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Policy Number: 206
Policy Section : 200 – Instruction
Effective Date : August 13, 2008
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Curriculum Policy

I. Policy Statement

The DaVinci Academy of Science and the Arts (DASA) holds high expectations for curriculum. All courses must meet the standards and objectives set by the Utah State Board 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 USBE 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 USBE site. A list of all approved curriculum that passes through this committee will be posted on the DaVinci Academy website.



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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 Director.

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

II. Course Requirements

High School Graduation Credits (Grades 9-12)			28 credits minimum to graduate
Subject Area		Credits	Students must take 2 state core science courses and may use science electives to fulfill DASA 4 credit requirements. DaVinci's fourth science elective credit can be replaced by completing four credits at a tech college or fulfilling requirements of an internship that is approved by the counselor.
Science Courses (state core in <i>italics</i>)		4.0	
	Earth Systems	1.0	
	Biology	1.0	
	Chemistry	1.0	
	Physics with Tech	1.0	
	AP Biology	1.0	
	AP Chemistry	1.0	
	AP Physics	1.0	
	AP Environmental	1.0	Must have completed Secondary Math II
Subject Area		Credits	CTE elective credits can be earned by completing credits through a DaVinci Pathway or other credits approved by the school counselor or administration. *Effective May 2026 - 2.5 requirement begins for Class of 2029, before credit remains 3.0
CTE Courses		2.5*	
	Financial Literacy	0.5	
	Digital Literacy	0.5	
	CTE Options - Electives		
	Option # 1 DaVinci CTE Pathway Option		This option requires students to complete a minimum of 2.5 credit hours in a career



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			cluster pathway offered at DaVinci Academy
	Option # 2 Complete a total of 8+ Tech College credits in any certificate program or combination of programs		This option allows students to start taking career pathway courses at OTech or tech institutions of higher learning.
	Option # 3 Complete an AP class with a C or higher and 1.0 CTE elective credits and .50 credits in a concentrator course		This option allows for internships or work-study programs to count towards CTE elective credits.
	Academic Decathlon		Must be a topic specialist “guru” for a full year during their fourth year.
Subject Area		Credits	Mathematics must be taken all 4 years. Secondary I, II required for graduation
Math Courses		4.0	
	Math Essentials	1.0	Remedial math course - may count for 4th year
	Secondary I	1.0	required
	Secondary II	1.0	required
	Secondary II Extended	1.0	Remedial - may count towards graduation requirement
	Secondary III	1.0	required for college, strongly recommended
	AP Statistics	1.0	
	AP Calculus	1.0	
	CE Math 1010	1.0	Must complete prerequisite courses
	CE Math 1050	1.0	Must complete prerequisite courses
Subject Area		Credits	
Social Sciences		3.5*	
	Geography	0.5	9 th grade required
	AP Human Geography	1.0	9 th grade optional
	World Civilizations	0.5	10 th grade required 0.5 credits, other 0.5 may come from Social Science elective or 1.0 World Civ credit
	AP European History	1.0	10 th grade optional
	U.S. History	1.0	11 th grade required
	AP U.S. History	1.0	11 th grade optional
	Government	1.0	12 th grade required *effective May 2026 credit required for Class of 2029, classes prior credit remains 0.5



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	AP Government / CE Political Science 1100	1.0	12 th grade optional
Subject Area		Credits	Combination of foundation art, drawing, painting, ceramics and sculpture. DaVinci's extra .5 fine arts requirement can be waived by completing two credits at a tech 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
Visual/Performing Arts		2.0	
	Band	1.0	
	Orchestra	1.0	
	Video Productions	0.5	
	Theatre I/II	0.5-1.0	
	Photography I/II	0.5	
	Dance	0.5	
	Choir	1.0	
	Visual Art 2D	0.5	
	Visual Art 3D	0.5	
Subject Area		Credits	
Language Arts		4.0	
	English 9 or English 9 Honors	1.0	Required 9 th grade
	English 10 or English 10 Honors	1.0	Required 10 th grade
	English 11 or AP Lang & Comp	1.0	Required 11 th grade
	English 12 or AP Lit or state approved English electives	1.0	Required 12 th grade
Subject Area		Credits	
Health/Physical Education		2.0	
	Health II	0.5	Required
	Fit for Life	0.5	Required
	PE Participation	0.5	Required - School affiliated sports participation may count towards this credit. Must be pre-approved by counselor
	Individual Lifetime Activities (ILA)	0.5	Required - School affiliated sports participation may count towards this credit. Must be pre-approved by counselor
Subject Area		Credits	* 2 years of foreign language recommended for college bound students
Foreign Language		2.0*	
	Spanish I	1.0	



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	Spanish II	1.0	
	Spanish III	1.0	
	French I	1.0	If offered
	Other Languages	1.0-2.0	Online options, see counselor
College Transfer Credit		Credits	
	Ogden/Davis Tech College (4 Tech College credits = 1 DaVinci credit)	1.0*	High School Counselor must pre-approve *optional
	College/University (3 College credits = 1 DaVinci credit)	1.0*	High School Counselor must pre-approve *optional
Online Classes			See Counseling Department
Advisory		0.75*	Earned each year or CTE electives not applied to the 4 CTE required credits can be used to make up Advisory credits. - *effective May 2026 credit required for Class of 2029
Senior Capstone		0.25	effective May 2026 credit required for Class of 2029
General Electives		4.0	Students taking academic decathlon can receive one general elective credit in 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. *effective May 2026 credit required for Class of 2029, classes prior credit is 2.5

Junior High School Units of Study (Grades 7-8)			
Subject Area		Units	
Language Arts		2.0	
	7 th grade ELA		Required for 7 th grade
	8 th grade ELA		Required for 8 th grade
Subject Area		Units	
Mathematics		2.0	
	7 th Grade Math		Required for 7 th grade
	8 th Grade Math		Required for 8 th grade



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Subject Area		Units	
Science		2.0	
	7 th Grade Science		Required for 7 th grade
	8 th Grade Science		Required for 8 th grade
Subject Area		Units	
Social Studies		1.5	
	Utah History	0.5	Required for 7 th grade
	U.S. History I	1.0	Required for 8 th grade
Subject Area		Units	
Health/Physical Education		1.0	
	Physical Education	0.5	
	Health I	0.5	Required 7 th Grade
Subject Area		Units	
Visual/Performing Arts		0.5	Combination of visual arts, music, theatre, dance.
Subject Area		Units	
College and Career Awareness		1.0	Required 8 th grade

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

1. Art Science/Technology Integration

1.1 As DASA is an institution of art and science integration, it is expected that



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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.

2. Career and/or College Readiness

2.1 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.

2.2 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-word situations, accomplish meaningful self-directed work (in class and at home), and have hands-on experience whenever possible.



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2.3 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.

2.4 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.

2.5 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).

3. 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.

4. 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



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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.