

DaVinci Academy of Science and The Arts

Policy Number: 206

Policy Section: 200-Instruction

POLICY TITLE: Curriculum Policy

Revision History

<b>Effective Date</b>	<b>Action Date</b>	<b>Revised</b>
13 August 2008	Revision Policy	September 2024

## Curriculum Policy

Effective Date: 13 August 2008

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**1. Statement of Policy**

The DaVinci Academy of Science and the Arts (DASA) holds high expectations for curriculum. All courses must meet the standards and objectives as set by the Utah State Office of Education. Art, science, and technology will be integrated into all classrooms, and curricula will be aligned across various disciplines according to grade level teams. Critical thinking skills will be developed, and coursework will stress college preparatory rigor, assessment analysis, and Project Based Learning techniques. Additionally, teachers will be evaluated both formally and informally by various members of the administration throughout the school year to ensure understanding of the policy and consistent application of curricular standards throughout the DASA community. DASA holds that professional development is the foundation of innovative curriculum for charter success, and therefore, continuous professional development for staff and faculty is considered priority.

In addition to the Curriculum Policy, DASA supports and enforces compliance with the current Curriculum Implementation Plan. The Executive Director in conjunction with Curriculum Specialist and the Curriculum Committee will reassess and adjust the Curriculum Implementation Plan on an annual basis to allow for growth as new research develops. Assessments of curriculum delivery will evaluate teacher strengths and weaknesses based on both the Curriculum Policy and the current Curriculum Implementation Plan. DASA community members are encouraged to participate in ongoing pedagogical research and/or Curriculum Committee meetings to assist with the annual reassessment of the curriculum Implementation Plan.

The Curriculum Committee at DaVinci Academy exists to ensure that the Curriculum Policy is followed and that only approved curriculum is adopted. The committee is composed of a board member, executive director, teachers, and parents. The committee meets once a month to review policy, new and existing curriculum, and satisfy any state law or rule.

The committee reviews curriculum based on state guidelines and strives to follow all USOE recommendations as it reviews and adopts curriculum. In particular, DaVinci follows the Common Criteria Framework for the Vetting of Instructional Materials as posted on the USOE site. A list of all approved curriculum that passes through this committee will be posted on the DaVinci Academy website.

**APPEAL PROCESS: Anyone wishing to appeal an approved curriculum must do so within 5 school days following the Curriculum Committee Review Decision by emailing the Board Secretary and the Executive Administrator.**

The Curriculum Committee also reviews the Curriculum Policy to make needed changes in order to meet the needs of the charter.

## 2. Course Requirements

<b>High School 9-12</b>		<b>26 credits minimum to graduate</b> 28 credits minimum to graduate for the class of 2023
<b>Science courses (state core sciences in <i>italics</i>)</b>	<b>4.0</b>	<b>Students must take 2 state core science courses, and may use science electives to fulfill DASA requirement. DaVinci's fourth science elective credit can be waived by completing one credit or skill certificate course at the OWATC or fulfilling requirements of an internship that is approved by the counselor.</b>
<i>Earth Systems</i>	1.0	Grade 9, required
<i>Biology</i>	1.0	Grade 10, required. AP Biology recommended
<i>Chemistry</i>	1.0	Grade 11, required. AP Chemistry recommended
<i>Physics</i>	1.0	Grade 12, recommended or AP Chemistry
Electives	0.5	Elective may vary according to teacher specialty and/or student interest.
<b>CTE Courses</b>	<b>4.0</b>	<b>CTE elective credits can be substituted by completing credits or skill certificate courses at a college or fulfilling requirements of an internship that is approved by the counselor. Credit at the college or requirements of the internship must be completed before DaVinci credits awarded.</b>
Financial Literacy	0.5	CTE required course
Computing	0.5	CTE required course
<b>CTE Options</b>		Beginning with the class of 2023, each student must complete one of the three CTE options
Option # 1 DaVinci CTE Pathway Option	3.0	This option requires students to complete a minimum of 3 credit hours in a career cluster pathway offered at DaVinci Academy (Business, Health Science, Audio/Visual, or Engineering and Technology)

Option # 2 Complete a total of 360 hours in any certificate program or combination of programs		This option allows students to start taking career pathway courses at Ogden Technical College or other institutions of higher learning.
Option # 3 Complete 3 CTE elective credits and pass an AP class with a C or higher		This option allows for internships or work-study programs to count towards CTE elective credits.
Student Aide	0.5	Complete a CTE credit packet during the semester.
Academic Decathlon	1.0	Must be a topic specialist for a full year during their fourth year.
<b>Math Courses</b>	<b>4.0</b>	<b>Mathematics must be taken consecutively for 4 yrs. Secondary I, II, III as a minimum to meet graduation requirement.</b>
Algebra IA (Math Lab)	1.0	Fall semester, remedial course
Algebra IB (Math Lab)	1.0	Spring semester, remedial course
Secondary I	1.0	
Secondary II	1.0	
Secondary III	1.0	
Pre-Calculus	1.0	
College Prep Math	1.0	
AP Statistics	1.0	
AP Calculus	1.0	
<b>Social Sciences</b>	<b>3.0</b>	
Geography 9	0.5	Grade 9
World Civilizations	1.0	Grade 10/AP European History recommended
U.S History	1.0	Grade 11 required/AP U.S. History recommended.
Government	0.5	Grade 12 required or may take AP Government recommended.

Sociology	0.5	If available
Psychology	0.5	If available
<b>Fine/Performing Arts</b>	<b>2.0</b>	<b>Combination of foundation art, drawing, painting, ceramics and sculpture. DaVinci's extra .5 fine arts requirement can be waived by completing one credit or skill certificate course at a college or fulfilling requirements of an internship that is approved by the counselor. students taking academic decathlon can receive one art history credit their third year</b>
Band/Orchestra	1.0	
Film	0.5	
Theatre I/II/III	0.5	
Photo	0.5	
Dance	0.5	If available
Choir	1.0	
Visual Art 2D	.5	
Visual Art 3D	.5	
<b>Language Arts</b>	<b>4.0</b>	
English 9 (Pre-AP)	1.0	Grade 9
English 10 (Pre-AP)	1.0	Grade 10
English 11	1.0	Grade 11
English 12	1.0	Grade 12
AP English: language	1.0	May be substituted for English 11
AP English: literature	1.0	May be substituted for English 12
Creative Writing (I & II)	0.5	If available
Journalism	0.5	
Publications (Newspaper & Yearbook)	1.0	

<b>Foreign language</b>		<b>2 years of language recommended for college preparation.</b>
Spanish (I & II)	1.0	
Other languages offered	1.0	Online
<b>Health/P.E</b>		
	<b>2.0</b>	<b>.50 of all four courses are required.</b>
Health II	0.5	
Fit for Life	0.5	
Participation	0.5	
ILA	0.5	
<b>College Transfer Credit</b>		
Applied Tech College (ATC) 30 hours.	0.25	Counselor must pre-approve.
college/university (3 credits per semester)	1.0	Counselor must pre-approve.
<b>Online Classes</b>		See counselor
Advisory	0.50	Earned each year or CTE electives not applied to the 4 CTE required credits can be used to make up Advisory credits.
Senior Capstone	1.0	
General Elective		Students taking academic decathlon can receive one general elective credit their first year, one general elective credit their second year, an art history credit their third year, and a CTE credit their fourth year if they act as a subject-matter expert. Other elective courses determined by the counselor can also be used as CTE electives.

<b>Junior High School 7-8</b>		
<b>Language Arts</b>	<b>2.0</b>	
7th Grade Pre-AP	1.0	
8th Grade Pre-AP	1.0	
<b>Math</b>	<b>2.0</b>	
7th Grade Pre-AP	1.0	
8th Grade Pre-AP	1.0	
<b>Science</b>	<b>2.0</b>	
7th Grade Pre-AP	1.0	
8th Grade Pre-AP	1.0	
<b>Social Sciences</b>	<b>1.5</b>	
Utah Studies	0.5	
U.S. History 8th Grade	1.0	Successful completion of the basic civics test unless the student qualifies for an alternative assessment as provided for by the Utah State Board of Education, beginning with the graduating class of 2016 (R277-700-8)
Health I	0.5	
Physical Education	0.5	
Arts	0.5	Combination of visual arts, music, theatre, dance.

Career and Technical Education	0.5	
<b>Elementary School Grades 3-6</b>		
Reading/Language Arts		
Mathematics		
Science		
Social Sciences		
Arts		Combination of visual arts, music, theatre, dance.
Health		
Physical Education		
Educational Technology		
<b>Elementary School Grades K-2</b>		
Reading/Language Arts		
Mathematics		
Integrated Curriculum		Combination of science, arts, and physical education.

**3. Art Science/Technology Integration**

3.1 As DASA is an institution of art and science integration, it is expected that connections between disciplines are made explicitly in the course of regular instruction. This is accomplished through clear objectives presented to students, continuous curricular alignment, and cross-collaborative projects.

- 1) Clear Objectives: DASA supports the Backwards Design lesson planning method. This stresses the importance of clear objectives and formal/informal assessments that show mastery of the stated objectives. Students should be made aware of objectives for lessons on a daily basis.
- 2) Curricular Alignment: DASA teachers work in grade level teams to align individual curricula in ways that best support students.
- 3) Cross-Collaborative Projects: Each semester grade-level teachers meet to plan cross-collaborative lessons. Teachers work in teams to plan these hands-on experiences for each grade level. Additionally, cross-collaboration takes place through curricular alignment efforts and team teaching whenever possible.

- 4) Technology: DASA recognizes that the learning needs of 21st Century students necessitate high technology standards. DASA continuously works toward procuring the latest educational technologies and dedicates large amounts of funding toward purchasing supplies and training for faculty and staff members. Teachers are expected to incorporate technology into their classrooms on a regular basis and maintain a personal website.

#### **4. Career and/or College Readiness**

4.1 DASA recognizes that each student has unique talents, abilities, and goals. DASA wants to capitalize on these unique differences and desires and guides students toward their future aspirations by creating different graduation paths. The different graduation paths are:

- 1) DaVincian of the Arts Track— must meet one of the following certificate programs: visual or performing arts, English, theatre, or digital media certificate programs.
- 2) DaVincian of the Science Track— must meet the science or math certificate program.

4.2 Academic Rigor: Course work at DASA must incorporate all USOE, AP, and/or CE standards that apply. However, all courses must also be college preparatory in nature. This means that course work must be rigorous and challenge students above and beyond required standards. Students must have the opportunity to apply information in real-world situations, accomplish meaningful self-directed work (in class and at home), and have hands-on experience whenever possible.

4.3 Mid-term and Final Exams: DASA also supports a college preparatory atmosphere through hosting mid-term and final exams each semester. A period of “dead days” (class days during which no homework will be assigned) will proceed each testing period to better facilitate class reviews and promote good study habits. Likewise, math and science exams will occur on separate days of finals week than arts and humanities exams to prevent student overload.

4.4 Writing Across the Curriculum: DASA acknowledges good writing and communication skills as essential to student success in both the educational and professional worlds. All teachers are required to incorporate writing into all curricular areas in informal and/or formal ways, and are expected to stress whatever specific forms of writing are most applicable to their discipline.

4.5 Assessment: DASA uses a variety of assessments to evaluate the breadth and depth of student learning, detect the strengths and weaknesses of instruction, provide evidence of instruction, and to qualify and prepare students for additional educational opportunities. These include tests, papers, projects, self-evaluations, grades, conferences, test-scores, online assessment tools, as well as state standardized testing. (see Assessment Policy).

#### **5. Project Based Learning**

The DASA community has unique ability to facilitate Project Based Learning (PBL). Teachers are expected to incorporate PBL, as defined by DASA, in their classrooms during lab days at both independent and collaborative levels. PBL progress will be monitored through classroom visits, lesson plan reviews, and support will be given when necessary or requested.

#### **6. Definition**

DaVinci Academy of Science and the Art's (DASA) approach to project based learning:

Our programs at DASA are a dynamic approach to teaching in which students explore real-world problems and challenges through project based learning. Students are actively engaged in learning to obtain a deeper knowledge of concepts at grade appropriate levels. Our project based learning is a teaching methodology in which students gain deeper knowledge and skills by working to investigate and respond to a complex set of questions that are standards based, student centered, data acquisition driven, hands-on-centered, rigorous and authentic. Essential design elements should include:

1. Key Knowledge, understanding and success skills: Student learning is focused on inquiry learning; critical thinking, problem solving, collaboration and self-management. The reason for learning and tying to the standards is clear to the student.
2. Driving question: There is a meaningful problem to solve or a driving question to answer at the appropriate level of challenge. Clear expectations are established and tied to real-world problems or circumstances.
3. Sustained inquiry: Engage in rigorous, extended process of asking questions, finding resources and applying information. Projects are well planned out, steps established, and rubrics created, to allow measurable outcomes for performance and products, that, included multiple modes of learning, e.g.: kinesthetic, non-linguistic, linguistic and visual.
4. Authenticity: Projects feature real-world context, tasks, tools, interests and issues in their lives. Learning technologies are incorporated to reflect best practices available.
5. Student voice and choice in inquiry and innovation: Students are allowed to make some decisions about the project, more voice and choice, including how they will work and what they will create. Classroom culture will value questioning, hypothesizing, and openness to new ideas and perspectives.
6. Reflection, feedback and revision: Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, quality of student work, peer review, obstacles and how to overcome them. Use feedback to improve the process and products.
7. Public Product: Students will explain, display, and present to people in their classrooms and beyond.