Abstract
The analysis of the processes of curriculum change within the Educational Reform in progress allows to isolate a group of elements of Design whose interactions reflect specific emphasis in the process of decision making regarding the selection of knowledge and cognitive abilities to be transmitted by the teaching. In this perspective, differences are appreciated in the translation of the global educational intentions, from the macro to the meso perspective, of educational policies, the orientative regulations and micro perspectives for the design of plans and programs, the programs of specific studies for the Sectors of Learning. The above-mentioned prevents an appropriate decoding of the current curricular prescriptions.

Keywords
Curriculum change, Educational Reform, meanings.