Curriculum Office
333 East Ridgewood Avenue
Paramus, NJ 07652

Curriculum Overview
“To begin with the end in mind means to start with a clear understanding of your destination.

It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.” (Covey, 1994)
What teaching will you need to plan for in order to equip students to perform in real world settings?
BCSS has approved curriculum in place on the Curriculum site, is updated as mandated, and changes are adopted at July Board meetings.

- It is aligned to the NJ Student Learning Standards
- It is taught by professional educational staff.
- It is experienced by students.
Curriculum consists of:

- Academic content objectives
- Articulated by grade levels
- Makes cross-curricular connections
- Recommended methods of instruction
- Recommended methods of formative and summative assessments
- Texts and supplementary resources

All supported by high quality resources
Understanding by Design (UbD)

- UbD is a way of thinking purposefully about curriculum planning.
- The goal of UbD is to develop big ideas, create enduring understandings and foster the transfer of learning to real world applications for all students.
- Backward planning design is utilized.
- Evidence of understanding is demonstrated through performance.
Curriculum

Universal Design for Curriculum (UDL)

- Accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts.
- The "universal" in universal design does not imply one optimal solution for everyone.
Accommodations built in rather than added as an afterthought.

Designs physical and sensory means of access to the curriculum.

It reflects an awareness of the unique nature of each learner.

Accommodates differences, creating learning experiences that suit the learner and maximize his or her ability to progress.
Curriculum

- Access to the curriculum begins with a student being able to interact with it.

- Curriculum must be delivered with a wide range of supports for each student.

- Activities must be motivating and relevant.

- Students with disabilities fall along a continuum of learner differences rather than constituting a separate category.
Curriculum

- Curriculum materials should be varied and diverse including digital and online resources, rather than centering on a single textbook or presentation.

- Instead of remediating students so that they can learn from a set curriculum, curriculum should be made flexible to accommodate learner differences.
Decision Path for Providing Access to General Education Curricula & Routines

What are the student’s strengths & weaknesses?

What are the Standards identified for instruction in the general education curricula and delivery in general education routines?

Can the student perform the skill or understand the concept at (or near) grade level or the designated benchmark?  
(See Option 1)

If so, state necessary accommodations.  
(See Option 2)

Can the student perform or understand with accommodations?  
(not modifications)

If so, state need for off-grade, age-appropriate modifications.  
(See Option 3)

Can the student partially participate by embedding functional goals & objectives into classroom routines or instruction?

Note: Instruction must reflect age appropriate state approved standards at every level.

Adapted from Tash, Virginia Roach, Ed.D, Bank Street College of Education
Can the student perform the skill or understand the concept at (or near) grade level or the designated benchmark?

• **OPTION 1: DIFFERENTIATED INSTRUCTION**
  - Pursue universal design, using technology.
  - Differentiate instruction and assessment.
  - Use a variety of validated practices.
  - Develop co-teaching arrangements.
  - Provide natural supports.
  - Establish classroom positive behavior support plan.
Can the student perform or understand with accommodations? (not modifications!)

• OPTION 2: ACCOMMODATIONS
  - Accommodations provide access to instruction on or at grade level.
  - Reduce the number of items the student is required to master by teaching only essential elements of tests at end of grade, end of course or graduation.
  - Accommodations extend from differentiated instruction:
    1. Flexible groups
    2. Individual contracts
    3. Tiered assignments
    4. Varied organizers
Can the student perform the skill or understand the concept at a lower level of complexity?

- **OPTION 3: OFF GRADE MODIFICATIONS**
  - Are age appropriate modifications in same curriculum domain? (Easier Level)
  - Provide partial participation in age appropriate general education curriculum and routines.
Curriculum by its nature is dynamic, so visit the BCSS Curriculum Site often for updates.