV Career Clusters</p> <ul style="list-style-type: none"> • Agriculture, Food and Natural Resources • Architecture and Construction • Arts, A/V Technology and Communications • Business Management and Administration • Education and Training • Finance • Government and Public Administration • Health Sciences • Hospitality and Tourism • Human Services • Information Technology • Law, Public Safety, Correction and Security • Manufacturing • Marketing • Science, Technology, Engineering and Mathematics • Transportation, Distribution and Logistics <p>Students with disabilities may earn 4 credits in Community Readiness Training recommended through an HEP-Team as a personalized concentration.</p>
World Languages	<p>Undergraduate admission to West Virginia four-year colleges and universities include the completion of two units of the same world language.</p>
Electives	<p>2 credits</p> <p>The remaining requirements are electives. When choosing electives, students should consult with their chosen postsecondary educational program to make sure the electives are acceptable.</p>

Developmentally Appropriate Practices for Student Success and Career Readiness	
Career Development	All students in grades 9-12 will be provided structured, on-going experiences for career exploration, decision making, and career preparation. Career development shall be an integrated approach. All staff will assist students during the school day to explore the 16 career clusters. Career exploration includes opportunities for students to discover their interests in emerging careers including STEM careers in science, oil & gas, technology, engineering, and math. Advisors will assist students and their parents utilizing student interests, learning styles, career and academic assessments to guide educational planning and career choices. Career exploration activities will be documented in each student's personalized career portfolios.
Comprehensive School Counseling Program	A standards-focused, integrated, comprehensive and developmental school counseling program will assist students with the acquisition of school success and career readiness skills to prepare for high school and postsecondary success. School counselors will work collaboratively with other school staff to assist students with academic and postsecondary planning that leads to seamless transitions to the identified postsecondary options. WVBE Policy 2315.
Student Advocate/Advisor Mentor	High schools will implement an advisory system that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience. The advisory system shall be evidence based and systematically integrate school success and career readiness skills (e.g., work, ethic, communication skills, teamwork, collaborative skills, personal responsibility, social skills, organization, financial literacy, and study skills.)
Physical Activity	High schools will 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 should be provided for 30 minutes of moderate to vigorous integrated physical activity daily to keep students physically active throughout the school year.
Technology	Students in grades 9-12 will be provided regular opportunities within the context of normal course work to master the standards set forth in WVBE Policy 2520.14 The infrastructure of classrooms should infuse technology and pedagogy transform instruction, thus leading to improved student engagement. It is recommended that all students complete an online learning experience during grades 9-12. Students must be provided opportunities for advanced technology applications.

Chart V: Adolescent Education Programming (9-12) Electives		
	Electives Required to be Offered	Optional Electives
English Language Arts	Transition English for Seniors A minimum of one AP English course	English 12 CR Additional AP English Courses English Language Arts College Courses
Mathematics	Math I Lab Transition Mathematics for Seniors A minimum of one AP Math course	Additional AP Math Courses STEM Readiness Mathematics Calculus Mathematics College Courses
Science	Chemistry Earth Science Human Anatomy and Physiology A minimum of one AP science course	Biology II Chemistry II Conceptual Chemistry Conceptual Physics Forensics Environmental Science Physics II Science college courses

Social Studies	Economics Geography A minimum of one AP social studies course	Social Studies college courses Additional AP Social Studies courses
World Language	Three levels of one world language	Other world languages based on student need and interest AP World Language World Language College courses
Health	Any courses required to satisfy a Personalized Education Plan	Health college courses
Physical Education	Any course required to satisfy a PEP and one lifetime physical education course	Physical Education College Courses
Career and /Technical Education	Access to concentrations in a minimum of four (4) of the 16 approved WV Career Clusters	AC courses
Drivers Education	One course	
Technology		Information Technology Information Management Web Development

REFERENCES: State Board Policy 2510: Assuring the Quality of Education: Regulations For Education Programs; State Board Policy 2320 A Process for Improving Education: Performance Based Accreditation System; State Board Policy 2520.14 21st Century Learning Skills and Technology Tools Content Standards for West Virginia Schools; State Board Policy 2315: Guidance and Counseling; State Board Policy 2520.13 Common Core Standards for Career and Technical Education in West Virginia Schools. W.Va. Code s 18-2-7a, W.Va. Code s 18-5-15a, W.Va. Code 18-2-7a.

DATE: 7/7/14, 6/21/10, 2/5/07, 8/6/01, 2/5/90, 1986