

R277. Education, Administration.

R277-700. The Elementary and Secondary School General Core.

R277-700-1. Authority and Purpose. [~~Purpose, and Oversight Category.~~]

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Subsection 53E-3-401(4), which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law;

(c) Section 53E-3-501, which directs the Board to make rules regarding competency levels, graduation requirements, curriculum, and instruction requirements;

(d) Section 53E-4-202, which directs:

(i) the Board to establish Core Standards in consultation with LEA boards and superintendents; and

(ii) LEA boards to adopt local evidence-based curriculum and to design programs to help students master the General Core;

(e) Title 53E, Chapter 4, Part 2, Career and College Readiness Mathematics Competency, which directs the Board to establish college and career mathematics competency standards; and

(f) Section 53E-4-205, which requires the Board to provide rules related to a basic civics test.

(2) The purpose of this rule is to specify the minimum Core Standards and General Core requirements for the public schools, and to establish responsibility for mastery of Core Standard requirements.

~~[(3) This Rule R277-700 is categorized as Category 3 as described in Rule R277-411.]~~

R277-700-2. Definitions.

For purposes of this rule:

(1)(a) "Applied course" means a public school course or class that applies the concepts of a Core subject.

(b) "Applied course" includes a course offered through Career and Technical Education or through other areas of the curriculum.

(2) "Arts" means the visual arts, music, dance, theatre, and media arts.

(3) "Assessment" means a summative assessment for:

(a) English language arts grades 3 through 10;

(b) mathematics grades 3 through 10, and Secondary I, II, and III; or

(c) science grades 4 through 10.

(4) "Career and Technical Education (CTE)" means an organized educational program in secondary schools (grades 6-12) or courses, which teach current industry-specific skills and knowledge that prepares students for employment, and for additional postsecondary preparation leading to employment.

(5) "Core Standard" means a statement of what a student enrolled in a public school is expected to know and be able to do at a specific grade level or following completion of an identified course.

(6) "Core subject" means a course for which there is a declared set of Core Standards as approved by the Board.

(7) "Elementary school" for purposes of this rule means a school that serves grades K-6 in whatever kind of school the grade levels exist.

(8) "General Core" means the courses, content, instructional elements, materials, resources and pedagogy that are used to teach the Core Standards, including the ideas, knowledge, practice and skills that support the Core Standards.

(9) "High school" for purposes of this rule means a school that serves grades 9-12 in whatever kind of school the grade levels exist.

(10) "LEA" or "local education agency" includes the Utah Schools for the Deaf and the Blind.

(11) "Middle school" for purposes of this rule means a school that serves grades 7-8 in whatever kind of school the grade levels exist.

(12) "Junior High school" means a school that serves grades 7-9 in whatever kind of school the grade levels exist.

(13) "Proficiency in keyboarding" means a student's ability to key by touch.

(14) "Summative adaptive assessment" means an assessment that:

(a) is administered upon completion of instruction to assess a student's achievement;

(b) is administered online under the direct supervision of a licensed educator;

(c) is designed to identify student achievement on the Core Standards for the respective grade and course; and

(d) measures the full range of student ability by adapting to each student's responses, selecting more difficult questions when a student answers correctly and less difficult questions when a student answers incorrectly.

R277-700-3. General Core and Core Standards.

(1) The Board establishes minimum course description standards for each course in the required General Core.

(2)(a) The Superintendent shall develop, in cooperation with LEAs, course descriptions for required and elective courses.

(b) The Superintendent shall provide parents and the general public an opportunity to participate in the development process of the course descriptions described in Subsection (2)(a).

(3)(a) The Superintendent shall ensure that the courses described in Subsection (2):

(i) contain mastery criteria for the courses; and

(ii) stress mastery of the course material, Core Standards, and life skills consistent with the General Core.

(b) The Superintendent shall place a greater emphasis on a student's mastery of course material rather than completion of predetermined time allotments for courses.

(4) An LEA board shall administer the General Core and comply with student assessment procedures consistent with state law.

(5) An LEA shall use evidence-based best practices, technology, and other instructional media to increase the relevance and quality of instruction.

R277-700-4. Elementary Education Requirements.

(1) The Core Standards and a General Core for elementary school students in grades K-6 are described in this section.

(2) The following are the Elementary School Education Core Subject Requirements:

(a) English Language Arts;

(b) Mathematics;

(c) Science;

(d) Social Studies;

(e) Arts:

(i) Visual Arts;

(ii) Music;

(iii) Dance; or

(iv) Theatre;

(f) Health Education;

(g) Physical Education;

(h) Educational Technology, including keyboarding;

(i) Library Media skills, integrated into the core subject areas and

(j) Civics and character education, integrated into the core subject areas.

(3) An LEA board shall provide access to the General Core to all students within the LEA.

(4) An LEA board is responsible for student mastery of the Core Standards.

(5) An LEA shall implement formative assessment practices on a regular basis to ensure continual student progress.

(6) An LEA shall assess students for proficiency in keyboarding by grade 5 and report school level results to the Superintendent.

(7) An LEA shall use Board-approved summative adaptive assessments to assess student mastery of the following:

(a) language arts;

(b) mathematics;

(c) science; and

(d) effectiveness of written expression in grade 5.

(8) An LEA shall provide intervention to elementary students who do not achieve mastery of the subjects described in this section.

R277-700-5. Middle School Education Requirements.

(1) The Core Standards and a General Core for middle school students are described in this section.

(2) A student in grades 7-8 shall complete the courses described in Subsection (3) to be properly prepared for instruction in grades 9-12.

(3) The following are the Grades 7-8 General Core Requirements:

(a) Grade 7 Language Arts;

(b) Grade 8 Language Arts;

(c) Grade 7 Mathematics;

(d) Grade 8 Mathematics;

(e) Grade 7 Integrated Science;

(f) Grade 8 Integrated Science;

(g) United States History;

(h) Utah History; and

(i) at least one course in each of the following in grades 7 or 8:

(A) Health Education;

(B) College and Career Awareness;

(C) Digital Literacy;

(D) the Arts; and

(E) Physical Education.

(5) An LEA shall use Board-approved summative adaptive assessments to assess student mastery of the following:

(a) language arts;

(b) mathematics;

(c) science; and

(d) writing in grade 8.

(6) At the discretion of the LEA board, an LEA board may:

(a) offer additional elective courses;

(b) require a student to complete additional courses; or

(c) set minimum credit requirements.

(7) Upon parental or student request, an LEA may, with parental consent, substitute a course requirement described in Subsection (3) with a course, extracurricular activity, or experience that is:

(a) similar to the course requirement; or

(b) consistent with the student's plan for college and career readiness.

(8)(a) An LEA shall establish a policy governing the substitution of a course requirement as described in Subsection (7).

(b) An LEA's policy described in Subsection (8)(a) shall include a process for a parent to appeal an LEA's denial of a request for a substitution described in Subsection (7) to the LEA board or the LEA board designee.

R277-700-6. High School Requirements.

(1) The General Core and Core Standards for students in grades 9-12 are described in this section.

(2) A student in grades 9-12 shall earn a minimum of 24 units of credit through course completion or through competency assessment consistent with Rule R277-705 to graduate.

(3)(a) Through recording of credits in a student's transcripts for grades 9-12, for purposes of high school graduation, an LEA shall recognize high school credits earned before grade 9.

(b) An LEA may not use high school courses to replace middle school educational requirements.

(4) The General Core credit requirements from courses approved by the Board are described in Subsections (4) through (18).

(5) Language Arts (4.0 units of credit from the following):

(a) Grade 9 level (1.0 unit of credit);

(b) Grade 10 level (1.0 unit of credit);

(c) Grade 11 level (1.0 unit of credit); and

(d) Grade 12 level (1.0 Unit of credit) consisting of applied or advanced language arts credit from the list of Board-approved courses using the following criteria and consistent with the student's Plan for College and Career Readiness:

(i) courses are within the field or discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills;

(ii) courses provide instruction that leads to student understanding of the nature and disposition of language arts;

(iii) courses apply the fundamental concepts and skills of language arts;

(iv) courses provide developmentally appropriate content; and

(v) courses develop skills in reading, writing, listening, speaking, and presentation.

(e) A student may receive up to a half credit of the students four required Language Arts credits for a course or school sponsored activity emphasizing verbal communication during any year between grades 9 and 12.

(6) Mathematics (3.0 units of credit) shall be met minimally through successful completion of a combination of the foundation or foundation extended courses, Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.

(7)(a) A student may opt out of Secondary Mathematics III if the student's parent submits a written request to the school.

(b) If a student's parent requests an opt out described in Subsection (6)(a), the student shall complete a third math credit from the Board-approved mathematics list.

(8) A 7th or 8th grade student may earn credit for a mathematics foundation course before 9th grade, consistent with the student's Plan for College and Career Readiness if:

(a) the student is identified as gifted in mathematics in accordance with the procedures outlined in Rule R277-707;

(b) the student is enrolled at a middle school or junior high school and a high school;

(c) the student qualifies for promotion one or two grade levels above the student's age group and is placed in 9th grade; or

(d) the student takes the Board competency test in the summer before 9th grade and earns high school graduation credit for the course.

(9) A student who successfully completes a mathematics foundation course before 9th grade shall earn 3.0 units of additional mathematics credit by:

(a) taking the other mathematics foundation courses described in Subsection (5); and

(b) an additional course from the Board-approved mathematics list consistent with:

(i) the student's Plan for College and Career Readiness; and

(ii) the following criteria:

(A) courses are within the field or discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills;

(B) courses provide instruction that lead to student understanding of the nature and disposition of mathematics;

(C) courses apply the fundamental concepts and skills of mathematics;

(D) courses provide developmentally appropriate content; and

(E) courses include the Standards for Mathematical Practice as listed in the Utah secondary mathematics core.

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

(11) Science (3.0 units of credit):

(a) shall be met minimally through successful completion of 2.0 units of credit from two of the following five science foundation areas:

(i) Earth Science (1.0 units of credit);

(A) Earth Science;

- 240 (B) Advanced Placement Environmental Science; or
241 (C) International Baccalaureate Environmental Systems;
242 (ii) Biological Science (1.0 units of credit);
243 (A) Biology;
244 (B) Biology: Agricultural Science and Technology;
245 (C) Advanced Placement Biology;
246 (D) International Baccalaureate Biology; or
247 (E) Biology with Lab Concurrent Enrollment;
248 (iii) Chemistry (1.0 units of credit);
249 (A) Chemistry;
250 (B) Advanced Placement Chemistry;
251 (C) International Baccalaureate Chemistry; or
252 (D) Chemistry with Lab Concurrent Enrollment;
253 (iv) Physics (1.0 units of credit);
254 (A) Physics;
255 (B) Advanced Placement Physics (1, 2, C: Electricity and Magnetism, or C:
256 Mechanics);
257 (C) International Baccalaureate Physics; or
258 (D) Physics with Lab Concurrent Enrollment; or
259 (v) Computer Science (1.0 units of credit):
260 (A) Advanced Placement Computer Science;
261 (B) Computer Science Principles; or
262 (C) Computer Programming 2; and
263 (b) one additional unit of credit from:
264 (i) the foundation courses described in Subsection (10)(a); or
265 (ii) the applied or advanced science list:
266 (A) determined by the LEA board; and
267 (B) approved by the Board using the following criteria and consistent with the
268 student's Plan for College and Career Readiness:

(i) courses are within the field or discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills;

(ii) courses provide instruction that leads to student understanding of the nature and disposition of science;

(iii) courses apply the fundamental concepts and skills of science;

(iv) courses provide developmentally appropriate content;

(v) courses include the areas of physical, natural, or applied sciences; and

(vi) courses develop students' skills in scientific inquiry.

(12) Social Studies (3.0 units of credit, and beginning with incoming 9th 10th graders in the 2026-2027 school year, 3.5 units of credit) shall be met minimally through successful completion of:

(a) 2.5 and beginning with incoming 9th 10th graders in the 2026-2027 school year 3.0 units of credit from the following courses:

(i) World Geography (0.5 units of credit);

(ii) World History (0.5 units of credit);

(iii) U.S. History (1.0 units of credit);

(iv) U.S. Government and Citizenship (0.5 units of credit);

(v) Beginning with incoming 9th-10th graders in the 2026-2027 school year, the requirement in Subsection (iv) will be replaced by American Constitutional Government and Citizenship (1.0 units of credit); ~~and~~

(vi) a student may earn 0.5 units of the requirement in Subsection (v) by one of the following:

(A) completing a course or school sponsored activity that emphasizes verbal communication, provided that the instruction is primarily dedicated to civic education, including:

(1) policy analysis;

(2) governmental systems;

(3) civic engagement; or

(B) participating in the Junior Reserve Officers' Training Corps described in 10 U.S.C. Sec. 2031; and

- 299 (b) Social Studies (0.5 units of credit per LEA discretion).
- 300 (13) The Arts (1.5 units of credit from any of the following performance areas):
- 301 (a) Visual Arts;
- 302 (b) Music;
- 303 (c) Dance;
- 304 (d) Theatre; or
- 305 (e) Media Arts.
- 306 (14) Health Education (0.5 units of credit).
- 307 (15)(a) Physical Education (1.5 units of credit from each of the following):
- 308 (i) Participation Skills (0.5 units of credit);
- 309 (ii) Fitness for Life (0.5 units of credit); and
- 310 (iii) Individualized Lifetime Activities (0.5 units of credit);
- 311 (b) Notwithstanding Subsection (15)(a), a student may earn 0.5 units of credit
- 312 per sport for team sport or athletic participation up to a maximum of 1.0 units of credit
- 313 with LEA approval to replace participation skills and individualized lifetime activities
- 314 requirements.
- 315 (16) Career and Technical Education (CTE) (1.0 units of credit) from CTE
- 316 approved pathways. [any of the following]:
- 317 ~~[(a) Agriculture, Food and Natural Resources;~~
- 318 ~~—— (b) Architecture and Construction;~~
- 319 ~~—— (c) Arts, Audio/Visual Technology and Communications;~~
- 320 ~~—— (d) Business, Finance and Marketing;~~
- 321 ~~—— (e) Computer Science and Information Technology;~~
- 322 ~~—— (f) Education and Training;~~
- 323 ~~—— (g) Engineering and Technology;~~
- 324 ~~—— (h) Health Science;~~
- 325 ~~—— (i) Hospitality and Tourism;~~
- 326 ~~—— (j) Human Services;~~
- 327 ~~—— (k) Law, Public Safety, Corrections and Security;~~
- 328 ~~—— (l) Manufacturing; or~~

329 ——— ~~(m) Transportation, Distribution, and Logistics.]~~

330 (17) Digital Studies (0.5 units of credit).

331 (18) Library Media Skills, integrated into the subject areas.

332 (19) General Financial Literacy (0.5 units of credit).

333 (20) Electives (5.0 units of credit).

334 (21) An LEA shall use Board-approved summative assessments to assess

335 student mastery of the following subjects:

336 (a) language arts through grade 11;

337 (b) mathematics as defined in Subsection (6); and

338 (c) science as defined in Subsection (11).

339 (22) An LEA board may require a student to earn credits for graduation that

340 exceed the minimum Board requirements described in this rule.

341 (23) An LEA board may establish and offer additional elective course offerings at

342 the discretion of the LEA board.

343 (24)(a) An LEA may modify a student's graduation requirements to meet the

344 unique educational needs of a student if:

345 (i) the student has a disability; and

346 (ii) the modifications to the student's graduation requirements are made through

347 the student's individual IEP.

348 (b) An LEA shall document the nature and extent of a modification, substitution,

349 or exemption made to a student's graduation requirements described in Subsection

350 (22)(a) in the student's IEP.

351 (25) The Superintendent shall provide a list of approved courses meeting the

352 requirements of this rule.

353 (26) An LEA may modify graduation requirements for an individual student to

354 achieve an appropriate route to student success if the modification:

355 (a) is consistent with:

356 (i) the student's IEP; or

357 (ii) SEOP or Plan for College and Career Readiness;

358 (b) is maintained in the student's file;

- (c) includes the parent's signature; and
- (d) maintains the integrity and rigor expected for high school graduation, as determined by the Board.

R277-700-7. Student Mastery and Assessment of Core Standards.

- (1) An LEA shall ensure students master the Core Standards at all levels.
- (2) An LEA shall provide intervention for secondary students who do not achieve mastery in accordance with Section 53G-9-803.
- (3) An LEA shall provide remedial assistance to students who are found to be deficient in basic skills through a statewide assessment in accordance with Subsection 53E-5-206(1).
- (4) If a student refrains from a portion of a course or to a course in its entirety under Section 53G-10-205, the parent and school may work together to establish an alternate academic accommodation, which allows the student to demonstrate mastery of Core Standards or alternate standard, consistent with Subsection 53G-6-803(7) and Subsection 53G-10-205(2)(b).
- (5)(a) A student with a disability served by a special education program shall demonstrate mastery of the Core Standards.
- (b) If a student's disability precludes the student from successfully mastering the Core Standards, the student's IEP team, on a case-by-case basis, may provide the student an accommodation for, or modify the mastery demonstration to accommodate, the student's disability.
- (6) A student may demonstrate competency to satisfy course requirements consistent with Section R277-705-3.
- (7) LEAs are ultimately responsible for and shall comply with all assessment procedures, policies and ethics as described in Rule R277-404.

R277-700-8. Civics Education Initiative.

- (1) For purposes of this section:

(a) "Student" means a student enrolled in an adult education program who receives an adult education secondary diploma.

(b) "Basic civics test" means the same as that term is defined in Subsection 53E-4-205(1)(b).

(2) Except as provided in Subsection (3), an LEA shall:

(a) administer a basic civics test in accordance with the requirements of Section 53E-4-205; and

(b) require a student to pass the basic civics test as a condition of receiving an adult education secondary diploma.

(3) An LEA may require a student to pass an alternate assessment if:

(a)(i) the student has a disability; and

(ii) the alternate assessment is consistent with the student's IEP; or

(b) the student is within six months of intended graduation.

(4) Except as provided in Subsection (5), the alternate assessment shall be given:

(a) in the same manner as an exam given to an unnaturalized citizen; and

(b) in accordance with 8 C.F.R. Sec. 312.2.

(5) An LEA may modify the manner of the administration of an alternate assessment for a student with a disability in accordance with the student's IEP.

(6) If a student passes a basics civics test or an alternate assessment described in this section, an LEA shall report to the Superintendent that the student passed the basic civics test or alternate assessment.

(7) If a student who passes a basic civics test or an alternate assessment transfers to another LEA, the LEA may not require the student to re-take the basic civics test or alternate assessment.

R277-700-9. College and Career Readiness Mathematics Competency.

(1) For purposes of this section, "senior student with a special circumstance" means a student who:

(a) is pursuing a college degree after graduation; and

(b) has not met one of criteria described in Subsection (2)(a) before the beginning of the student's senior year of high school.

(2) Except as provided in Subsection (4), in addition to the graduation requirements described in Section R277-700-6, beginning with the 2016-17 school year, a student pursuing a college degree after graduation shall:

(a) receive one of the following:

(i) a score of 3 or higher on an Advanced Placement (AP) calculus AB or BC exam;

(ii) a score of 3 or higher on an Advanced Placement (AP) statistics exam;

(iii) a score of 5 or higher on an International Baccalaureate (IB) higher level math exam;

(iv) a score of 50 or higher on a College Level Exam Program (CLEP) pre-calculus or calculus exam;

(v) a score of 26 or higher on the mathematics portion of the American College Test (ACT) exam;

(vi) a score of 640 or higher on the mathematics portion of the Scholastic Aptitude Test (SAT) exam; or

(vii) a "C" grade in a concurrent enrollment mathematics course that satisfies a state system of higher education quantitative literacy requirement; or

(b) if the student is a senior student with a special circumstance, take a full year mathematics course during the student's senior year of high school.

(3) Except as provided in Subsection (4), in addition to the graduation requirements described in Section R277-700-6, beginning with the 2016-17 school year, a non-college and 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.

(4) An LEA may modify a student's college or career readiness mathematics competency requirement under this section if:

(a) the student has a disability; and

(b) the modification to the student's college or career readiness mathematics competency requirement is made through the student's IEP.

(5)(a) An LEA shall report annually to the LEA's board the number of students within the LEA who:

- (i) meet the criteria described in Subsection (2)(a);
- (ii) take a full year of mathematics as described in Subsection (2)(b);
- (iii) meet appropriate math competencies as established in the students' career goals as described in Subsection (3); and
- (iv) meet the college or career readiness mathematics competency requirement established in the students' IEP as described in Subsection (4).

(b) An LEA shall provide the information described in Subsection (5)(a) to the Superintendent by October 1 of each year.

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