

# Emery County School District



## Policy: IGA—Curriculum

Date Adopted: 20 June 1994  
Current Review / Revision: 8 August 2018

### Curriculum Philosophy

The Emery County School District recognizes curriculum as a “plan for learning.” The District asserts that “*all students can learn*” and that instruction can be enhanced by having a systematic plan for curriculum development, implementation, monitoring, and evaluation.

The focus of District curriculum efforts will be student learning. Student exit outcomes for curriculum focus are:

1. High Self-Esteem as a Learner and a Person.
2. Cognitive Levels - Develop the Processes to Think, Reflect, Deliberate, Reason, Speculate, Perceive, Imagine, and Contemplate.
3. Development of Process Skills: Accountability, Communication, Creativity, Decision Making, Group Processes, and Problem Solving.
4. Self-Directed Learner.
5. Respect and Concern for Others.

The District recognizes the value and necessity of all groups and individuals within the school system participating in the development and renewal of curriculum. It is the intent of the District that curriculum be attended to by the total school community.

### 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.

## **Curriculum Monitoring**

The principal is responsible for monitoring curriculum in the school. He/she is to ensure that teachers have printed copies of the core curriculum objectives for subjects they teach and that the approved curriculum is being taught in each classroom. She/he is also to ensure that approved and appropriate textbooks and materials are provided to support instruction.

## **Curriculum Development and Review**

The need for and value of a systematic, ongoing program of curriculum development and review is recognized. The design and implementation of the curriculum will be consistent with the Board's stated curriculum goals and objectives. The Board deems it essential that the District continually develop and modify its curriculum to meet changing needs. Under the direction of the superintendent, District and school administrators will coordinate the efforts of appropriate staff in curriculum development, modification, review, implementation, and evaluation.

## **Curriculum Alignment and Articulation**

The written curriculum is defined as the "official" curriculum of a school system. It is designed to provide teachers and students with the District's expectations of what children and young people are to learn. The written curriculum of the Emery County School District includes the State Core Curriculum as well as curriculum embodied in District documents - curriculum guides, scope and sequence charts, policies, etc.

The taught curriculum is defined as the curriculum which is taught in the classroom.

The tested curriculum is defined as the measured curriculum. It is what is observed when examining tests and test items used in assessing student achievement.

It is the expectation of the District that, to the greatest extent possible, the written curriculum as presented in the State Core Curriculum and in other documents, the taught curriculum as presented to the students by the teachers, and the tested curriculum as determined by student assessment, be aligned and articulated.

Teachers are expected to follow the identified written curriculum in their teaching assignments.

## **Curriculum Approval**

The design and implementation of the curriculum will be consistent with the Board's stated curriculum goals and objectives. All curriculum, including, but not limited to the addition and/or elimination of programs and courses and extensive content alteration will be subject to Board approval. Courses may be dropped from the schedule due to low enrollment or inadequate funding, but may be reinstated by administrative action. The curriculum will include provisions for state laws and regulations established by the State Office of Education.

Curricular proposals from the certified staff may be presented to the appropriate district supervisor(s) for consideration. The superintendent will be responsible for making recommendations to the Board on such matters.

The Board will officially adopt curriculum at a regularly scheduled meeting.

## **K-6 Core Curriculum**

The K-6 core subject requirements are:

1. English Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Arts;
6. Visual Arts;
7. Music;
8. Dance; or
9. Theatre
10. Health Education
11. Physical Education
12. Educational Technology; and
13. Library Media

*Utah Admin. Rules R277-700-4(2) (March 12, 2018)*

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) (March 12, 2018)*

### **Grades 7-8 Core Requirements**

In grades 7-8, students shall complete the following courses:

1. Grade 7 Language Arts
2. Grade 8 Language Arts
3. Grade 7 Mathematics
4. Grade 8 Mathematics
5. Grade 7 Integrated Science
6. Grade 8 Integrated Science
7. United States History
8. Utah History
9. At least one course in each of the following in grades 7 or 8:
10. Health Education
11. College and Career Awareness
12. The Arts
13. Physical Education

*Utah Admin. Rules R277-700-5(2), (3) (March 12, 2018)*

In addition to the foregoing requirements, the Board of Education may, as it determines appropriate, require a student to complete additional courses, may offer additional elective courses, and may set minimum credit requirements.

*Utah Admin. Rules R277-700-5(6) (March 12, 2018)*

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.

*Utah Admin. Rules R277-700-4(6)(e) (March 12, 2018)*

*Utah Admin. Rules R277-700-5(5) (March 12, 2018)*

The District may, upon request of a student or parent and with parental consent, substitute a course requirement set out above with a course, extracurricular activity, or experience that is either similar to the course requirement or consistent with the student's plan for college and career readiness. The request shall be made in writing, shall include a parent's signature, shall identify the proposed substitution, and shall explain how the proposed substitution meets the foregoing standard. This request shall be initially evaluated by the counselor responsible for the student, who shall determine whether the request contains the required elements and shall make a recommendation regarding whether the request should be approved or denied. This recommendation shall be submitted to the principal or the principal's designee, who shall grant or deny the request. If the student or parent is dissatisfied with the determination of the principal, the decision can be appealed to the Board of Education or its designee, which shall review the decision and determine whether it should be changed. The decision of the Board or its designee is final.

*Utah Admin. Rules R277-700-5(7), (8) (March 12, 2018)*

## **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 Plan for College and Career Readiness, 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<sup>th</sup> and 8<sup>th</sup> grade students may earn credit for one of the mathematics foundation courses before 9<sup>th</sup> grade, consistent with the student's Plan for College and Career Readiness 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 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<sup>th</sup> grade; or
    - iv. The student takes the State Board of Education competency test in the summer prior to 9<sup>th</sup> 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 9<sup>th</sup> 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 Plan for College and Career Readiness, 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 Plan for College and Career Readiness, 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) (March 12, 2018)

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) (March 12, 2018)*

### **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 Plan for College and Career Readiness.

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 (March 12, 2018)*

### **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. Credit requirements can be provided by each school.

*Utah Admin. Rules R277-700-6(2), (3) (March 12, 2018)*

### **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 statewide assessments 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. The Board of Education is responsible to ensure statewide assessments are administered in compliance with the requirements of Utah Code [Title 53E, Chapter 9](#) (“Student Privacy and Data Protection”).

*Utah Admin. Rules R277-700 (March 12, 2018)*

### **Secondary Course Syllabi**

It is the policy of the Emery County School District that every secondary teacher shall make available to students and parents a written syllabus for each course they teach. The syllabus shall include:

- 1) which core requirements the course meets;
- 2) a brief description of the course;
- 3) course objectives;
- 4) grading criteria;
- 5) types of assignments and projects; and
- 6) procedures for make-up of missed assignments, including criteria and time constraints