

2200 CURRICULUM ~~CONTENT~~ (M)

~~The Board of Education will provide the instruction and services mandated by law and rules, for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220—Adoption of Courses.~~

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~~For purposes of this Policy “curriculum” means planned learning opportunities designed to assist student toward the achievement of the intended outcomes of instruction.~~

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~~The curriculum will be reviewed by the Superintendent and shall, as a minimum, include the curricular mandates of N.J.S.A. 18A—Education, N.J.S.A. 6A—Education, and the New Jersey Student Learning Standards and the courses required by Policy 5460—High School Graduation and N.J.A.C. 6A:8-5 for high school graduation.~~

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~~The Superintendent is responsible for implementing the curriculum approved by the Board.~~

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~~The curriculum shall be consistent with the educational goals and objectives of this district and the New Jersey Student Learning Standards and be responsive to identified student needs. The Superintendent shall, in consultation with staff members, assure the effective articulation of curriculum across all grade levels and among the schools of the district.~~

In accordance with N.J.A.C. 6A:8-3.1, the Board of Education shall ensure curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (NJSLS). The Board also shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for multilingual learners (ML), for students enrolled in alternative education programs, and for students identified as gifted and talented.

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The words and terms used in this Policy shall have the meanings as defined in N.J.A.C. 6A:8-1.3.

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The Board shall encourage the active involvement of representatives from the community, including representatives from the local workforce and higher education, in



the development of educational programs aligned with the NJSLS. The Board shall make all approved curriculum pacing guides and citations for core instructional materials publicly available pursuant to N.J.A.C. 6A:8-3.1(a)3.

The Board shall be responsible for the progress of all students in developing the knowledge and skills specified by the NJSLS, including all content areas not currently included in the Statewide assessment program.

The Board shall be responsible for the delivery of educational programs at all grade levels in the district using a coherent sequence of activities to prepare all students for college, careers, and civic life upon their graduation. Examples of such programs include, but are not limited to, academic programs; career and technical education programs; two-way bilingual immersion; heritage language education; and/or magnet programs. The Board shall implement educational programs that prepare all students for success in college, careers, and civic life, including, if applicable, the Kindergarten through grade eight development of academic skills integral to success in high school courses. When applicable, the Board shall provide students with access to advanced coursework. The Board shall develop, implement, and regularly evaluate strategies that identify, support, and encourage all student groups to enroll in and succeed in advanced coursework.

In accordance with N.J.A.C. 6A:8-3.2, the Board shall provide all students enrolled in the district with the opportunity to attain the goals of an NJSLS-based curriculum in an educational environment that is designed to meet their needs. The Board shall create curriculum, customize instructional adaptations, allocate resources to provide equitable access to courses, programs, and experiences, and build student-centered learning environments that meet the NJSLS. The Board shall provide all students with disabilities an educational program aligned with the NJSLS, as well as the required individualized accommodations, instructional adaptations, and/or modifications as specified in a student's IEP or 504 plan. The Board shall be responsible for identifying students as gifted and talented and shall provide them with appropriate instructional adaptations and services as defined at N.J.S.A. 18A:35-35. The Board shall provide language instruction educational programs in accordance with N.J.A.C. 6A:15.

In accordance with N.J.A.C. 6A:8-3.3, the Board shall actively assist and support professional learning for teachers, educational services staff, and school leaders, including the district's plan and additional professional learning requirements at N.J.A.C. 6A:9C-3.

The Board shall provide to teachers, educational services staff, and school leaders professional learning on the following, when applicable:



- 1. The use of student and school performance data to provide insights into the strengths and areas for growth to improve the quality of instruction that students receive;
- 2. Evidence-based literacy instruction in accordance with N.J.S.A. 18A:6-142. through 18A:6-150.;
- 3. The content knowledge, instructional strategies, and collaborative skills needed to meet the needs of students with disabilities required at N.J.A.C. 6A:14;
- 4. The needs and educational development of students identified as gifted and talented; and
- 5. All additional statutory and regulatory requirements.

- In accordance with N.J.A.C. 6A:8-2, the Board shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs pursuant to N.J.A.C. 6A:8-3.4(a). The Board shall design curriculum that is comprehensive and meets the developmental needs of students at each grade level through complete alignment with the NJSLs. The curriculum shall be designed to prepare students for success in higher education, careers, and civic life by addressing essential academic subjects, fostering critical thinking, promoting social and emotional growth, and providing opportunities for creativity and contextual learning. The Board shall include interdisciplinary connections throughout the curriculum at every grade level in the district.

- The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220.

At the high school level, the list of programs and courses will be included in an annual Program of Studies document, which will be adopted by the Board of Education in the fall prior to the applicable school year.

The Program of Studies document shall include, at a minimum:

- 1. A list of all programs and courses being offered for in-district high school students, including students in special education and other specialized programs;



2. The class weighing system to be applied to each level of course (e.g., academic, honors, AP, uncategorized) for GPA calculation;
3. Description and explanation of the applicable grading system(s), including letter grade percentage weights/points, any grading floors, the role of midterm and final exams in course grades, and any applicable test or assignment retake guidelines; and attendance requirements;
4. The process by which the valedictorian and salutatorian are determined, consistent with Board Policy 5440 Honoring Student Achievement.

The Superintendent or designee shall develop a procedure to address and eliminate any possible bias in the curriculum as programs, courses of study, and instructional materials that comprise the district's curriculum shall be designed to eliminate discrimination on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) and promote understanding and mutual respect between children.

Courses of study, instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect among students regardless of race, color, creed, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, ancestry, national origin, socioeconomic status, and/or disability.

To eliminate possible bias in the curriculum, staff shall apply the following criteria:

1. When instructional materials contain stereotypes or discriminatory statements, staff shall guide students in identifying such content and discuss the impact and consequences of stereotyping and discrimination.
2. If instructional material is deemed highly objectionable, staff shall refrain from its use and report the material to the Building Principal for review by the Affirmative Action Officer. Where appropriate, and based on the maturity of the class and instructional purpose, staff may address and critically examine the material rather than eliminate it.
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4. Staff may mitigate bias in instructional materials by incorporating balanced, accurate, and inclusive supplementary resources.
5. Community involvement in the development of instructional programs and materials shall be encouraged.



In accordance with N.J.A.C. 6A:8-3.4(d), the Board shall provide educators with the time and resources to develop, review, and enhance contextual learning, supportive curricula, and instructional tools for helping students develop required knowledge and skills. The tools shall include, but are not limited to:

- 1. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;
- 2. List of core instructional and supplemental materials, including grade level-appropriate texts and decodable texts for emergent readers;
- 3. Integrated accommodations and modifications for students with disabilities; MLs; students identified as gifted and talented; students not at grade-level proficiency; and students with 504 plans;
- 4. Assessments, including, formative; summative; benchmark; and alternative assessments;
- 5. Universal literacy screeners and related instructional materials, as appropriate and as defined at, and required pursuant to, N.J.S.A. 18A:6-142. through 18A:6-150.;
- 6. Pacing guides; and
- 7. Opportunities for interdisciplinary connections and contextual learning.

- The Superintendent shall establish an in-district team to develop a corrective action plan if the district is found to be in noncompliance with N.J.A.C. 6A:8-3. The in-district team shall consist, at a minimum, of district administrators, curriculum supervisor(s), and educators certified in one or more of the identified areas of noncompliance.

- The corrective action plan shall include, but not be limited to, the following:

- 1. The curricular, policy, or programmatic changes to be implemented, including, but not limited to, changes to curriculum frameworks and other required course revisions;
- 2. The individual(s) responsible for addressing each change identified at N.J.A.C. 6A:8-3.5(e)1. and 1. above;
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3. Specific timelines for the completion of each change identified at N.J.A.C. 6A:8-3.5(e)1. and 1. above; and

4. Alignment with, and incorporation of or references to, the relevant provisions of all applicable State and Federal plans.

Within sixty days of the district's receipt of the Commissioner's written notification pursuant to N.J.A.C. 6A:8-3.5(c), the Superintendent shall present the corrective action plan to the Board for approval.

1. The Board shall review and approve the corrective action plan.

2. The Superintendent shall submit to the Commissioner, or the Commissioner's designee, the corrective action plan approved by the Board.

The Commissioner, or the Commissioner's designee, shall review the corrective action plan and notify the Superintendent if the plan is acceptable. The Superintendent shall implement the corrective action plan within thirty days of the Commissioner's written notification pursuant to N.J.A.C. 6A:8-3.5(g). The Commissioner, or the Commissioner's designee, shall review and verify the district's implementation of the corrective action plan.

When a corrective action plan is not submitted, it is determined by the Commissioner, or the Commissioner's designee, to be unacceptable, or it is not implemented, the Commissioner shall notify the Superintendent of the action(s) that the Commissioner intends to take pursuant to State law, rules, and regulations.

N.J.S.A. 18A:6-142. through 18A:6-150.;
18A:35-35.

N.J.A.C. 6A:8-3.1; 6A:8-3.2; 6A:8-3.3; 6A:8-3.4; 6A:8-3.5

~~N.J.S.A. 18A:35-1 et seq.~~

~~N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.~~

~~New Jersey Core Curriculum Content Standards~~

Adopted: 20 October 2008

Revised: 10 March 2018

Revised: 24 August 2023

Revised: 21 November 2024



POLICY

SOUTH ORANGE MAPLEWOOD
BOARD OF EDUCATION

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First Read: 30 July 2026
Second Read:

