



INSTRUCTION: Instruction

Curriculum and Instruction

I. Purpose

To provide guidelines for the development, implementation, and systemwide review of the school system's curriculum.

II. Definitions

The following definitions shall apply:

- A. *Written Curriculum* – The curriculum documents produced by the Division of Curriculum and Instruction specifying what is to be taught.
- B. *Taught Curriculum* – The curriculum as it is implemented in the classroom.
- C. *Assessed Curriculum* – The curriculum as it is reflected by state and local formative and summative assessments.
- D. *Digital Curriculum* – The written, taught, and assessed curriculum provided on a digital platform.

III. Guidelines

- A. The Division of Curriculum and Instruction is responsible for:
 - 1. Establishing guidelines for the development, evaluation, and review of the school system's curriculum.
 - 2. Providing professional learning opportunities to support instructional staff.

IV. Curriculum development

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 development process guided by the following fundamental beliefs and principles:

- 1. A systemwide curriculum will be written, taught, and assessed for all courses.

2. Challenging, real-world learning opportunities will be accessible for all students in a digital platform.
3. Curriculum will be developed to prepare students to be globally competitive citizens.
4. Teaching and learning opportunities will be responsive to student differences, interests, and learning needs, while maintaining high standards for all students.

V. Curriculum Implementation

A. Written Curriculum

The written curriculum shall:

1. Include, at a minimum, a scope and sequence, goals and objectives, assessments, instructional activities, and suggested resources.
2. Be guided by best practices and research-based strategies, including universal design for learning principles to the diverse learning needs of all students.
3. Include multiple learning opportunities for all students to achieve standards.
4. Provide instructional resources to support student learning.
5. Be culturally sensitive and equitably accessible to teachers, students, and parents in a consistent, digital format.
6. Align vertically (PreK-12) and horizontally (within grade level), supporting the systemwide goal of preparing students to be globally competitive citizens in a diverse world.

B. Taught Curriculum

The taught curriculum shall:

1. Align with the written curriculum and the assessed curriculum to bring about a high degree of consistency.
2. Ensure all programs for students are aligned to the systemwide curriculum and integrated into their delivery.
3. Provide professional learning development opportunities to prepare instructional staff members to teach the written curriculum and to support instructional planning and delivery.

C. Assessed Curriculum

The assessed curriculum shall:

1. Include both formative and summative assessments.
2. Be used to evaluate the extent to which students meet or exceed curriculum standards.

3. Provide evidence of student learning.
4. Provide teachers with information needed to make appropriate instructional decisions.
5. Provide information to students about what knowledge and skills they have mastered and what they need to learn next.
6. Supports effective communication of student achievement.

V. Review

The Division of Curriculum and Instruction shall establish a process for the ongoing review of the school system's curriculum and assessment programs to ensure compliance with federal, state, and Board standards and requirements, and to ensure sufficient academic rigor for students.

VI. Compliance

- A. School-based administrators and instructional staff are responsible for the delivery of the written curriculum in the classroom.
- B. The Division of Curriculum and Instruction shall provide an annual summary of the school system's curriculum and assessment development activities, including the recommendation for the addition or deletion of courses.

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, *Curriculum Guides and Courses of Study; Study of Sign Language*

Related Policies: Board of Education Policy 6002, *Selection of Instructional Materials*
Board of Education Policy 6102, *Teaching Controversial Issues*
Board of Education Policy 6500, *Research and Assessment*
Board of Education Policy 8130, *Formulation*

Rule
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Superintendent of Schools