

ENGROSSED SENATE  
BILL NO. 1139

By: Crutchfield and Campbell  
of the Senate

and

McCarter of the House

[ schools - curriculum standards - effective date -  
emergency ]

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

SECTION 1. 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 or sets of competencies selected from the following language arts electives - courses such as, but not limited to:

- a. American Literature ~~or,~~
- b. English Literature ~~(which are required to qualify for the diploma of honor as provided for in Section 11-103.2 of this title),~~
- c. World Literature,
- d. Advanced English Courses,
- e. English 9, 10, 11, 12,
- f. English I, II, III, IV, or Speech;
- g. other English courses with content and rigor above the required core;

2. Mathematics - 3 units or sets of competencies, to consist of 1 unit of Algebra I or Applied Math I (with the content and rigor of Algebra I taught in a contextual methodology), and 2 units or sets of competencies selected from the following mathematics electives - Algebra II or courses such as, but not limited to:

- a. Geometry ~~(which are required to qualify for the diploma of honor as provided for in Section 11-103.2 of this title),~~
- b. Applied Math II (with the content and rigor of Geometry taught in a contextual methodology),
- c. Algebra II,
- d. Trigonometry,
- e. Math Analysis, ~~or~~
- f. Precalculus,

- g. Calculus,
- h. Statistics ~~and/or,~~
- i. 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 or~~
- j. Other mathematics courses with content and rigor above Algebra I or Applied Math I;

3. Science - 3 units or sets of competencies, to consist of 1 unit of Biology I or Applied Biology/Chemistry (with the rigor and content of Biology I taught in a contextual methodology), and 2 units or sets of competencies selected 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 of this title), Biology II, Chemistry II,~~ courses such as, but not limited to:

- a. Physical Science,
- b. Chemistry,
- c. Earth Science,
- d. Botany,
- e. Zoology,
- f. Anatomy or 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
- g. Physics or Principles of Technology, or

- h. other science courses with content and rigor above Biology I or Applied Biology/Chemistry; and

4. Social Studies - 3 units or sets of competencies, 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~~ - selected from courses such as, but not limited to:

- a. World History ~~(which is required to qualify for the diploma of honor as provided for in Section 11-103.2 of this title)~~,
- b. United States Government,
- c. Geography,
- d. Economics, Anthropology/Marketing Fundamentals, with emphasis on the free enterprise system,
- e. Psychology, or Sociology
- f. other social studies courses with content and rigor above the required core;

5. Technology Applications - 1 unit or set of competencies selected from courses such as, but not limited to:

- a. computer science,
- b. technology education,
- c. business/computer technology,
- d. multimedia, including desktop publishing, video and graphic production,
- e. information technology and network administration, or
- f. electronic commerce and web services; and

6. Humanities - 2 units or sets of competencies selected from courses such as but not limited to:

- a. humanities,
- b. foreign language,
- c. fine arts, or
- d. computer graphic design or commercial art courses.

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 courses, international baccalaureate courses, and comparable courses bearing different titles. Credit for the ~~courses~~ units or sets of competencies required in subsection B of this section shall be given when such ~~courses~~ units or sets of competencies are taken in the seventh or eighth grades if the teachers are certified to teach the ~~courses~~ subjects at the intermediate or secondary level and the required course rigor is maintained. All units or sets of competencies required for graduation may be taken in any sequence recommended by the school district.

~~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. Courses not specifically listed in this section that are offered by an area vocational-technical school or an independent school district and that are designed to enable students to achieve the competencies required in the curricular standards adopted pursuant to subsection A of this section may be awarded academic credit and counted toward meeting the graduation requirements. 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 2. 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 as required in Section 11-103.6 of this title, district boards of education shall develop and issue a diploma ~~of~~ with 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~~ Completed the core curriculum units or sets of competencies required for high school graduation pursuant to Section 11-103.6 of this title;

2. ~~Earned three units in mathematics~~ not less than a 3.0 cumulative grade point average on an unweighted 4.0 scale; and

3. ~~Earned three units in social studies;~~ Attained a composite score of 22 or higher on the American College Test

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 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 2nd 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