ENGROSSED SENATE
BILL NO. 1015

By: Williams of the Senate

and

Roberts of the House

[schools - diplomas of honor - curriculum standards for high school graduation - effective date - emergency]

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY Section 1, Chapter 251, O.S.L. 1998, as amended by Section 2, Chapter 320, O.S.L. 1999 (70 O.S. Supp. 1999, Section 11-103.2c), is amended to read as follows:

Section 11-103.2c A. In addition to the standard diploma, district boards of education shall develop and issue a diploma of honor that is to be awarded to students, beginning with students in the 2002-2003 high school graduating class who have met or exceeded the following criteria by the end of their senior year in high school with at least a 3.0 grade point average on a 4.0 scale:

1. Earned four units in English;

2. Earned three units in mathematics;

3. Earned three units in social studies;

4. Earned three units in science; and

5. Earned one-half ~~(1/2)~~ additional unit in the area of technology.

B. For purposes of this section, to qualify as academic units as required in subsection A of this section, courses shall be core-curriculum courses recommended by the American College Testing Corporation.

C. For purposes of this section, advanced placement classes in the subject areas listed in paragraphs 1, 2, 3, and 4 of subsection A of this section may be substituted on a course-by-course basis to satisfy the academic units required for a diploma of honor. Applied mathematics and science classes shall not qualify as a required unit.

D. For purposes of this section, "unit" means a Carnegie Unit as defined by the North Central Association's Commission on Schools.

SECTION 2. AMENDATORY 70 O.S. 1991, Section 11-103.6, as amended by Section 1, Chapter 320, O.S.L. 1999 (70 O.S. Supp. 1999, Section 11-103.6), is amended to read as follows:

Section 11-103.6 A. The State Board of Education shall adopt curricular standards for instruction of students in the public schools of this state that are necessary to ensure there is attainment of desired levels of competencies in a variety of areas to include language, mathematics, science, social studies and communication. All students shall gain literacy at the elementary and secondary levels through a core curriculum. Students must develop skills in reading, writing, speaking, computing and critical thinking. They also must learn about cultures and environments - their own and those of others with whom they share the earth. Students, therefore, must study social studies, literature, languages, the arts, mathematics and science. Such curricula shall provide for the teaching of a hands-on career exploration program in cooperation with vocational-technical education schools. The core curriculum shall be designed to teach the competencies for which students shall be tested as provided in Section 1210.508 of this title, and shall be designed to prepare all students for employment and/or post secondary education.

B. Beginning with the 2002-2003 school year, in order to graduate from a public high school accredited by the State Board of

Education, students shall complete the following core curriculum units at the secondary level:

1. Language Arts - 4 units, to consist of 1 unit of grammar and composition, and 3 units from the following language arts electives - American Literature or English Literature (which are required to qualify for the diploma of honor as provided for in Section ~~11-103.2~~ 11-103.2c of this title), World Literature, Advanced English Courses, or Speech;

2. Mathematics - 3 units, to consist of 1 unit of Algebra I, and 2 units from the following mathematics electives - Algebra II or Geometry (which are required to qualify for the diploma of honor as provided for in Section ~~11-103.2~~ 11-103.2c of this title), Trigonometry, Math Analysis or Precalculus, Calculus, Statistics and/or Probability, Mathematics of Finance, Applied Mathematics I and II, or Computer Science. Provided, credit may be granted for Applied Mathematics I and II and Computer Science whether taught at the comprehensive high school or at a vocational-technical school;

3. Science - 3 units, to consist of 1 unit of Biology I, and 2 units from the following science electives - Chemistry I or Physics (which are required to qualify for the diploma of honor as provided for in Section ~~11-103.2~~ 11-103.2c of this title), Biology II, Chemistry II, Physical Science, Earth Science, Botany, Zoology, Physiology, Astronomy, or Applied Science (Biology/Chemistry, Physics, and Technology) or the 4th year of agriculture education when taken in the twelfth grade. Provided, credit may be granted for the Applied Science (Biology/Chemistry, Physics, and Technology) whether taught at the comprehensive high school or at a vocational-technical school; and

4. Social Studies - 3 units, to consist of 1 unit of United States History, 1/2 to 1 unit of United States Government, 1/2 unit of Oklahoma History, and 1/2 to 1 unit from the following social studies electives - World History (which is required to qualify for

the diploma of honor as provided for in Section ~~11-103.2~~ 11-103.2c of this title), Geography, Economics, Anthropology, Psychology, or Sociology.

C. For purposes of this section, a "unit" means a Carnegie Unit as defined by the North Central Association's Commission on Schools.

~~C.~~ D. The State Board of Education shall adopt a plan to ensure that rigor is maintained in the content, teaching methodology, level of expectations for student achievement, and application of learning in all the courses specified in subsection B of this section. The State Board of Education shall allow as much option at the local district level as is possible without diminishing the rigor or undermining the intent of providing these courses. Local options may include, but shall not be limited to, comparable courses taken by concurrent enrollment or advanced placement, and comparable courses bearing different titles. Credit for the courses required in subsection B of this section shall be given when such courses are taken in the seventh or eighth grades if the teachers are certified to teach the courses at the intermediate or secondary level and the required course rigor is maintained.

~~D.~~ E. As a condition of receiving accreditation from the State Board of Education, all students in grades nine through twelve shall enroll in a minimum of six periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

~~E.~~ F. The State Board of Education shall provide an option for high school graduation based upon attainment of the desired levels of competencies as required in tests pursuant to the provisions of Section 1210.508 of this title. Such option shall be in lieu of the amount of course credits earned.

~~F.~~ G. The State Board of Education shall prescribe, adopt and approve a promotion system based on the attainment by students of

specified levels of competencies in each area of the core curriculum. Provided, however, that children who have individualized education plans pursuant to the Individuals with Disabilities Education Act (IDEA), P.L. No. 101-476 may be exempted from the requirements of this subsection.

SECTION 3. This act shall become effective July 1, 2000.

SECTION 4. It being immediately necessary for the preservation of the public peace, health and safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 1st day of March, 2000.

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President of the Senate

Passed the House of Representatives the ____ day of _____, 2000.

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Speaker of the House of Representatives