# Curriculum:
## *Required Instruction*

**Required core curriculum—**

The District's curriculum shall at least meet the minimum requirements of state law and State Board rules. Those minimum requirements are to contain the essential elements of each subject at appropriate grade levels. The essential elements represent the core knowledge, skills, and competencies all students should learn to be effective and productive members of society. The District may add elements at its discretion, but shall not delete or omit instruction in the essential elements.

In addition, the District shall provide character education in connection with regular schoolwork, through an integrated curriculum approach. Instruction in this area shall emphasize honesty, temperance, morality, courtesy, obedience to law, respect for and an understanding of the constitutions of the United States and the state of Utah, the essentials and benefits of the free enterprise system, respect for parents and home, and the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students for a richer, happier life.

As required by statute, the District shall report to the lieutenant governor and the Commission on Civic and Character Education each year by December 30 a report summarizing how civic and character education are achieved in the District through an integrated school curriculum and in the regular course of school work.

*Utah Code § 53A-13-109(6) (2014)*

**K-6 core curriculum—**

The K-6 core subject requirements are:

1. English Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Arts;
    a. Visual Arts;
    b. Music;
    c. Dance; or
    d. Theatre
6. Health Education

7. Physical Education
8. Educational Technology; and
9. Library Media

*Utah Admin. Rules R277-700-4(2) (June 21, 2016)*

Informal assessment will occur on a regular basis to ensure continual student progress. State-approved summative adaptive assessments will be used to assess student mastery of reading, language arts, mathematics, science and (in grade five) effectiveness of written expression.

*Utah Admin. Rules R277-700-4(5), (6) (June 21, 2016)*

**Grades 7-8 core requirements—**

In grades 7-8, students shall take a minimum of 12 total units. The District shall teach, and each student shall take, the following units:

1. Language Arts – 2 units.
2. Mathematics – 2 units.
3. Science – 2 units.
4. Social Studies – 1.5 units.
5. The Arts – 1.0 units from the following
   a. Visual Arts
   b. Music
   c. Dance
   d. Theatre
6. Physical Education – 1.0 units.
7. Health Education – 0.5 units.
8. College and Career Awareness – 1.0 units.
9. Digital Literacy – 0.5 units (beginning with the 2018-19 school year)

*Utah Admin. Rules R277-700-5(4) (June 21, 2016)*

State-approved summative adaptive assessments will be used to assess student mastery of reading, language arts, mathematics, effectiveness of written expression (in grade eight) and science (in grades seven and eight).

*Utah Admin. Rules R277-700-4(6)(e) (June 21, 2016)*

*Utah Admin. Rules R277-700-5(3) (June 21, 2016)*

**Grades 9-12 core curriculum—**

The minimum number of core curriculum credits required for students in grades 9-12 shall be 18, as follows:

1. Language Arts – 4 units, including
    a. Ninth grade level (1 unit);
    b. Tenth grade level (1 unit);
    c. Eleventh grade level (1 unit); and
    d. Twelfth grade level (1 unit), consisting of applied or advanced language arts credit, consistent with the student's SEOP, from a list of courses approved by the Board of Education and the State Board of Education, which courses
        i. Are within the field/discipline of language arts, with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills;
        ii. Provide instruction that leads to student understanding of the nature and disposition of language arts;
        iii. Apply the fundamental concepts and skills of language arts;
        iv. Provide developmentally appropriate content; and
        v. Develop skills in reading, writing, listening, speaking, and presentation.
2. Mathematics – 3 units.
    a. This requirement shall be met minimally through successful completion of the foundation or foundation honors courses Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.
    b. With a written request from the student's parent or guardian, a student may opt out of Secondary Mathematics III. In that case, the student shall successfully complete another mathematics course from among the advanced and applied mathematics courses on the State Board of Education's list of approved mathematics courses.
    c. 7$^{th}$ and 8$^{th}$ grade students may earn credit for one of the mathematics foundation courses before 9$^{th}$ grade, consistent with the student's SEOP and if at least one of the following criteria are met:
        i. The student is identified as gifted in mathematics on at least two different State Board of Education approved assessments;
        ii. The student is dual enrolled at the middle school/junior high school and the high school;
        iii. The student qualifies for promotion one or two grade levels above the student's age group and is placed in 9$^{th}$ grade; or

iv. The student takes the State Board of Education competency test in the summer prior to 9th grade and earns high school graduation credit for the course.

d. For other students (than those in the prior section) who earn credit for a foundation course before 9th grade, the student shall still fill the required 3 units of credit by successful completion of other mathematics courses approved by the State Board of Education, consistent with the student's SEOP, which courses

i. Are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills;

ii. Provide instruction that leads to student understanding of the nature and disposition of mathematics;

iii. Apply the fundamental concepts and skills of mathematics;

iv. Provide developmentally appropriate content; and

v. Include the five process skills of mathematics: problem solving, reasoning, communication, connections, and representation.

e. A student who successfully completes a Calculus course with a "C" grade or better has completed mathematics graduation requirements, regardless of the number of mathematics credits earned.

3. Science – 3 units, including

a. 2 units from the five science foundation areas:

i. Earth Systems Science – 1.0 units from the following:

(1) Earth Science;

(2) Advanced Placement Environmental Science; or

(3) International Baccalaureate Environmental Systems

ii. Biological Science – 1.0 units from the following:

(1) Biology;

(2) Human Biology;

(3) Biology: Agricultural Science & Technology;

(4) Advanced Placement Biology;

(5) International Baccalaureate Biology; or

(6) Biology with Lab Concurrent Enrollment

iii. Chemistry – 1.0 units from the following:

(1) Chemistry;

(2) Advanced Placement Chemistry;

(3) International Baccalaureate Chemistry; or

(4) Chemistry with Lab Concurrent Enrollment

iv. Physics – 1.0 units from the following:

(1) Physics;

(2) Physics with Technology;

(3) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C: Mechanics);

(4) International Baccalaureate Physics; or

(5) Physics with Lab Concurrent Enrollment

v. Computer Science – 1.0 units from the following:

(1) Advanced Placement Computer Science;

(2) Computer Science Principles; or

(3) Computer Programming II; and

b. 1 unit, consistent with the student's SEOP, from the foundation courses or a list of applied or advanced science courses approved by the Board of Education and State Board of Education, which courses

i. Are within the field/discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills;

ii. Provide instruction that leads to student understanding of the nature and disposition of science;

iii. Apply the fundamental concepts and skills of science;

iv. Provide developmentally appropriate content;

v. Include the areas of physical, natural, or applied sciences; and

vi. Develop students' skills in scientific inquiry.

4. Social Studies:

a. 2.5 units from the following:

i. Geography for Life – 0.5 units

ii. World Civilizations – 0.5 units

iii. U.S. History – 1.0 units

iv. U.S. Government and Citizenship – 0.5 units

b. 0.5 units Social Studies as determined by the District

c. Completion of a basic civics test or alternate assessment (see Policy ECG)

5. Arts – 1.5 units from any of the following areas:
    a. Visual Arts
    b. Music
    c. Dance
    d. Theatre
6. Physical and Health Education – 2.0 units including:
    a. Health – 0.5 units
    b. Participation Skills – 0.5 units
    c. Fitness for Life – 0.5 units
    d. Individualized Lifetime Activities (0.5 units)
    e. Team sport/athletic participation (maximum of 0.5 units with school approval)
7. Career and Technical Education – 1.0 units from among the following areas:
    a. Agriculture
    b. Business
    c. Family and Consumer Sciences
    d. Health Science and Technology
    e. Information Technology
    f. Marketing
    g. Technology and Engineering Education
    h. Trade and Technical Education
8. Digital Studies – 0.5 units
9. Library Media skills (integrated into the subject areas)
10. General Financial Literacy – 0.5 units

*Utah Admin. Rules R277-700-6(3) (June 21, 2016)*

The District may modify a student's graduation requirements to meet the unique educational needs of the student if the student has a disability and the modifications to graduation requirements are made through the student's IEP.

*Utah Admin. Rules R277-700-6(22) (June 21, 2016)*

**College and Career Readiness Mathematics Competency—**

A student who is pursuing a college degree after graduation must take a full year mathematics course during the student's senior year unless the student has, before the beginning of the senior year, met one of the following requirements:

1. A score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;

2. A score of 3 or higher on an Advanced Placement (AP) statistics exam;
3. A score of 5 or higher on an International Baccalaureate (IB) higher level math exam;
4. A score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus or calculus exam;
5. A score of 26 or higher on the mathematics portion of the American College Test (ACT) exam;
6. A score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) exam; or
7. A "C" grade or higher in a concurrent enrollment mathematics course that satisfies a state system of higher education quantitative literacy requirement.

A non-college degree seeking student shall complete appropriate math competencies for the student's career goals as described in the student's SEOP.

The college or career readiness mathematics competency requirement may be modified if the student has a disability and the modification to the competency requirement is made through the student's IEP.

*Utah Admin. Rules R277-700-9 (June 21, 2016)*

**Elective credits—**

In addition to the 6 credits beyond the 18 units of required core curriculum credit, students must earn ____ additional credits to qualify for graduation.

*[Note: Because students must earn at least 24 credits to graduate, including the 18 core curriculum credits, the students must earn at least 6 elective credits. However, the Board of Education may require more than 24 credits to graduate, thereby increasing the number of elective credits. This section will need to be tailored depending on whether the Board requires more than 24 credits.]*

*Utah Admin. Rules R277-700-7E, F (December 8, 2014)*

**Assessment of student mastery of core standards—**

The Board of Education is responsible to provide students with access to courses in the basic academic subjects of the core standards for Utah public schools established by the State Board of Education, and for students' mastery of those standards. Student mastery of the core standards shall be evaluated through District participation in U-PASS testing as directed by the State Board of Education. Students who have not achieved mastery of the core standards will be provided remediation assistance as provided for by State statute and State Board of Education regulations.

*Utah Admin. Rules R277-700 (December 8, 2014)*
*Utah Code § 53A-1-603 (2013)*
*Utah Code § 53A-13-104 (2013)*