

**INSTRUCTION: INSTRUCTION**Curriculum and Instruction**I. PURPOSE**

THIS RULE DELINEATES THE PROCESS FOR DEVELOPMENT, ALIGNMENT, AND REVIEW OF THE WRITTEN, TAUGHT, AND ASSESSED CURRICULUM. THIS RULE ALSO IDENTIFIES THE ORGANIZING PRINCIPLES AND BELIEFS THAT WILL GUIDE THIS WORK.

**II. GUIDELINES**

To realize the vision and mission of the Board of Education of Baltimore County (Board), the Division of Curriculum and Instruction will be responsible for implementing a curriculum management plan that is guided by the following fundamental beliefs and principles:

- A. A RIGOROUS SYSTEMIC CURRICULUM WILL BE WRITTEN, TAUGHT, AND ASSESSED FOR ALL COURSES. [All students will learn and achieve.]
- B. CHALLENGING LEARNING OPPORTUNITIES WILL BE ACCESSIBLE FOR ALL STUDENTS. [A challenging systemic curriculum will be written, taught, and assessed for all courses.]
- C. PRINCIPALS WILL BE HELD ACCOUNTABLE FOR EFFECTIVE INSTRUCTION AND CONTINUOUS IMPROVEMENT ALIGNED WITH THE SYSTEMIC CURRICULUM. [All schools will demonstrate continuous improvement.]
- D. RELEVANT CURRICULUM WILL BE DEVELOPED TO PREPARE STUDENTS FOR PARTICIPATION IN A 21<sup>ST</sup> CENTURY GLOBAL ECONOMY.
- E. TEACHING AND LEARNING OPPORTUNITIES WILL BE RESPONSIVE TO STUDENT DIFFERENCES, INTERESTS, AND LEARNING NEEDS WHILE MAINTAINING RIGOROUS OUTCOMES FOR ALL STUDENTS.

- F. [D.] There will be ongoing review, monitoring, evaluation and revision of curricula and the curriculum management plan.

### III CURRICULUM

The Division of Curriculum and Instruction is responsible for providing written, taught, and assessed curriculum that includes the following components:

#### A. Written Curriculum

1. A rigorous curriculum that promotes active student engagement and meets the diverse learning needs of all students.
2. The inclusion of multiple opportunities for all students to master essential learning outcomes through [achieve core objectives and] a variety of [modifications and] differentiation strategies.
3. An alignment to a comprehensive professional development plan.
4. An ongoing and cyclical review process, including management, development, implementation, assessment, evaluation, monitoring, and revision.
5. A consistent format that is accessible to all stakeholders.
6. The use of best practices and research-based strategies.
7. Vertical (PreK-12) and horizontal (within grade levels) alignment supporting the systemwide goal of creating a college and work-force ready culture.

#### B. Taught Curriculum

1. Instructional resources that are aligned with the curriculum.
2. High quality professional development that aligns with curriculum and supports instructional planning and delivery.

#### C. Assessed Curriculum

1. Ongoing curriculum-aligned formative and summative assessments that provide students, families, school system staff, community, and other stakeholders with adequate information regarding student achievement and the effectiveness of the curriculum.

Legal References: *Annotated Code of Maryland*, Education Article §4-101, *CONTROL AND PROMOTION OF EDUCATION*  
*Annotated Code of Maryland*, Education Article §4-108, *DUTIES IN GENERAL*

*Annotated Code of Maryland, Education Article §4-111,  
CURRICULM GUIDES AND COURSES OF STUDY; STUDY  
OF SIGN LANGUAGE*

RELATED POLICIES: BOARD OF EDUCATION POLICY 6002, *SELECTION  
OF INSTRUCTIONAL MATERIALS*  
BOARD OF EDUCATION POLICY 6100, *CURRICULUM*  
BOARD OF EDUCATION POLICY 6102, *TEACHING OF  
CONTROVERSIAL ISSUES*  
BOARD OF EDUCATION POLICY 8130,  
*FORMULATION*

Rule

Superintendent of Schools

Approved: 02/26/08

REVISED: \_\_\_\_\_