

## UINTAH SCHOOL DISTRICT POLICY ACTION REVIEW

1st Reading	<u>08/12/08</u>	New	<u>                    </u>
2nd Reading	<u>08/12/08</u>	Revised	<u>          X          </u>
Approved	<u>08/12/08</u>	Substitute	<u>                    </u>

### **006.0050      PROGRAM OF STUDIES AND GRADUATION REQUIREMENTS**

This policy takes effect beginning with the graduating class of 2008 except as noted for some specific sections.

#### 1.0 Philosophy

- 1.1. The primary goal of education is the development of individuals who possess the knowledge, skills, and human characteristics necessary to enable them to live meaningfully as individuals and as positive contributors to society. To achieve this goal, the individual must be provided experiences to develop skills in language and thinking, scientific understanding, mathematics, historical perception, aesthetic appreciation, social interactions, movement, fitness and health, and career competencies.
  - 1.1.1. The elementary school reaches the greatest number of students during their formative years. This responsibility makes it imperative that each elementary school be provided with effective leadership, meaningful standards, a balanced curriculum, sufficient means, and competent staff.
  - 1.1.2. It is imperative that secondary schools provide the opportunity for every student to have a challenging educational experience which will prepare him/her to pursue a fulfilling and productive role in society, which enhances our culture. A comprehensive curriculum with enough flexibility to strengthen individual talents and interests must be available for all students.

#### 2.0 Curriculum-

- 2.1. The Board of Education adopts, as the curriculum of Uintah School District, the State Core Standards for each grade and/or subject for which a State Core Curriculum exists or is established in the future. Formal assessment based on the State Core Curriculum shall occur during or at the completion of each course for which such assessment exists. Informal assessment should occur on a frequent ongoing basis using multiple measures of assessment to insure continual student progress.
  - 2.1.1. Elementary Education Requirements: At a minimum, elementary students shall receive instruction in the following subjects:
    - 2.1.1.1. Grades K – 2
      - 2.1.1.1.1. Reading/Language Arts
      - 2.1.1.1.2. Mathematics

- 2.1.1.1.3. Integrated Curriculum
- 2.1.1.2. Grades 3 – 6
  - 2.1.1.2.1. Reading/Language Arts
  - 2.1.1.2.2. Mathematics
  - 2.1.1.2.3. Science
  - 2.1.1.2.4. Social Studies
  - 2.1.1.2.5. Arts
    - 2.1.1.2.5.1. Visual Arts
    - 2.1.1.2.5.2. Music
    - 2.1.1.2.5.3. Dance
    - 2.1.1.2.5.4. Theatre
  - 2.1.1.2.6. Health Education
  - 2.1.1.2.7. Physical Education
  - 2.1.1.2.8. Educational Technology
  - 2.1.1.2.9. Library Media

2.1.2. Middle School Education Requirements: Students in grades seven and eight will earn a minimum of 11.5 units of credit as shown below:

- 2.1.2.1. Language Arts (2.0 units of credit)
- 2.1.2.2. Mathematics (2.0 units of credit)
- 2.1.2.3. Science (1.5 units of credit)
- 2.1.2.4. Social Studies (1.5 units of credit)
- 2.1.2.5. The Arts (1.0 unit of credit from any of the following):
  - 2.1.2.5.1. Visual Arts
  - 2.1.2.5.2. Music
  - 2.1.2.5.3. Dance
  - 2.1.2.5.4. Theatre
- 2.1.2.6. Physical Education (1.0 unit of credit)
- 2.1.2.7. Health Education (0.5 unit of credit)
- 2.1.2.8. Technology, Life, and Careers (1.0 units of credit)
- 2.1.2.9. Electives (1.0 unit of credit)

2.1.3. High School Requirements: Students in grades 9–12 shall be required to earn the minimum number of credits as follows:

- 2.1.3.1. Students graduating in spring 2009 – 26.5 units of credit
- 2.1.3.2. Students graduating 2010 – 25.5 units of credit
- 2.1.3.3. Students graduating in spring 2011 – 25.5 units of credit
- 2.1.3.4. Students graduating in spring 2012 and later – 24.5 units of credit
- 2.1.3.5. Language Arts (4.0 units of credit)
  - 2.1.3.5.1. 9<sup>th</sup> Grade level (1.0 unit of credit)
  - 2.1.3.5.2. 10<sup>th</sup> Grade level (1.0 unit of credit)
  - 2.1.3.5.3. 11<sup>th</sup> Grade level (1.0 unit of credit)
  - 2.1.3.5.4. Applied or advanced language arts credit (1.0 unit of credit) from the list of courses, determined by the board of education and approved by USOE, using

the following criteria and consistent with the student's SEOP;

- 2.1.3.5.4.1. Courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills; AND
  - 2.1.3.5.4.2. courses provide instruction that leads to student understanding of the nature and disposition of language arts; AND
  - 2.1.3.5.4.3. courses apply the fundamental concepts and skills of language arts; AND
  - 2.1.3.5.4.4. Courses provide developmentally appropriate content; AND
  - 2.1.3.5.4.5. Courses develop skills in reading, writing, listening, speaking, and presentation.
- 2.1.3.6. Mathematics (2.0 units of credit) [3.0 units of credit beginning with the graduating class of 2011]
- 2.1.3.6.1. The minimal math requirement shall be Elementary Algebra OR Applied Mathematics I AND Geometry OR Applied Mathematics II.
  - 2.1.3.6.2. Additional math credit may be earned for any mathematics courses selected from the Core courses or applied or supplemental courses from the lists of courses determined by the board and approved by USOE using the following criteria and consistent with the student's SEOP;
    - 2.1.3.6.2.1. Courses are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills; AND
    - 2.1.3.6.2.2. Courses provide instruction that leads to student understanding of the nature and disposition of mathematics; AND
    - 2.1.3.6.2.3. Courses apply the fundamental concepts and skills of mathematics; AND
    - 2.1.3.6.2.4. Courses provide developmentally appropriate content; AND
    - 2.1.3.6.2.5. Courses include the five process skills of mathematics: problem

solving, reasoning, communication, connections, and representation.

- 2.1.3.6.3. No student may obtain two high school mathematics credits for completing the same or an equivalent course an additional time. (Example: Elementary Algebra, Algebra I and Applied Math I are equivalent courses. Only one mathematics credit may be earned even if two of the above courses are taken.)
- 2.1.3.6.4. A student may not take a course for mathematics credit that is a prerequisite for a course which the student has previously completed. (Example: If the student has already completed Geometry, he/she may not then go back and take Elementary Algebra for mathematics credit.)
- 2.1.3.7. Science (2.0 Units of credit from the following four foundation areas) [Beginning with the graduating class of 2011, 3.0 units of credit, two of which must be from the four foundation areas]
  - 2.1.3.7.1. Earth Systems Science (1.0 unit of credit)
  - 2.1.3.7.2. Biological Science (1.0 unit of credit)
  - 2.1.3.7.3. Chemistry (1.0 unit of credit)
  - 2.1.3.7.4. Physics (1.0 unit of credit)
  - 2.1.3.7.5. One additional unit of credit from the foundation courses or the applied or advanced science list determined by the local board and approved by USOE using the following criteria and consistent with the student's SEOP;
    - 2.1.3.7.5.1. Courses are within the field/discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills; AND
    - 2.1.3.7.5.2. Courses provide instruction that leads to student understanding of the nature and disposition of science; AND
    - 2.1.3.7.5.3. Courses apply the fundamental concepts and skills of science; AND
    - 2.1.3.7.5.4. Courses provide developmentally appropriate content; AND
    - 2.1.3.7.5.5. Courses include the areas of physical, natural, or applied sciences; AND
    - 2.1.3.7.5.6. Courses develop students' skills in scientific inquiry.
- 2.1.3.8. Social Studies (2.5 units of credit)
  - 2.1.3.8.1. Geography for Life (0.5 unit of credit)
  - 2.1.3.8.2. World Civilizations (0.5 unit of credit)

- 2.1.3.8.3. U.S. History (1.0 unit of credit)
  - 2.1.3.8.4. U.S. Government and Citizenship (0.5 unit of credit)
  - 2.1.3.9. The Arts (1.5 units of credit from any of the following performance areas):
    - 2.1.3.9.1. Visual Arts
    - 2.1.3.9.2. Music
    - 2.1.3.9.3. Dance
    - 2.1.3.9.4. Theatre
  - 2.1.3.10. Physical and Health Education (2.0 units of credit)
    - 2.1.3.10.1. Health (0.5 unit of credit)
    - 2.1.3.10.2. Participation skills (0.5 unit of credit)
    - 2.1.3.10.3. Fitness for Life (0.5 unit of credit)
    - 2.1.3.10.4. Individualized Lifetime Activities (0.5 unit of credit) OR team sport / athletic participation (0.5 unit of credit with school approval). A maximum of 0.5 unit of credit may be earned through sport / athletic participation during grades 9–12.
  - 2.1.3.11. Career and Technical Education (1.0 unit of credit from any of the following):
    - 2.1.3.11.1. Agriculture
    - 2.1.3.11.2. Business
    - 2.1.3.11.3. Family and Consumer Sciences
    - 2.1.3.11.4. Health Science and Technology
    - 2.1.3.11.5. Information Technology
    - 2.1.3.11.6. Marketing
    - 2.1.3.11.7. Technology and Engineering Education
    - 2.1.3.11.8. Trade and Technical Education
  - 2.1.3.12. Educational Technology (0.5 unit of credit.)
    - 2.1.3.12.1. Computer Technology
    - 2.1.3.12.2. Successful completion of a state-approved competency examination
  - 2.1.3.13. General Financial Literacy (0.5 unit of credit)
  - 2.1.3.14. Electives (as necessary to acquire a sufficient number of credits for graduation)
- 2.1.4. State School Board approved CRTs shall be used to assess student mastery of the following:
- 2.1.4.1. Reading (grades 2 – 11)
  - 2.1.4.2. Language Arts (grades 2 – 11)
  - 2.1.4.3. Mathematics (grades 2 – 11) as defined under State Board Rule R277-700-6D (2)
  - 2.1.4.4. Science (grades 4-11) as defined under State Board Rule R277-700-6D (3)
  - 2.1.4.5. Effectiveness of written expression in grade 9

- 2.1.5. Beginning in grade 10, students shall participate in the Utah Basic Skills Competency Test (UBSCT) as defined under State Board Rule 277-700-10, (See graduation requirements in section 5.0 of this policy.)

### 3.0 Course Standards

- 3.1. The State Board of Education establishes minimum course description standards for each course in the required general core. The goal is for students to achieve mastery rather than simply complete a certain amount of seat time.

### 4.0 SEP/SEOP

- 4.1. A Student Education Plan/Student Education Occupation Plan (SEP/SEOP) will be developed cooperatively by the student, designated school personnel, and parents. This plan will be guided by the general requirements; individual student interests and goals; and will, at a minimum, be formally reviewed at the beginning of grade 1 and at the end of grades 3 and 6 and annually thereafter. Each student's high school plan will identify an area of concentration (perhaps as much as four to five units) in a cluster related to his/her post-secondary goal. (See Policy 007.1805 Student Education Plan)

### 5.0 Graduation

- 5.1. Students are eligible to receive a diploma or certificate of completion based on the following criteria:
  - 5.1.1. A Diploma indicating a student has passed the UBSCT will be awarded to a student who:
    - 5.1.1.1. Has earned as a minimum the number of units of credit in grades 9 through 12 outlined in section 2.0 of this policy: AND
    - 5.1.1.2. Has successfully passed all subtests of the UBSCT.
  - 5.1.2. A Diploma indicating a student has not passed the UBSCT will be awarded to a student who:
    - 5.1.2.1. Has earned as a minimum the number of units of credit in grades 9 through 12 outlined in section 2.0 of this policy; AND has not passed all subtests of the UBSCT, but has provided documentation of at least three attempts to take and pass all subtests of the UBSCT: OR
    - 5.1.2.2. Is under an IEP; and has met all district and state course requirements for graduation; AND has not passed all subtests of the UBSCT, but has provided documentation of at least three attempts to take and pass all subtests of the UBSCT, unless the IEP team determines that the student's participation in statewide assessment is through the Utah Alternate Assessment (UAA); OR

- 5.1.2.3. Transferred to the district from out of state after the first date the student would have taken the UBSCT if enrolled in a Utah school AND has earned as a minimum the number of units of credit in grades 9 through 12 outlined in section 2.0 of this policy; AND has attempted all subtests of the UBSCT not previously passed a minimum of three times OR has attempted those sections during each administration after his/her enrollment in a Utah school.
- 5.1.3. A Certificate of Completion will be awarded to a student who has completed his/her senior year and is exiting the school system, but has not met all state or district requirements for a diploma.
- 5.1.4. Students receiving a Diploma are eligible to participate in high school graduation exercises. Students receiving a Certificate of Completion are not eligible to participate in high school graduation exercises.
- 5.1.5. Graduation issues must be addressed for students with special needs by the IEP team on an individual basis. The IEP is the vehicle for making changes to graduation requirements to meet the unique educational needs for students with disabilities. As such, the IEP must document the nature and extent of modifications, substitutions, and/or exemptions made to accommodate a student with disabilities.

## Courses meeting the criteria for graduation requirements beginning with the Class of 2011

<b>Language Arts</b> – Three courses from the Foundations <b>plus</b> one from the Applied and Advanced list.		
<b>Foundation Courses</b>	<b>Applied and Advanced Courses</b>	
English 9 English 10 English 11	Literary Magazine Humanities Journalism 1 and 2 AP Literature and Composition AP Language and Composition Basic Writing Skills – UBSCT Basic Reading Skills – UBSCT 12 <sup>th</sup> Grade Language Arts College Prep Language Arts	Forensics/Debate Technical Writing School Newspaper Creative Writing 1 and 2 Literature Business Communication World Languages 3, 4, or AP Debate Concurrent Enrollment Course*
<b>Mathematics</b> – Elementary Algebra and Geometry <b>plus</b> one course from the Applied and Advanced list		
<b>Foundation Courses</b>	<b>Applied, Advanced or Supplemental Courses</b>	
Elementary Algebra or Algebra A and B, or Applied Mathematics I  Geometry or Geometry A and B or Applied Mathematics II	Intermediate Algebra Pre-calculus AP Calculus AB AP Calculus BC AP Statistics Basic Math Skills – UBSCT Mathematics Prep – ACT/SAT Accounting I and II Intuitive Calculus Computer Programming	Algebra A Geometry A Mathematics of Personal Finance Senior Mathematics Review for College Quantitative Analysis Applied Mathematics III Discrete Mathematics Statistics & Probability Concurrent Enrollment*
<b>Science</b> – Courses from two of the four areas of science on the Foundation Courses list <b>plus</b> an additional course from the Foundation Courses list or Applied and Advanced Courses list		
<b>Foundation Courses</b>	<b>Applied or Advanced courses</b>	
Biology Human Biology Biology – Agricultural Science Technology AP Biology  Chemistry AP Chemistry  Earth Systems Science  Physics Physics – Engineering AP Physics	Aquaculture Animal Science Plant Science Agricultural Science Plant and Soil Science Natural Resource Management Applied Biology and Chemistry Astronomy Principles of Technology I or II Pre-Engineering Electronics Medical Anatomy and Physiology	Anatomy and Physiology Biotechnology botany Marine biology Physiology Zoology Geology Meteorology AP Environmental Science Ecology Wildlife management Environmental Science Concurrent Enrollment*

\*Concurrent enrollment courses offered from college/university language arts, mathematics, and science departments

NOTE: Teachers currently meeting state license and endorsement requirements for an approved applied or advanced course are qualified to teach that course.

8-4-06