



Secondary School General Core Policy

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Board Approved: 3/21/23

1. PURPOSE

The purpose of this policy is to outline the minimum core standards for Merit Preparatory Academy and to establish high school graduation requirements, including academic and citizenship credit and grading.

2. COURSE DESCRIPTION STANDARDS AND OBJECTIVES

The Utah State Board of Education establishes minimum standards and objectives for course descriptions for each course in the required general core. Course descriptions for required and elective courses are developed cooperatively by the teaching staff and Administration. The descriptions shall contain mastery criteria for the courses and shall stress mastery of the course material rather than completion of predetermined time allotments for courses. Implementation and assessment procedures for approved courses are the responsibility of the Administration and the professional staff of the schools. Proposed new courses at a school must first be approved by the school Administration and then by the Curriculum Committee, after which they will be submitted to the USBE for approval.

3. GENERAL CORE REQUIREMENTS

3.2. Grades 7-8

The core standards and a general core for students in grades 7-8 are described in [UTAH ADMIN. CODE R277-700-5](#) and listed in Exhibit 1 of this policy.

3.2.1. The School shall use evidence-based best practices, technology, and other instructional media in middle school curricula to increase the relevance and quality of instruction.

3.2.2. The School shall use USBE-approved summative adaptive assessments to assess student mastery of the following:

3.2.2.1. reading;

3.2.2.2. language arts;

3.2.2.3. mathematics; and

3.2.2.4. science.

3.2.3. The School may:

- 3.2.3.1.** offer additional elective courses;
 - 3.2.3.2.** require a student to complete additional courses; or
 - 3.2.3.3.** set minimum credit requirements.
 - 3.2.4.** Upon parental or student request, the School may, with parental consent, substitute a course requirement for a student in grade 7 or 8 as described in Exhibit 1 with a course, extracurricular activity, or experience that is:
 - 3.2.4.1.** similar to the course requirement; or
 - 3.2.4.2.** consistent with the student's plan for college and career readiness.
 - 3.2.5.** A parent or student requesting a course substitution under subsection 3.2.4 must make the request to the school counselor. Denial by the counselor of a student or parent's request may be appealed to the school Director. A student or parent may not appeal the school Director's decision on a course substitution request.

3.3. Grades 9-12

- 3.3.1.** The general core and core standards for students in grades 9-12 are described in [UTAH ADMIN. CODE R277-700-6](#) and listed in Exhibit 1 of this policy.
- 3.3.2.** In addition to the requirements set forth in Exhibit 1, the Board requires that students in grades 9-12 earn sufficient additional elective credits to reach the number listed below to graduate and earn a diploma from Merit Preparatory Academy.

Merit Preparatory Academy: 28 credits
- 3.3.3.** Merit Prep shall use Admin-approved summative adaptive assessments to assess student mastery of the following subjects:
 - 3.3.3.1.** reading;
 - 3.3.3.2.** language arts;
 - 3.3.3.3.** mathematics; and
 - 3.3.3.4.** science.
- 3.3.4.** Merit Prep may require a student to earn credits for graduation that exceed the minimum USBE requirements.
- 3.3.5.** MPA may establish and offer additional elective course offerings.
- 3.3.6.** MPA may modify a student's graduation requirements to meet the unique educational needs of the student if:
 - 3.3.6.1.** the student has a disability; and
 - 3.3.6.2.** the modifications to the student's graduation requirements are made through the student's IEP.
- 3.3.7.** MPA shall document the nature and extent of a modification, substitution, or exemption made to a student's graduation requirements in the student's IEP.
- 3.3.8.** MPA may modify graduation requirements for an individual student to achieve an appropriate route to student success if the modification:

3.3.8.1. is consistent with:

3.3.8.1.1. the student's IEP; or

3.3.8.1.2. SEOP/Plan for College and Career Readiness;

3.3.8.2. is maintained in the student's file;

3.3.8.3. includes the parent's signature; and

3.3.8.4. maintains the integrity and rigor expected for high school graduation, as determined by the USBE.

4. DIPLOMAS

4.1. In accordance with [UTAH ADMIN. CODE R277-705-4](#), Merit Academy awards high school diplomas.

4.2. A diploma shall be awarded to a student who has successfully completed all state and district course, credit, and assessment requirements for graduation.

4.3. Diplomas are ordered and printed by the Registrar. The School does not maintain copies of diplomas and does not issue replacement copies.

4.4. A certificate of completion may be awarded to a student on an IEP.

4.5. A student with a disability served by an individualized education program (IEP) shall be awarded a diploma if the student has satisfied the graduation criteria set forth in the student's IEP consistent with state and federal law and Merit Academy Special Education requirements..

4.6. A diploma, a certificate, credits, or an unofficial transcript may not be withheld from a student for nonpayment of school fees.

4.7. Students who have earned a high school diploma may participate in graduation exercises consistent with Merit's ceremony guideline.

5. SECONDARY ACADEMIC CREDIT

5.1. Credit. A credit or fraction thereof shall be given upon satisfactory completion of a course or learning experience in compliance with state or school course standards. Students may also complete a course on a performance basis if they failed the class in a previous year, in which case assessment of mastery will be the responsibility of the school administration and the teacher. Credit may be awarded only once for a specific required core course with the same content during the secondary school experience. Credits are generally awarded in the form of a "Pass" grade in this case. Earning this "P" grade may also be dependent on passing the state test in that same subject area.

5.2. Students may earn credit by any of the following methods:

5.2.1. Successful completion of secondary school courses (grades 9-12).

5.2.2. Successful completion of concurrent enrollment classes consistent with Section 6.

5.2.3. Demonstrated competency, as determined through use of an assessment instrument approved by the teacher. Credit under this paragraph is awarded on a pass/fail basis.

5.2.4. Successful completion of correspondence or electronic course work offered by an accredited education institution.

5.3. Transcripts of Credit

5.3.1. All credit earned or attempted through any of the above options will be posted to an

official student transcript of credits. The transcript will include the title of the course and grades and credits earned. Failed courses will also be posted to the student transcript even though credit is not earned. Transcripts are issued by a student's home high school.

5.4. Work-Based Learning Credit. Students may earn credit through Work Based Learning programs as provided in Merit's policy.

5.5. Acceptance of Transfer Credit

5.5.1. Merit Prep Academy accepts transfer credit from any accredited public or private school. Merit will not change or re-evaluate any credit which has been placed on an official student transcript from an accredited public or private school. Graduation requirements may be adjusted on an individual basis to accommodate the differences in course offerings available in the district or school where the student previously attended. Students who transfer from an accredited school are required to earn 0.8387 of the total number of credits available to the student from 9th through 12th grade. Thus, a student who transfers at the beginning of her senior year from a school that offers 10 credits per year to a school that offers 8 credits per year will be required to earn 32 credits (38 X 0.8387).

5.5.2. Merit does not accept previously earned credits from any non-accredited institutions within the United States. Students who enter Merit after transferring from a public or private non-accredited school or home school must meet the same requirements for graduation as outlined in this policy.

5.5.3. When a student transfers to Merit from outside the United States, the student's transcript will be evaluated on an individual basis by the school's counseling department to determine which credits will be accepted by the School.

5.5.4. Merit students who attend school in a foreign country for one or more years and then return to Merit must submit a transcript of courses taken to the counseling department at the school where the student is enrolled for a credit evaluation. Credits may be posted to the student's official transcript if the assigned counselor and the school director can confirm the validity of the courses taken.

5.6. Other Credit Guidelines

5.6.1. The school may grant a half (0.5) credit for participation on a high school athletic team or fine arts program. A student may be awarded no more than one (1.0) credit on the high school transcript for participation on athletic teams or fine arts programs. Except as otherwise provided in this policy, a school may not grant credit for participation in activities or events outside the school program.

6. CONCURRENT ENROLLMENT

6.1. The School may offer a concurrent enrollment program to provide a challenging, college-level experience in high school and to provide transition courses that can be applied to postsecondary education.

6.2. A concurrent enrollment program will comply with applicable state laws, including [UTAH ADMIN. CODE R277-701](#).

6.3. A student participating in the concurrent enrollment program shall:

6.3.1. be enrolled at Merit Preparatory Academy and counted in average daily membership, as required by [UTAH CODE ANN. § 53E-10-301](#);

6.3.2. have a current Plan for College and Career Readiness (CCR Plan) on file at school, as required under [UTAH CODE ANN. § 53E-2-304](#);

6.3.3. have completed a concurrent enrollment participation form, including a parent permission form and acknowledgment of program participation requirements, as required under [UTAH CODE ANN. § 53E-10-304](#);

6.3.4. be enrolled in grade 9, 10, 11, or 12.

6.4. Credit earned through a concurrent enrollment course:

6.4.1. has the same credit hour value as when taught on a college campus;

6.4.2. applies toward graduation on the same basis as a course taught at a USHE institution to which the credits are submitted;

6.4.3. generates higher education credit that becomes a part of a student's permanent college transcript;

6.4.4. generates high school credit that is consistent with the Merit policies for awarding credit for graduation; and

6.4.5. is transferable from one USHE institution to another.

7. ACADEMIC GRADES

7.1. Academic grading is a teacher responsibility and should reflect academic progress toward the mastery of the course curriculum. Teachers must honestly and accurately grade the work of each student based upon the standards and objectives established for the course. Academic grades must reflect the actual competency or academic growth of a student, and proficiency at the end of a term or unit should be the major consideration in determining a student's grade.

7.2. Letter grades are given by teachers to reflect mastery of the subject matter of a course. Credit is granted for letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, D- and for P (pass) grades.

7.2.1. Credit is not granted for F (fail), NG (no grade), or NC (no credit) grades.

7.2.2. "P" grades and the resulting credit will not be counted when calculating grade point averages for the School; however, outside entities such as universities or the NCAA might assign a grade point to a "P" grade that alters the entity's interpretation of the GPA.

7.2.3. "NG" grades may be given if there is a valid extenuating reason why a student has not completed the course work required for a passing grade by the end of the grading period. "NG" grades may be made up and changed to another grade within one calendar year from the date the grade was issued if the student remains enrolled. A student who graduates or is otherwise no longer enrolled in Merit Academy may not make up an "NG" grade. "NG" grades that are not made up within one calendar year will be changed to "F" grades.

7.3. In calculating GPA (grade point average), the following scale will be used: A 4.000

B 3.000 C 2.000 D 1.000 A- 3.667 B- 2.667 C- 1.667 D- 0.667 B+ 3.333 C+

2.333 D+ 1.333 F 0.000

7.4. Monitoring of academic growth is a critical step in the educational process. Student work will be corrected promptly, scores posted to the Student Information System (SIS) grading system, and work returned to students in a timely manner for each grading period and for each course in which a student is enrolled. Teachers and parents have a shared responsibility to monitor student progress. Parents and students may review student academic progress as well as attendance information by accessing SIS. Communication with the parent/guardian will be made when a student is doing D or F work, allowing an opportunity for improvement before the grading period ends.

7.5. Attendance and punctuality may be factors in grading only to the extent allowed by Merit Academy's Attendance Policy. Academic grades may be impacted by attendance and punctuality in participation-based classes, such as band, choir, orchestra, dance, physical education, etc. Certain academic-based classes may also be structured and taught in such a manner so that the academic grade may be impacted by attendance and punctuality. Before academic grades can be so impacted, the teacher must demonstrate a reasonable and justifiable relationship between attendance and punctuality and the impact on the academic grade and obtain written approval from the school director. Upon receiving written approval, the teacher shall then provide written disclosure to students and parents that participation, attendance, and punctuality will be considered factors in assessing the student's grade. The specific percentage of the grade attributable to participation, attendance, and punctuality shall be specified in the written disclosure document. In addition, any negative impact on the student's grade as a result of lack of participation, absences, and tardies shall be specified in the written disclosure document.

7.6. Except as described in subsection 7.7, grades may not be changed for the sole purpose of allowing a student to become eligible for activities or for the sole purpose of earning a diploma.

7.7. Grades that have been posted for more than one (1) calendar year can be changed. All grade changes must be made by the teacher and approved by the school Administrator. Once issued, grades may be changed, under one of the following conditions:

7.7.1. A Course Grade Replacement Form is submitted to the Counselor indicating the intent to retake a class, the class is passed, and a Grade Change Form is submitted to the Registrar after Administrative approval; or

7.7.2. A student gets approval from the teacher and Administration to take a competency exam if they need the course to graduate, in which they receive a "Pass/Fail" grade.

7.8. Academic grades shall not be withheld, reduced, increased, or otherwise affected by a student's citizenship grade or behavior. Punctuality of assignments and work completion may factor into an academic grade if the teacher provides prior written disclosure to students and parents consistent with this policy.

7.9. Course Grade Forgiveness

7.9.1. Consistent with [UTAH ADMIN. CODE R277-717](#), a student may, to improve a course grade received by the student:

7.9.1.1. repeat the course one or more times; or

7.9.1.2. enroll in and complete a comparable course.

7.9.2. A grade for an additional credit of a recurring course does not change a student's original course grade.

7.9.3. If a student repeats a course under paragraph 7.9.1.1, the school:

7.9.3.1. shall adjust, if necessary, the student's course grade and grade point average to reflect the student's highest grade and exclude a lower grade;

7.9.3.2. shall exclude from the student's permanent record the course grade that is not the highest grade; and

7.9.3.3. may not otherwise indicate on the student's current record that the student repeated the course.

7.9.4. Comparable Course

7.9.4.1. A student enrolling in a comparable course under paragraph 7.9.1.2 must first

complete and submit the Comparable Course Form to inform the school of the student's intent to enroll in the course for the purpose of improving a course grade.

7.9.4.2. The school Director shall confirm, at the time the student enrolls in the comparable course, that the comparable course fulfills the same credit requirements as the course that the student intends to replace with the comparable course grade.

7.9.4.3. Upon completion of the comparable course, the school shall update the student's current record and grade point average to reflect the highest grade between the course and the comparable course and exclude the lower grade and corresponding course. The school may not otherwise indicate the course or comparable course for which the student did not receive the highest grade on the student's record.

7.10. Dropout Prevention and Recovery Services

7.10.1. Schools shall provide remediation services for students in grades 7-12 who do not meet competency levels in a particular class. Students may be required to participate in remediation services before advancing to the next course in a subject sequence.

7.10.2. Schools shall provide dropout prevention and recovery services for students in grades 9-12 with low academic performance. Services may include the following:

7.10.2.1. Engaging with the student;

7.10.2.2. Developing a learning plan to identify barriers to regular school attendance and achievement, an attainment goal, and a means for achieving the attainment goal;

7.10.2.3. Monitoring the student's progress toward reaching the attainment goal; and

7.10.2.4. Providing tiered interventions for a student who is not making progress toward the student's attainment goal.

8. CHARACTER EDUCATION AND CITIZENSHIP CREDIT

8.1. Citizenship credit is a graduation requirement.

8.2. In accordance with [UTAH CODE ANN. § 53G-10-204](#), students shall, through an integrated curriculum, be taught honesty, integrity, morality, civility, duty, honor, service and obedience to law. Students shall be taught respect for and an understanding of the founding documents of Utah and of the United States, including the Declaration of Independence and the Constitutions of the United States and of the State of Utah, as well as others listed in [UTAH CODE ANN. § 53G 10-302](#). Likewise, students shall be taught the essentials and benefits of the free enterprise system and other values enumerated in [UTAH CODE ANN. § 53G-10-204](#).

9. CIVICS TEST

9.1. As required by [UTAH CODE ANN. § 53E-4-205](#), Merit Academy will administer a basic civics test.

9.2. Students must pass the civics test as a condition of receiving a high school diploma.

9.3. Students with disabilities may be administered an alternate assessment consistent with [UTAH ADMIN. CODE Section R277-700-8](#).

EXHIBITS

Exhibit 1: Utah State Credit and Curriculum Requirements (AdmAprv)

REFERENCES

[UTAH CODE ANN. § 53E-2-304](#)
[UTAH CODE ANN. § 53E-3-401](#)
[UTAH CODE ANN. § 53E-4-205](#)
[UTAH CODE ANN. § 53E-10-301](#)
[UTAH CODE ANN. § 53E-10-304](#)
[UTAH CODE ANN. § 53G-9-803](#)
[UTAH CODE ANN. § 53G-10-204](#)
[UTAH CODE ANN. § 53G-10-302](#)
[UTAH CODE ANN. § 53G-10-402](#)
[UTAH CODE ANN. § 53G-10-405](#)
[UTAH ADMIN. CODE R277-700](#)
[UTAH ADMIN. CODE R277-701](#)
[UTAH ADMIN. CODE R277-702](#)
[UTAH ADMIN. CODE R277-705](#)
[UTAH ADMIN. CODE R277-717](#)



Merit Preparatory Academy Curriculum Standards and Graduation Requirements Exhibit 1: Utah State Credit and Curriculum Requirements

Under Merit policy, the Superintendent has delegated authority to approve amendments and updates to the curriculum and credit requirements consistent with Utah law. This exhibit sets forth those requirements.

1. GRADES 7-8 EDUCATION REQUIREMENTS

- 2.1. The core standards and a general core for students in grades 7-8 are described in [UTAH ADMIN. CODE R277-700-5](#) and listed in this section.
- 2.2. A student in grades 7-8 is required to complete the courses described in subsection 2.3 to be properly prepared for instruction in grades 9-12.
- 2.3. The following are the grades 7-8 general core requirements:
 - 2.3.1. At least one course in each of the following in grades 7 or 8:
 - 2.3.1.1. Health Education (half year);
 - 2.3.1.2. College and Career Awareness (full year);
 - 2.3.1.3. Digital Literacy (half year);
 - 2.3.1.4. The Arts (half or full year); and
 - 2.3.1.5. Physical Education (half year);
 - 2.3.2. Grade 7 Language Arts (full year);
 - 2.3.3. Grade 8 Language Arts (full year);
 - 2.3.4. Grade 7 Mathematics (full year);
 - 2.3.5. Grade 8 Mathematics (full year);
 - 2.3.6. Grade 7 Integrated Science (full year);
 - 2.3.7. Grade 8 Integrated Science (full year);
 - 2.3.8. Grade 8 United States History (full year);

2.3.9. Utah History (half year).

2. GRADES 9-12 EDUCATION REQUIREMENTS

3.1. The general core and core standards for students in grades 9-12 are described in [UTAH ADMIN. CODE R277-700-6](#) and listed in this section.

3.2. A student in grades 9-12 is required to earn a minimum of 28 credits through course completion or through competency assessment consistent with [UTAH ADMIN. CODE R277-705](#) to graduate.

3.3. The general core credit requirements from courses approved by the Utah State Board of Education are described below.

3.3.1. The Arts (1.5 credits from any of the following performance areas):

3.3.1.1. Visual arts,

3.3.1.2. Music,

3.3.1.3. Dance, or

3.3.1.4. Theater.

3.3.2. Language Arts (4.0 credits) from the following:

3.3.2.1. Grade 9 level (1.0 credit);

3.3.2.2. Grade 10 level (1.0 credit);

3.3.2.3. Grade 11 level (1.0 credit); and

3.3.2.4. Grade 12 level (1.0 credit) consisting of applied or advanced language arts credit from the list of courses approved by the Utah State Board of Education using the following criteria and consistent with the student's SEOP/Plan for College and Career Readiness:

3.3.2.4.1. Courses are within the field/discipline of language arts with a significant portion of instruction aligned to language arts content, principles, knowledge, and skills;

3.3.2.4.2. Courses provide instruction that leads to student understanding of the nature and disposition of language arts;

3.3.2.4.3. Courses apply the fundamental concepts and skills of language arts;

3.3.2.4.4. Courses provide developmentally appropriate content; and

3.3.2.4.5. Courses develop skills in reading, writing, listening, speaking, and presentation.

3.3.3. Mathematics (3.0 credits) shall be met minimally through successful completion of a combination of the foundation or foundation honors courses, Secondary Mathematics I, Secondary Mathematics II, and Secondary Mathematics III.

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

3.3.3.2. If a student's parent requests an opt out described in section 3.3.2.1, the student is required to complete a third math credit from the mathematics list approved by the Utah State Board of Education.

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

3.3.3.3.1. The student is identified as gifted in mathematics

3.3.3.3.2. The student is dual enrolled at the junior high school and the high school;

3.3.3.3.3. The student qualifies for promotion one or two grade levels above the student's age group and is placed in 9th grade;

3.3.3.4. A student who successfully completes a mathematics foundation course before 9th grade as described in section 3.3.2.3 is required to earn 3.0 units of additional mathematics credit by:

3.3.3.4.1. Taking the other mathematics foundation courses described in section 3.3.3; and

3.3.3.4.2. An additional course from the USBE-approved mathematics list consistent with

3.3.3.4.2.1. The student's SEOP/Plan for College and Career Readiness and

3.3.3.4.2.2. The following criteria:

3.3.3.4.2.2.1. Courses are within the field/discipline of mathematics with a significant portion of instruction aligned to mathematics content, principles, knowledge, and skills;

3.3.3.4.2.2.2. Courses provide instruction that leads to student understanding of the nature and disposition of mathematics;

3.3.3.4.2.2.3. Courses apply the fundamental concepts and skills of mathematics;

3.3.3.4.2.2.4. Courses provide developmentally appropriate content; and

3.3.3.4.2.2.5. Courses include the five process skills of mathematics: problem solving, reasoning, communication, connections, and representation.

3.3.3.5. 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.

3.3.4. Science (3.0 credits) shall be met minimally through successful completion of:

3.3.4.1. Two credits from two of the following five science foundation areas:

3.3.4.1.1. Earth Science (1.0 credit);

3.3.4.1.2. Biological Science (1.0 credit);

3.3.4.1.2.1. Biology;

3.3.4.1.2.2. Human biology;

3.3.4.1.2.3. Biology: Agricultural Science and Technology;

3.3.4.1.2.4. Advanced Placement biology;

3.3.4.1.2.5. Biology with Lab Concurrent Enrollment;

3.3.4.1.3. Chemistry (1.0 credit);

3.3.4.1.3.1. Chemistry;

3.3.4.1.3.2. Advanced Placement Chemistry or

3.3.4.1.3.3. Chemistry with Lab Concurrent Enrollment;

3.3.4.1.4. Physics (1.0 credit);

3.3.4.1.4.1. Physics;

3.3.4.1.4.2. Physics with Technology;

3.3.4.1.4.3. Advanced Placement Physics or

3.3.4.1.4.4. Physics with Lab Concurrent Enrollment; or

3.3.4.1.5. Computer Science (1.0 credit);

3.3.4.1.5.1. Advanced Placement Computer Science;

3.3.4.1.5.2. Computer Science Principles; or

3.3.4.1.5.3. Computer Programming II; and

3.3.4.2. One additional credit from:

3.3.4.2.1. The foundation courses described in section 3.3.3.1; or

3.3.4.2.2. The applied or advanced science list:

3.3.4.2.2.1. Determined by Merit, and

3.3.4.2.2.2. Approved by the USBE using the following criteria and consistent with the student's SEOP/Plan for College and Career Readiness:

3.3.4.2.2.2.1. Courses are within the field/discipline of science with a significant portion of instruction aligned to science content, principles, knowledge, and skills;

3.3.4.2.2.2.2. Courses provide instruction that leads to student understanding of the nature and disposition of Science;

3.3.4.2.2.2.3. Courses apply the fundamental concepts and skills of science;

3.3.4.2.2.2.4. Courses provide developmentally appropriate content;

3.3.4.2.2.2.5. Courses include the areas of physical, natural, or applied sciences; and

3.3.4.2.2.2.6. Courses develop students' skills in scientific inquiry.

- 3.3.5.** Social Studies (3.0 credits) shall be met minimally through successful completion of:
 - 3.3.5.1.** 2.5 credits from the following courses:
 - 3.3.5.1.1.** Geography for Life (0.5 credits),
 - 3.3.5.1.2.** World Civilizations (0.5 credits),
 - 3.3.5.1.3.** U.S. History (1.0 credit), and
 - 3.3.5.1.4.** U.S. Government and Citizenship (0.5 credits),
 - 3.3.5.2.** 0.5 elective credit; and
 - 3.3.5.3.** A basic civics test or alternate assessment described in Utah Admin. Code R277-700-8.
- 3.3.6.** Health Education (0.5 credits)
- 3.3.7.** Physical Education (1.5 credits):
 - 3.3.7.1.** Participation Skills (0.5 credits), and
 - 3.3.7.2.** Fitness for Life (0.5 credits), and one of the following
 - 3.3.7.3.** Individualized Lifetime Activities (0.5 credits) or,
 - 3.3.7.4.** Team sport/athletic participation (maximum of 0.5 credits with school approval).
- 3.3.8.** Career and Technical Education (1.0 credit from any of the following):
 - 3.3.8.1.** Agriculture,
 - 3.3.8.2.** Business,
 - 3.3.8.3.** Family and consumer sciences,
 - 3.3.8.4.** Health science and technology,
 - 3.3.8.5.** Information technology,
 - 3.3.8.6.** Marketing,
 - 3.3.8.7.** Technology and engineering education, or
 - 3.3.8.8.** Trade and technical education.
- 3.3.9.** Digital Studies (0.5 credits)
- 3.3.10.** General Financial Literacy (0.5 credits)
- 3.3.11.** Ameritus Service Knights (0.5 credits)
- 3.3.12.** Electives (8 credits)
- 3.3.13.** Additional electives when necessary to reach the minimum required for the high school from which the student will graduate, as set forth by Merit Academy policy.