

PRINCE GEORGE’S COUNTY PUBLIC SCHOOLS
Board of Education
Upper Marlboro, Maryland

6132
Policy No.

BOARD OF EDUCATION POLICY

INSTRUCTION

Curriculum

I. POLICY STATEMENT

- A. The Prince George’s County Board of Education (Board) is committed to providing each student and professional teaching staff with high-quality curriculum that is aligned to relevant state, local and national standards to ensure each student develops 21st century competencies to succeed in college, career, and community.
- B. The Board understands that the instructional program must be designed to provide equitable resources for, and access to, high quality and effective programs that raise the academic bar and close achievement gaps for all students in Grades pre-K through 12.

II. PURPOSE

The purpose of this policy is to articulate the Board’s expectations for curriculum and curriculum development.

III. DEFINITIONS

Within the context of this policy, the following definitions apply:

- A. *Culturally responsive* - Leverages cultural knowledge, prior experiences, and frames of reference of culturally and linguistically diverse students using a strength-based approach to make learning experiences more effective, engaging, and relevant for each student; this includes helping students think critically about how culture and diverse perspectives impact the content they are exploring. Effective culturally responsive teaching is a mindset reliant on educators continually building and maintaining relationships with students, families, and the school community.
 - 1. *Culture*: The philosophical perspectives, behavioral practices, and products – both tangible and intangible – of a society. This includes the customs, arts, social institutions, and achievements of a particular nation, people, or other social group, inclusive of religion, race, ethnicity, socio-economic status, neighborhood and geographic location, gender, gender expression, sexual orientation, and language.

- B. *Curriculum* – The knowledge, skills, attitudes, and processes to be taught and learned by grade level. A comprehensive curriculum provides a written plan that includes goals, methods, materials, and assessments, which combined state clearly and specifically what educators are expected to teach and what students are expected to learn.
- C. *Curriculum Guide* - A document that outlines the goals, objectives, learning experiences, instructional resources, and assessments that comprise a specific course.
- D. *Parent* - Any one of the following individuals who are legally responsible for a student:
 - 1. Biological parent – a natural parent whose parental rights have not been terminated.
 - 2. Adoptive parent – a person who has legally adopted the student and whose parental rights have not been terminated.
 - 3. Custodian – a person or agency appointed by a court as the legal custodian of the student and granted parental rights and privileges.
 - 4. Guardian – a person who has been placed by a court in charge of the affairs of the student and granted parental rights and privileges.
 - 5. Caregiver – an adult residence of Prince George’s County who exercises care, custody or control over the student, but who is neither the biological parent nor legal guardian.
 - 6. Foster parent – an adult approved to care for a child who has been placed in their home by a State agency or a licensed child placement as provided by Section 5-507 of the Family Law Article.

IV. **STANDARDS**

- A. The written curriculum shall provide students, teachers, administrators, parents, and community members with PGCPs’ expectations for what students should know and be able to do at the end of each grade level and course.
- B. The curriculum guides shall provide educators with clear, specific directions for instruction and will contain comprehensive scope and sequences.
- C. Professional development shall be provided to prepare teachers to teach the written curriculum and use methodologies to ensure that they have appropriate knowledge, skills, and practices to teach effectively.
- D. Coordination between central office leadership and school-based staff is essential for successful implementation of the written, taught, and assessed curriculum, including:

1. Consistent, differentiated assistance to principals;
2. Modeling ways of thinking and acting;
3. Developing and using tools;
4. Brokering external resources; and
5. Engaging principals as resources for each other.

E. Curriculum must meet the following requirements:

1. Align to relevant local, state, and/or national standards;
2. Reference recommended resources and materials for use during instruction;
3. Reflect current evidence-based research, data, and technological advancements within the disciplines and promotes congruence among written, taught, and assessed content;
4. Include culturally responsive content and strategies;
5. Is well-balanced and appropriate for all students to meet the needs of diverse learners;
6. Provide strategies for differentiation in instructional methodologies, pacing, and resources for diverse learners and students with disabilities; and
7. Embed frequent evaluation of student learning.

V. IMPLEMENTATION RESPONSIBILITIES

- A. The Superintendent is authorized to develop an administrative procedure to implement this policy.

VI. REFERENCES

- A. Legal
MD.CODE ANN., EDUC. §4-101
MD.CODE ANN., EDUC. §4-108
MD.CODE ANN., EDUC. §4-111
MD.CODE ANN., EDUC. §4-205
COMAR 13A.01.06
COMAR 13A.03.06
COMAR 13A.05.04.01

- B. Other Board Policies

C. Superintendent's Administrative Procedures

Administrative Procedure 6132 – Developing Curriculum Documents for
Instructional Programs in Elementary and Secondary Schools

D. Other

VII. HISTORY

Policy Adopted

06/26/25