

Equity in Curriculum Policy

Patriotic, Civic, Character, and Historical Education

In accordance with R277-475-3, Promontory School of Expeditionary Learning shall provide instruction for patriotic, civic and character education in the social studies curricula of kindergarten through grade eight as part of our integrated school curriculum and in the regular course of schoolwork.

Definitions

- (1) Character education
Reaffirming values and qualities of character which promote an upright and desirable citizenry
- (2) Civic Education
The cultivation of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of representative democracy in Utah and the United States
- (3) Patriotic
Having love of and dedication to one's country.
- (4) Patriotic education
The educational and systematic process to help students identify, acquire, and act upon a dedication to one's country.

Promontory School shall

- (1) ensure that all patriotic, civic and character education programs are consistent with the requirements of Sections 53G-10-302, 53G-10-304, and 53G-10-204
- (2) provide instruction in United States history and government that include the following:
 - (a) a study of forms of government including but not limited to:
 - i. republic
 - ii. democracy
 - iii. monarchy
 - iv. oligarchy
 - v. theocracy
 - vi. dictatorship
 - vii. the United States form of government, a constitutional compound republic
 - (b) Political philosophies and economic systems including but not limited to:
 - i. communism
 - ii. free market capitalism
 - iii. socialism
 - iv. individualism

- (3) Ensure these and curricular topics related to the history of the United States shall follow the plan of the Social Studies core curriculum in grades kindergarten through eight.

Curriculum Alignment with R277-328 Educational Equity in Schools

The state of Utah has identified four keys for successful implementation of R277-328. The teachers at Promontory School of Expeditionary are encouraged and expected to adhere to these four keys, utilizing resources provided here and at the [Educational Equity Resources page](#) developed by the Utah State Office of Education

Engage in parental transparency

Promontory School believes that parental transparency and involvement are vital to a successful school and optimal student achievement. Teachers are expected to be transparent with parents on the topics/content they will be teaching. This could be accomplished through a combination of actions such as providing access to disclosure statements, posting content on Canvas, sending emails to families when a particular discussion comes up, and encouraging them to speak and engage with their child. The overall objective is open communication.

Ensure content is age appropriate

Consider the age and maturity of the students you work with and whether particular topics are age and developmentally appropriate.

Promontory School teachers are expected to follow the Utah Core Curriculum. This document, created by experienced Utah educators, has been developed to provide age-appropriate curriculum for our students.

An additional technique which might be helpful in expedition development is the Inquiry Arc of the College, Career, and Civic Life (C3) Framework developed by the National Council for the Social Studies. Because the students are involved with the development of questions and inquiries, these curricular elements are quite likely to be age appropriate. The C3 Framework is

TABLE 1: C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

found below, with much more information available at the National Council for the Social Studies (NCSS) website.

Preview all materials before use with students

Promontory School implements learning through expeditions that go beyond mastering a fixed set of materials allowing instructional planning to change with each expedition, requiring teachers themselves to be learners. As new materials are introduced to lesson plans, Promontory School requires all teaching staff to preview and vet those materials thoroughly for alignment with Promontory standards.

Additionally, in accordance with our Material Distribution Policy, written and printed materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on Promontory School of Expeditionary Learning property by a teacher, staff, student, parent, or volunteer without the prior approval of the director.

Remain unbiased in classroom

Promontory School will provide a fair and non-discriminatory learning environment, remaining unbiased in classroom instruction, materials, and discussions. Every Promontory School employee has the responsibility to provide a safe space to let students explore important, albeit sometimes challenging, topics. Having collaborative classroom norms will help prevent most problematic conversations. Teachers at Promontory School will check their bias and opinions at the door and provide a model for how to be respectful in conversation. By doing this, they are better positioned to facilitate productive discussions that maintain civility.