



UTAH STATE BOARD OF EDUCATION

David L. Crandall, Chair David L. Thomas, First Vice Chair
Jennifer A. Johnson, Second Vice Chair

Dixie L. Allen
Laura Belnap
Leslie B. Castle
Barbara W. Corry

Brittney Cummins
Linda B. Hansen
Mark Huntsman
Jefferson Moss

C. Mark Openshaw
Spencer F. Stokes
Teryl Warner
Joel Wright

Brad C. Smith, Chief Executive Officer
Lorraine Austin, Board Secretary

MEMORANDUM

TO: Members, Utah State Board of Education

FROM: Brad C. Smith
Chief Executive Officer

DATE: March 6, 2015

ACTION: R277-700-6 *High School Requirements* (Amendment)

Background:

Recently, the Board took action to modify the Utah high school graduation requirements. In January 2015 the General Financial Literacy course status was officially recognized as an independent course, separate from any specific core area. In February 2015 the addition of .5 unit of credit to the Social Studies graduation requirements was approved.

Key Points:

Rule R277-700-6 has been amended to reflect the changes. General Financial Literacy is now removed from the Social Studies column and is listed as an independent and standalone course. The .5 unit of credit addition has been added to the Social Studies requirements.

Anticipated Action:

It is proposed that the Standards and Assessment Committee consider approving R277-700-6 *The Elementary and Secondary School Curriculum*, as amended, on first reading, and if approved by the Committee, the Board consider approving R277-700-6 on second reading.

Contact: Sydnee Dickson 801-538-7515
Diana Suddreth, 801-538-7739
Robert Austin, 801-538-7575

1 **R277. Education, Administration.**

2 **R277-700. The Elementary and Secondary School Core Curriculum.**

3 **R277-700-6. High School Requirements.**

4 A. The Board shall establish Core Standards and a Core
5 Curriculum for students in grades 9-12.

6 B. Students in grades 9-12 shall earn a minimum of 24
7 units of credit through course completion or through
8 competency assessment consistent with R277-705 to graduate.

9 C. Grades 9-12 Core Curriculum credits from courses
10 approved by the Board, as specified:

11 (1) Language Arts (4.0 units of credit):

12 (a) Ninth grade level (1.0 unit of credit);

13 (b) Tenth grade level (1.0 unit of credit);

14 (c) Eleventh grade level (1.0 unit of credit); and

15 (d) Twelfth grade level (1.0) Unit of credit) consisting
16 of applied or advanced language arts credit from the list of
17 Board-approved courses using the following criteria and
18 consistent with the student's SEOP/Plan for College and Career
19 Readiness:

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

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

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

28 (iv) courses provide developmentally appropriate content;
29 and

30 (v) courses develop skills in reading, writing,
31 listening, speaking, and presentation;

32 (2) Mathematics (3.0 units of credit) met minimally
33 through successful completion of a combination of the
34 foundation or foundation honors courses, Algebra 1, Geometry,
35 Algebra 2, Secondary Mathematics I, Secondary Mathematics II,
36 Secondary Mathematics III as determined in the student's
37 SEOP/Plan for College and Career Readiness. After the 2014-

38 2015 school year Mathematics (3.0 units of credit) shall be
39 met minimally through successful completion of a combination
40 of the foundation or foundation honors courses Secondary
41 Mathematics I, Secondary Mathematics II, and Secondary
42 Mathematics III.

43 (a) Students may opt out of Algebra 2 or Secondary
44 Mathematics III with written parent/legal guardian request.
45 If an opt out is requested, the third math credit shall come
46 from the advanced and applied courses on the Board-approved
47 mathematics list.

48 (b) 7th and 8th grade students may earn credit for a
49 mathematics foundation course before ninth grade, consistent
50 with the student's SEOP/Plan for College and Career Readiness
51 and if at least one of the following criteria is met:

52 (i) the student is identified as gifted in mathematics on
53 at least two different USOE-approved assessments;

54 (ii) the student is dual enrolled at the middle
55 school/junior high school and the high school;

56 (iii) the student qualifies for promotion one or two
57 grade levels above the student's age group and is placed in
58 9th grade;

59 (iv) the student takes the USOE competency test in the
60 summer prior to 9th grade and earns high school graduation
61 credit for the courses.

62 (c) Other students who successfully complete a foundation
63 course before ninth grade shall still earn 3.0 units of credit
64 by taking the other foundation courses and an additional
65 course from the advanced and applied Board-approved
66 mathematics list consistent with the student's SEOP/Plan for
67 College and Career Readiness and the following criteria:

68 (i) courses are within the field/discipline of
69 mathematics with a significant portion of instruction aligned
70 to mathematics content, principles, knowledge, and skills;

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

73 (iii) courses apply the fundamental concepts and skills
74 of mathematics;

75 (iv) courses provide developmentally appropriate content;
76 and

77 (v) courses include the five process skills of
78 mathematics: problem solving, reasoning, communication,
79 connections, and representation.

80 (c) Students who are gifted and students who are advanced
81 may also:

82 (i) Take the honors courses at the appropriate grade
83 level; and

84 (ii) Continue taking higher level mathematics courses in
85 sequence through grade 11, resulting in a higher level of
86 mathematics proficiency and increased college and career
87 readiness.

88 (d) A student who successfully completes a Calculus
89 course has completed mathematics graduation requirements,
90 regardless of the number of mathematics credits earned.

91 (e) Students should consider taking additional credits
92 during their senior year that align with their postsecondary
93 career or college expectations. Students who desire a four
94 year college degree in a science, technology, engineering or
95 mathematics (STEM) career area should take a calculus course.

96 (3) Science (3.0 units of credit):

97 (a) at a minimum, two courses from the science foundation
98 areas:

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

100 (ii) Biological Science (1.0 units of credit);

101 (iii) Chemistry (1.0 units of credit);

102 (iv) Physics (1.0 units of credit);

103 (v) Computer Science; and

104 (b) one additional unit of credit from the foundation
105 courses or the applied or advanced science list determined by
106 the LEA board and approved by the Board using the following
107 criteria and consistent with the student's SEOP/Plan for
108 College and Career Readiness:

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

112 (ii) courses provide instruction that leads to student
113 understanding of the nature and disposition of science; and
114 (iii) courses apply the fundamental concepts and skills
115 of science; and
116 (iv) courses provide developmentally appropriate content;
117 and
118 (v) courses include the areas of physical, natural, or
119 applied sciences; and
120 (vi) courses develop students' skills in scientific
121 inquiry.

122 (4) Social Studies (3.0 units of credit):
123 (a) Geography for Life (0.5 units of credit);
124 (b) World Civilizations (0.5 units of credit);
125 (c) U.S. History (1.0 units of credit);
126 (d) U.S. Government and Citizenship (0.5 units of
127 credit);
128 [~~(e) General Financial Literacy (0.5 units of credit).]~~
129 (e) Social Studies (0.5 units of credit per LEA
130 discretion).

131 (5) The Arts (1.5 units of credit from any of the
132 following performance areas):
133 (a) Visual Arts;
134 (b) Music;
135 (c) Dance;
136 (d) Theatre;

137 (6) Physical and Health Education (2.0 units of credit):
138 (a) Health (0.5 units of credit);
139 (b) Participation Skills (0.5 units of credit);
140 (c) Fitness for Life (0.5 units of credit);
141 (d) Individualized Lifetime Activities (0.5 units of
142 credit) or team sport/athletic participation (maximum of 0.5
143 units of credit with school approval).

144 (7) Career and Technical Education (1.0 units of credit):
145 (a) Agriculture;
146 (b) Business;
147 (c) Family and Consumer Sciences;
148 (d) Health Science and Technology;

149 (e) Information Technology;
150 (f) Marketing;
151 (g) Technology and Engineering Education;
152 (h) Trade and Technical Education.
153 (8) Educational Technology (0.5 units of credit):
154 (a) Computer Technology (0.5 units of credit from a
155 Board-approved list of courses); or
156 (b) successful completion of Board-approved competency
157 examination (credit may be awarded at the discretion of the
158 LEA).
159 (9) Library Media Skills (integrated into the subject
160 areas).
161 (10) General Financial Literacy (0.5 units of credit).
162 (~~10~~11) Electives (~~6.0~~5.5 units of credit).
163 D. Board-approved summative adaptive assessments shall
164 be used to assess student mastery of the following subjects:
165 (1) reading;
166 (2) language arts through grade 11;
167 (3) mathematics as defined under R277-700-6C(2); and
168 (4) science as defined under R277-700-6C(3).
169 E. LEA boards may require students to earn credits for
170 graduation that exceed minimum Board requirements.
171 F. Additional elective course offerings may be
172 established and offered at the discretion of an LEA board.
173 G. Students with disabilities served by special
174 education programs may have changes made to graduation
175 requirements through individual IEPs to meet unique
176 educational needs. A student's IEP shall document the nature
177 and extent of modifications and substitutions or exemptions
178 made to accommodate a student with disabilities.
179 H. The Board and USOE may review LEA boards' lists of
180 approved courses for compliance with this rule.
181 I. Graduation requirements may be modified for
182 individual students to achieve an appropriate route to student
183 success when such modifications:
184 (1) are consistent with the student's IEP or SEOP/Plan
185 for College and Career Readiness or both;

186 (2) are maintained in the student's file and include the
187 parent's/guardian's signature; and
188 (3) maintain the integrity and rigor expected for high
189 school graduation, as determined by the Board.

190 **KEY: curricula**

191 **Date of Enactment or Last Substantive Amendment: December 8,**
192 **2014**

193 **Notice of Continuation: March 12, 2013**

194 **Authorizing, and Implemented or Interpreted Law: Art X Sec 3;**
195 **53A-1-402(1)(b); 53A-1-402.6; 53A-1-401(3)**