

# CURRICULUM MODIFICATION



## Curriculum modification IS intended for students who:

- ✓ Have had an assessment by a qualified professional (like a school psychologist) showing clear evidence of significant intellectual deficits.
- ✓ Have intellectual deficits that prevent them from meeting grade-level expectations, even with supports, differentiated instruction, and adaptations (i.e., cannot attain a 1 in the subject or a passing grade of 50% in the course).
- ✓ Would benefit from a provincial curriculum that has been modified to better match their strengths, learning needs, and long-term goals.

## FUTURE IMPACT?

A Curriculum Modification Plan can help students earn credits toward a high school diploma, **but it can also limit post-secondary options.**

Most colleges and universities require regular course credits, so courses marked with an “M” for modified may not count for admission or may make a student ineligible for certain programs.



So, while a student on a Curriculum Modification Plan in elementary or middle school doesn't *directly* affect post-secondary options (because they aren't earning credits yet), **it's still important to plan ahead.** The choices made now may influence high school course planning.

## WHAT IS IT?



Curriculum modification is a type of instructional support that allows students with significant intellectual deficits to **access appropriate educational programming.**

Modifications change the *number*, *essence* or *content* of the student's grade-level expected learning outcomes for a specific subject (Grades K-8) or course (Grades 9-12). These changes are written in a *Curriculum Modification Plan (CMP)*.

## What's the Difference?



Adaptation	Modification
Changes <b>how</b> learning is accessed or shown	Changes <b>what</b> the student is expected to learn
Learning outcomes are at grade level	Outcomes are changed from the curriculum
Same curriculum as peers	Personalized curriculum outcomes
Tools/supports/strategies	Content changes

## Curriculum modification IS NOT intended for students who:

- ✗ Do not have significant intellectual deficits but have other needs, such as physical disabilities, learning disabilities (like dyslexia), speech or language delays, emotional or behaviour challenges, or vision or hearing impairments.
- ✗ Have significant intellectual deficits BUT are able to show a limited understanding of concepts and skills in the subject to earn a 1 on the grade scale or pass the course (50%) with differentiated instruction and adaptations.

## **Programming should always match a student's needs and goals.**

A Curriculum Modification Plan is **not a permanent programming decision.** It is reviewed regularly and to make sure programming remains appropriate.  
→ If a student later shows they can meet enough grade-level outcomes to achieve a “1” or “50%” the modified designation for that subject/course should be removed.