

**SKILLS FOR LIFE ENHANCEMENT & ENRICHING
CURRICULUM FOR OKLAHOMA STUDENTS:**

SLEECOS

SLEECOS Main Author: David Monlux

SLECCOS CO Authors: None at this time.

SLEECOS Editors: Waiting on responses from people the proposal was sent to by the Main Author David Monlux.

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Education Associations/Group Authors: None at this Time.

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Find Picture for Cover Page.

INTRODUCTION: For far too long Oklahoma has been sacrificing its own

educational interest ahead of failed government programs such as No Child Left Behind and Common Core. Standards have continually been set that are burdensome on students, cripple teachers ability to teach and dictates learning as a test instead of the highest personal gift and experience that one can receive from this World. Everyone learns at their own pace thru personal milestones instead of a magic force/wand at a certain age or completion of a certain grade level. The goal of education is not to be the best, but rather to better yourself every single day. In a globally connected World where you can contact anyone from any country in a matter of seconds to minutes via electronic communication or hop a jet and fly across the ocean in 6-9 hours to be on the other side of the globe, now more than ever it is important to celebrate diversity and heritage instead of putting everyone in a box. Federal Programs such as No Child Left Behind & Common Core attempt to celebrate and create uniformity thru intense testing while correlating funding based off those tests instead of investing in our kids regardless because it is not only the right thing to do, but also defines future success for our workforce in America and Oklahoma today. Oklahoma cannot afford an ignorant population because useless federal benchmarked test take away the funding from our students all because we taught our kids to think and succeed in life instead of on a test. During the course of this proposal, 25 key areas will be focused on at various times in the development stage & learning process which can be read in the chart below:

Category:	Pre K/K	Elementary	Jr. High/Middle School	High School
Apprenticeships/Internships:	No	No	Limited availability	Yes
Art:	Yes	Yes	Yes	Depends on Emphasis.

Business:	No	No	No	Yes
College Prep:	No	No	No	Yes(except 4 JET-G)
Community Service:	No	No	Yes	Yes
Cooking:	No	Yes	Yes	Depends on Emphasis
Economics:	No	No	No	Yes
English:	Yes	Yes	Yes	Yes
Environmental Edu:	Yes	Yes	Yes	Yes
Finance:	No	Yes	Yes	Yes
Dead/Foreign/Native Languages:	Yes	Yes	Yes	Yes
Gender Education:	No	No	Yes	Yes
Geography:	Yes	Yes	Yes	Yes
Government:	No	No	Yes	Yes
History:	No	Yes	Yes	Yes
Humanities:	No	No	Yes	Yes
Math:	Yes	Yes	Yes	Yes
Music:	Yes	Yes	Yes	Yes
Nap Time:	Yes	Yes(thru 3 rd grade)	No	No
PE:	Yes	Yes	Yes	Yes
Science:	No	Yes	Yes	Yes
Spirituality:	Yes	Yes	Yes	Depends on Emphasis with Parent Approval
Stress Management:	No	Yes	Yes	Yes
Technology:	No	Yes	Yes	Yes
Writing:	Yes	Part of English	Part of English	Yes or part English

This proposal attempts to develop the fullest potential of each student & achieve the perfect balance of local control, parents' rights, students' rights & teacher freedom. In addition this proposal does not add a penny to Oklahoma's State debt.

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DEFINITIONS:

Agriculture: For the purpose of this proposal Agriculture shall refer to one of the Emphasis in the High School Diploma Areas. It is meant for students wishing to graduate high school, enter college and or for those wishing to pursue Careers in Agriculture, Farm and Produce professions. Please see pages 159-159 for further explanation.

ALL STAR: For the purpose of this proposal ALL STAR shall refer to the highest Emphasis attainable in the High School Diploma Emphasis Areas. It is meant for know-it-alls. Please see pages 172-174 for more information.

Apprenticeship: For the purpose of this proposal Apprenticeship shall refer to an agreement freely entered into between a Jr. High/Middle School or High School Student and an artist, business, clergy, craftsman or tradesman with parental and school approval to train the student in that particular art/profession with hands on/on the job training in a giving field with intentions of the student entering into that trade with work experience upon completion of their educational studies and pursuit. A school has the right to choose on whether credit is awarded or not as an across the board policy for each profession, not on a case by case basis.

Block 8: For the purpose of this proposal Block 8 shall refer to one of the class schedule options offered for both Jr. High/Middle & High School. It is an A/B Day schedule alternating every other day with 4 classes each day that are an hour and a half long for a total of 8 in the Semester.

Block 9: For the purpose of this Proposal Block 9 shall refer to one of the class schedule options offered for both Jr. High/Middle & High School. It is an A/B/C Day schedule alternating every other day with 3 classes each day that are two hours long each for a total of 9 classes each semester. For more information please see pages 66 and 96-99 of this proposal.

Block 10: For the purpose of this Proposal Block 10 shall refer to one of the class schedule options offered for both Jr. High/Middle & High School. It is an A/B Day Schedule alternating every other day with 5 classes each day that are an hour and 15 minutes each day for a total of 10 classes in a Semester.

CHAMBER: For the purpose of this Proposal CHAMBER shall refer to one of the Emphasis offered in the High School Diploma Emphasis areas. CHAMBER stands for Culture, Humanities, Art, Music, Baking, Entertainment & Recreation (CHAMBER). For more

information please see pages 160-161.

Community Service: For the purpose of this proposal Community Service shall be defined as charity work done by the students to better their Community. A set hour requirement is required for Jr. High/Middle School & High School Students to be determined by each individual school or school district with a minimum being 10 hours of Community Service a Semester and a maximum of 100 hours in a school year. While each school district or individual school will have the final say on both what counts and how many hours minimum for the Community Service Requirement, it is highly encouraged that schools partner with groups such as Kiwanis, Lions Club, the Regional Food Bank of Oklahoma, Rotary Club, SHINE & various charities, community outreach and organization programs along those lines. EACH Individual School/School District will get to determine if it counts for class credit as well or if it is an additional requirement to graduate both Jr. High/Middle School & High School while not counting for class credit.

Concurrent Enrollment: For the purpose of this proposal Concurrent Enrollment shall be defined as any student who is taking both High School and College Classes at the same time. For more information please see page 108 of this proposal, the Oklahoma Education State Statues Title 70, the Regents for Higher Education, the individual college that the student is wishing to enroll at and the Individual School/School District Policy on Concurrent Enrollment Students.

Dead Languages: For the purpose of this proposal Dead Languages shall be defined as Languages that or no longer natively spoken or not declared as an official language by a city, county, country, municipality, state or a major International Organization. School Districts are free to offer Dead Languages as Foreign Language Credit for all of their students.

Elementary School: For the purpose of this proposal, Elementary School shall be defined as Grades 1st-5th or 1st-6th depending on each individual school district.

Emphasis: For the purpose of this proposal Emphasis shall be defined as a general concentration area of study in High School for students that have a desire/inclination/passion in that area and or are considering it as a possible area of study. For more information on Emphasis and to gain a better understanding of it in addition to learning about all the Emphasis's, please see pages 146-177 of this Proposal.

FES: For the purpose of this proposal FES shall be defined as one of the High School Diploma Emphasis areas. FES stands for Fitness in Excellence & Strength (FES). This emphasis is meant

for people wishing to become martial arts teachers, personal trainers, professional athletes, sport coaches and recreational counselors/experts. For more information on FES please see pages 162-163 of this proposal.

Foreign Languages: For the purposes of this proposal Foreign Languages shall be defined as any commonly spoken language in the world or recognized as an official language by a government. Examples include Arabic, Chinese, Dutch, French, German, Hebrew, Italian, Japanese, Korean, Polish, Russian, Spanish, Turkish and Vietnamese. While each school district will be required to offer at least one Foreign Language in both Jr. High/Middle School & High School, during Elementary School, K & Pre-K they may substitute it for a Dead or Native Language.

High School: For the purposes of this proposal High School shall be defined as students in grades either 9th or 10th through 12th Grade.

Home School: For the purposes of this proposal Home School shall be defined as any student not in an accredited chartered, private or public educational institution in Grades 1st-12th. While there will be some requirements and regulations for Home Schooled kids, for the most part the State of Oklahoma shall not interfere with the ways of parents to make the best choice possible for their kids. There shall be no requirements or mandates on the methods used to teach the kids the required materials so long as no abuse, torture or malnourishment is involved.

Internship: For the purpose of this proposal Internship shall be defined as one of two things. 1: A part time job held for 6 months or more by a student or a full time job held 4 months or more by a student. 2: A leadership position or membership to a leadership organization such as a Lt. Governor or higher in Key Club, a Student Body President, belonging to YLX, being a Page at the State Capitol or the Nation's Capital and or starting a Non Profit Charity such as Sydney's Smiles Foundation.

JET G: For the purpose of this Proposal JET G shall be defined as the lowest of the High Diploma Emphasis areas. It stands for Just Enough to Graduate(JET G). This emphasis is meant to let additional people graduate to improve the High School Graduation rate in Oklahoma and increase the number of High School Diplomas. This allows struggling students to stay an extra semester to a few extra years in school to increase their earning potential. For more information on JET G please see pages 153-154 of this Proposal.

Jr. High: For the purpose of this Proposal Jr. High shall be defined as Grades 6th-9th, 6th-8th, 7th-

9th & 7th-8th depending on the Individual School/School District. Jr. High is also another word for Middle School and you will see the exact same definition under Middle School.

Key Areas: For the purpose of this proposal Key Areas shall be defined as the core key areas in child development. The 25 Key Areas will be referenced throughout this entire proposal. For a complete list of the 25 Key Areas and which levels of the Education Process they should be taught at, please see pages 2 & 3 of this Proposal. Just in case you don't feel like looking, the 25 Key Areas on pages 2 & 3 are as Follows: 1: Apprenticeships/Internships. 2: Business 3: Art. 4: College Prep. 5: Community Service. 6: Cooking. 7: Economics. 8: English. 9: Environmental Education. 10: Finance. 11: Dead/Foreign/Native Languages. 12: Gender Education. 13: Geography. 14: Government. 15: History. 16: Humanities. 17: Math. 18: Music. 19: Nap Time. 20: PE. 21: Science. 22: Spirituality. 23: Stress Management. 24: Technology. 25: Writing.

Kindergarten (K): For the Purpose of this Proposal Kindergarten (K) shall be defined as an optional program between Pre-K & 1st Grade. To make this proposal less pages overall there are times when Kindergarten may be referred to as K in this Proposal.

Lower Elementary School Student: For the purpose of this Proposal Lower Elementary School Student shall be defined as a student in Grades 1st-3rd.

Middle School: For the purpose of this Proposal Middle School shall be defined as Grades 6th-9th, 6th-8th, 7th-9th or 7th-8th depending on the Individual School/School District. Middle School is also another word for Jr. High and you will see the exact same definition under Jr. High.

NARFF: For the purposes of this Proposal NARFF shall be defined as one of the High School Diploma Emphasis Areas. NARFF stands for National Armed & Ready Future Forces (NARFF). This emphasis is meant for students wishing to go into any of the branches in the United States Military or a State's National Guard. This proposal would like to pay tribute to all current and past Military serving our Country and say Thank You to all Future Military Men and Women for answering the Call to serve.

Native Languages: For the purpose of this proposal Native Languages shall be defined as the Native Tongue or official Tribal Language of any Native People's Tribe in Oklahoma, North America and or South America in addition to all tribes currently located in Oklahoma. Preference will be given to current and native Oklahoma tribes, however each school district is free to choose its own Native Tribal Language to teach to some or all of its students.

Parent(s): For the purpose of this proposal Parent(s) shall be defined as the legal guardian and

final authority of the kid. Parents shall decide if their kid be sent to a Chartered School, home schooled, sent to a public school and or to a Private School in addition to camps, Study Abroad Opportunities & or any other means of potential learning.

PEMDAS: For the purposes of this Proposal PEMDAS stands for Parenthesis, Exponents, Multiplication, Division, Addition & Subtraction (PEMDAS).

PTA: For the purposes of this Proposal PTA shall be defined as Parent Teacher Association.

Pre-K: For the Purposes of this Proposal Pre-K shall stand for Pre School. It shall be an optional program for parents to send their kids to.

Private School: For the Purposes of this Proposal Private School shall be defined as any school not state run where the student or the student's parents pays private money(not tax dollars) to attend. In addition all of the funding must come from non-Government accounts and programs. Private Schools shall have 100% Freedom over their course offerings, curriculum and awarding of certificates/diplomas. Private Schools are free to go above, below, completely different direction or match the state Graduation Requirements/Goals at all levels.

PTA: For the Purposes of this Proposal PTA shall be defined as Parent Teacher Association which shall have the say on how schools are run over the remaining things not covered by the Federal & State Government, County/City Government, the Local School Board, the School Administration and Teachers. Anything not covered by the PTA or any of the other educational/government bodies/organizations listed shall rest in the hands of the parents and students.

Quarter: For the Purposes of this Proposal Quarter shall refer to one of the Class Schedule options in both Jr. High/Middle School and High School. It shall consist of two semesters. A Fall and Spring Semester with two 9 week periods defined as a quarter. Each class in each quarter shall be worth $\frac{1}{4}$ Credit with a maximum of 6 classes per quarter for a total of 12 classes per semester or 24 total classes per school year.

Regular: For the Purposes of this Proposal Regular shall refer to one of the High School Diploma Emphasis Areas. It is to be the standard and most common awarded High School Diploma. This Emphasis is meant for students who either have no idea what they want to do with their lives or want to go on and live ordinary lives or declare undecided during their first year or two of College.

SLEECOS: SLEECOS is the name of this Proposal developed by David Monlux. It stands for: Skills for Life Enhancement & Enriching Curriculum for Oklahoma Students (SLEECOS).

SMG: For the Purposes of this Proposal SMG shall refer to one of the High School Diploma Emphasis Areas. It stands for Social Ministers of Guidance (SMG). This Emphasis is meant for students who want to become Community Organizers, Counselors, Philosophers, Psychologist, Religious Leaders & Sociologist. This emphasis requires parental approval and someone from the field to agree to be the Support Mentor for the Student to pursue this emphasis. For more information please see Pages 166-167 of this Proposal.

Special Needs: For the Purposes of this Proposal Special Needs shall be defined as any student who has a learning disability.

Spirituality: For the Purposes of this Proposal Spirituality shall be defined as the moral compass of the student. It shall also stand for Religious Studies. With today's World being Globally Connected it is now more important than ever for students to understand where people of different countries & religions are coming from to avoid cultural offense and insults.

STEM: For the Purposes of this Proposal STEM shall refer to one of the High School Diploma Emphasis Areas. STEM is commonly referred to as Science, Technology, Engineering & Mathematics (STEM). In this Proposal it will be as well. This is for students wanting to become computer scientist, doctors, engineers, Geek Squad, IT Specialist and mathematicians. This is also for students wanting to major in any of the STEM areas in College.

Student: For the Purposes of this Proposal Student shall refer to any child/kid in Pre-K through 12th Grade regardless if they are in a Charter School, Home Schooled, in a Private School or a Public School.

Teacher: For the Purposes of this Proposal Teacher shall be defined as the learning instructor of the classroom.

TRI: For the Purposes of this Proposal TRI shall be defined as one of the Class Schedule options for both Jr. High/Middle School & High School. It shall consist of two semesters as Fall and Spring. Each Semester will be divided up into 3 6 week time frames. Each class within each 6 week time frame shall be worth 1/6 credit. There shall be 6 classes within each 6 week time frame for a total of 18 classes in a Semester for 3 credits or 36 classes in a school year for a total of 6 credits.

T6: For the Purposes of this Proposal T6 shall be defined as one of the Class Schedule options

for both Jr. High/Middle School & High School. T6 stands for Traditional 6 (T6). It shall consist of two semesters which are Fall & Spring. Each Semester shall be 18 weeks and each class will be worth $\frac{1}{2}$ a credit for a total of 3 credits per semester or 6 credits in a school year.

T7: For the Purposes of this Proposal T7 shall be defined as one of the Class Schedule options for both Jr. High/Middle School & High School. T7 stands for Traditional 7 (T7). It shall consist of two semesters which are Fall & Spring. Each Semester shall be 18 weeks and each class will be worth $\frac{1}{2}$ a credit for a total of 3.5 credits per semester or 7 credits in a school year.

Upper Elementary School Student: For the purposes of this Proposal Upper Elementary School Student shall be defined as any student in Grades 4th-5th or 4th-6th depending on the individual school or school district.

WHBRP: For the Purposes of this Proposal WHBRP shall refer to one of the High School Diploma Emphasis Options. It stands for Writing, History, Business, Reading & Politics (WHBRP). This emphasis is for students wishing to become journalist, politicians, go into business, become a novelist, loves reading and or wanting to seek a College Degree in related fields.

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MAIN GOALS OF SLEECOS:

1: To protect the rights of and entrust parents to make the best Education decision possible for their children.

2: To promote teacher freedom in the classroom and give them 100% control over the methods in which they teach and convey the curriculum/message to Oklahoma children.

3: To expand Foreign Language offerings and celebrate Oklahoma's heritage by teaching Native Tribal Languages to students.

4: To give every High School Student the chance and opportunity to study abroad.

5: To increase Concurrent Enrollment to 15% of Oklahoma High School Students.

6: To increase Oklahoma's Elementary School Graduation Rate to 100%, Jr. High/Middle School Graduation rate to 98% and Oklahoma's High School Graduation rate to 93%.

7: To expand student choice and empower students to take charge and enter the driver's seat of their education.

8: To create greater freedom and fewer regulations on Private Schools.

9: To increase the rights of Home Schooled children and their parents wishing to home school their kids.

10: To not only get the Divine back in our school's but also expand teachings on other cultures and religions because of the Globally Connected World that we live in today. This is an attempt to create greater understanding of Cultures and learn other points of view to avoid International incidents in the future.

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OPTIONAL PRE-K GOALS & STANDARDS:

Art: Basic arts and crafts to be determined by the teachers.

Dead/Foreign/Native Language: Require 1 Foreign Language using the Pimsleur method of only speaking. Regardless if it is a Dead/Foreign/Native Language each School District shall have 100% control over the language offered.

English: Work on Clarity of sound, pronunciation of words and tone of voice.

Environmental Education: Focus on teaching kids to recycle. In addition this proposal calls for a state wide plan of action to have a garden in every OK Public School Pre-K through 12th by 2017 that the children may be taught gardening techniques and learn the importance of food sources.

Geography: Have the students be able to identify Oklahoma on a US States Map in addition to major land mass states.

Math: Have the students be able to count and identify numbers 1-20 backwards, forward and in random order.

Music: While music will be taught, it is at the discretion of the teacher.

Nap Time: During Pre-K Nap Time will be two hours each day. Each school gets 100% control on what two hours during the day they choose for Full Day Pre-K. Half Day Pre-K's are exempt if they choose.

PE: Daily exercise and recess to be determined by each school district or individual school. If an exercise program is not created by the school district or individual school administration than it is the discretion of the teacher to create an exercise routine for the students.

Spirituality: To develop basic concepts of a Deity without promoting one religion over another. A group of law makers, parents, religious leaders & teachers shall meet, develop and choose kid friendly verses and stories from the following sacred texts: 1: The Analects of Confucius. 2: The Bhagavad-Gita. 3: The Bible. 4: Egyptian Mythology Stories. 5: Greek & Roman Mythology Stories. 6: The Hungry Tigress. 7: The Gathas. 8: Native American & Oklahoma Tribe Creation Stories. 9: The Qur'an. 10: The Rig Veda. 11: The Tao Te Ching. 12: The Torah. 13: The Upanishads. 14: Zen Flesh Zen Bones. The goal is to be able to have kids compare and contrast while understanding basic differences such as numbers of days for creation and name of Deity's in each Religion.

Writing: Have the students be able to write the 26 basic letters of A-Z of the English Alphabet, but no words. In addition be able to have them write English cursive letters as well in addition to the letters of symbols of the Dead/Foreign/Native Language being offered. Do not have them write words at this stage.

RIGHTS OF PARENTS TO HOMESCHOOL/OPTIONAL PRE-K ATTENDANCE:

Many studies have shown that Pre School helps kids do better in life. According to an October 2013 joint study by the Society for Research in Child Development (SRCD) & the Foundation for Child Development every dollar spent on Pre-K, cuts \$3-\$7 on each individual in the Welfare Programs for the future. The study can be found at <http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>

While it is highly encouraged that parents send their kids to Pre-K, the State of Oklahoma currently does not require or mandate it. This proposal will keep that tradition and allow Pre-K attendance of students to be the choice of the Parents. Pre-K does increase literacy rates among younger age groups, improves linguistic development & skills while producing better short term math development skills. However it does deny kids the chance to play freely for long hours at a time every day and develop their imagination.

Mandating Pre-K for all students, hurts the economy by taking away jobs from Day time Baby Sitters, Day Care Workers & Nanny's. In addition for Oklahoma Residents who want to take their children with them on long business trips across the country or abroad for 2 weeks or more, it would interfere with their plans and cause young minds to miss out on incredible opportunities of seeing the World all because Pre-K was required instead of optional. In addition day time OETA cartoons for Children would no longer be needed during the school year. Parents have the final say on if their kid should attend Pre-K and if this proposal passes, it shall prevent laws from being passed that mandate enrollment and attendance of Pre-K for all Oklahoma Students.

FREE MARKET PRINCIPLES & COMPETITION OF PRIVATE PRE-K'S:

Currently Oklahoma offers Pre-K. However there are more applicants than spots available. In addition Oklahoma only offers Pre-K during the day instead of night as well. Many parents are working multiple jobs struggling to make ends meet, which means that their kids are unsupervised in the evening. In addition many Pre-K's let out at 3 instead of between 5-7 like many of the private pre-k's. With the diverse workforce, schedule and work hours of parents, studies showing the benefits of Pre-K and high feelings on all sides of true benefit verses government conspiracy agenda's it is now more important to both expand the market of Pre-K's available and allow parents to make the best choice possible for their kids without government interference or mandate.

With the opening of new Pre-K's and expansion of existing Pre-K's in addition to the Public Pre-K's currently being offered by the state this will provide optional parent choice to benefit their schedule to educate their kids and see their kids on their own time instead of an inconvenient schedule that causes them to take off early from work. This will also allow parents who do not wish for their kids to partake in Pre-K to follow their conscience as well.

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KINDERGARTEN STANDARDS & GOALS:

Art: Same as Pre-K.

Dead/Foreign/Native Language: Continue with the same language chosen by the School in Pre-K.

English: Same as Pre-K.

Environmental Education: Same as Pre-K.

Geography: Expand on what was learned in Pre-K & have the children be able to identify all 50 US States, the 7 Continents and the 4 Oceans on a Map.

Math: Expand from counting numbers 1-20 to counting and identifying numbers 1-100 backwards, forward and in random order.

Music: Switch from the discretion of the teacher in Pre-K to Classical Music.

Nap Time: Reduce from 2 hours to an hour and a half.

PE: Same as Pre-K.

Spirituality: Expand what was taught in Pre-K to start including basic concepts of right and wrong compared to societal values.

Writing: Expand from the Alphabets and Cursive taught in Pre-K to 4 letter words and penmanship to make nice looking letters.

RIGHTS OF PARENTS TO HOMESCHOOL/OPT OUT OF KINDEGARTEN:

Currently in Oklahoma Kindergarten is mandated and required by Law. Most parents only send their kids a half day instead of a full day during the school year. The current average amount spent per child by the State is over \$9,000 per year. While it is highly encouraged that parents take advantage of this incredible opportunity provided by the state, it should not be required. This proposal turns Kindergarten attendance from mandatory to the choice of the Parents. In doing so it will save Oklahoma taxpayers millions of dollars each year, allow more kids to expand from half days to full days, give parents more time with their children and allow for a smaller student to teacher ratio among students that do get to attend Kindergarten and receive the tremendous benefits of early childhood education.

The current mandate for all children to be in Kindergarten is currently hurting the economy by taking away jobs from Day time Baby Sitters, Day Care Workers & Nanny's. In addition it also hurts Oklahoma Residents who want to take their children with them on long business trips across the country or abroad for 2 weeks or more, causing incredible young minds to miss out on seeing the World all because Kindergarten is required instead of optional. Every Parent knows what is best for their child and should have the final say on if their kid should attend State run Kindergarten, go to a chartered or private one and or remain with the parent. It is in the opinion of this proposal that Kindergarten benefits the overwhelming majority of students and is needed in Oklahoma today, however this proposal respects the rights of Parents to choose therefore calling to do away with the Kindergarten mandate.

FREE MARKET PRINCIPLES & THE RIGHTS OF PRIVATE KINDERGARTENS TO COMPETE:

Currently Oklahoma requires Kindergarten. Since Oklahoma is a State Institution, it can only offer Kindergarten during the day. Many parents are working multiple jobs struggling to make ends meet, which means that their kids are unsupervised in the evening or the parents are having to fork over huge amounts of money to provide supervised care for their child. It is also in the opinion of this proposal that if the State is going to mandate something of its citizens that Oklahoma should provide as many options as possible in addition to allowing the private sector to offer those services as well, so the citizens of this state have every opportunity available to them to be in compliance.

Many benefits of expanding and creating new Private Kindergartens include an increase in jobs, supervised care and a reduction of state spending on its Kindergarten students. In addition it allows parents to follow their conscience instead of dropping their child off in an overcrowded classroom. Children who could only go a half day before and their parents took a cut in hours because they could not afford private care will now be able to send their children full days. Also with an increase in private Kindergartens the number of them will go up, thus bringing childcare cost down for the parent which means extra disposable income spent on the economy.

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ELEMENTARY SCHOOL INTRODUCTION:

The importance of Elementary school is crucial. As the brain of the child develops, the ages during the Elementary years take the basic concepts of what was learned in Pre School and Kindergarten and start to develop what they learned. Proper Grammar begins to develop, kids start asking the basic questions of why, a conscience and sense of self-awareness starts to form, the children are able to start consistently answering problems/questions and clicks and self-worth of society start to form where kids than determine if they want a better life. The young entrepreneurs start trading and bargaining their lunch with other students to get what they want to eat instead of what is given to them. Some of the earliest forms of self-independence are developed at this stage. Exceptional Elementary teachers can set a child up for long term success in School and future grades, because all the foundation and ground work for the upper grades is built, formed and laid in Elementary School.

Math, Reading & Writing are both critical & the most important which as you will read during this proposal. From math comes the ability to balance a check book, build a building & tell time. Reading is the basis of understanding Science, History & Literature. Writing is a form of communication in addition to being the basis for reports & homework which teachers always assign. This Proposal calls for a 100% Graduation Rate of all Elementary School Students & mandates attendance regardless if that be Charter School, Education Camps & Retreats, Home School, Private School, Public School, Travel Programs & or by any other means of learning. Investing early, lays the foundation for future success. This proposal also calls for the current letter grade system to be switched to Pass/Fail. The Standards in this Proposal will be setting the bar high, however the alternative is a high unemployment race and ignorant workforce.

1ST GRADE GOALS, STANDARDS & REQUIREMENTS:

Art: Switch from teacher discretion to Formal Art Classes.

Cooking: Begin basic cooking lessons from the Kitchen staff. Start teaching kids about healthy choices of fruit and veggies. Expand on the initiative of First Lady Michelle Obama.

Dead/Foreign/Native Languages: Continue with the same language that was taught in Pre-K and K.

English: Expand the spelling of 4 letter words to 6 letter words. Continue with Group Story Time. Have a group of educators, law makers, parents and teachers come together every 5 years to develop a reading curriculum appropriate for the students. Have students start giving 2 sentence responses to questions.

Environmental Education: Expand on what was learned and taught in Pre-K & K to include basic concepts of alternative fuels. In addition start explaining the importance of trees and dangers of oil spills.

Finance: Have the kids learn to count money and change. Explain the very basic concept of multiple currencies and the value of the dollar compared to the cost of living.

Geography: Expand on what was learned in Kindergarten and have them be able to identify all the countries and major bodies of water in both Africa and Europe.

History: Have a group of educators, History Majors(Masters & PHD), law makers, parents and teachers come together every 10 years to develop a State Wide History curriculum appropriate for the students.

Math: Expand what was learned on in Kindergarten and start addition and subtraction.

Music: Switch from Classical Music to a formal classroom setting with a Music Teacher.

Nap Time: Reduce from an hour and a half to an hour.

PE: Switch from school/teacher discretion to formal PE Classes every day for exercise in addition to a morning exercise routine for the entire Elementary School Student Body.

Science: Have a group of Computer Science Majors(Bachelors or higher), educators, Engineers (PHD's), law makers, parents, Science Majors (Master's or Higher) and teachers come together every 4 years to develop a State wide Science curriculum and set of Goals that are age appropriate and attainable for Elementary School students to achieve and comprehend.

Spirituality: Expand on what was taught in Pre-K & K to include the comparing and contrasting of different stories.

Stress Management: Have a group of counselors, philosophers, psychologist, religious leaders & sociologist develop coping mechanisms for teaching kids how to deal with stress.

Technology: Have a group of Computer Science Majors(Associates or higher), educators, Engineers (Bachelors or higher), law makers, parents, Software Corporations and teachers come together every 3 years to develop individual School District Technology Curriculum and set of Goals that are age appropriate and attainable for Elementary School students to achieve and comprehend.

2nd GRADE, GOALS, STANDARDS & REQUIRMENTS:

Art: Same as 1st Grade.

Cooking: Same as 1st Grade.

Dead/Foreign/Native Language: Continue with the same language that was taught in Pre-K, K & 1st Grade.

English: Expand the spelling of 6 letter words to 8 letter words. Continue with Group Story Time. Have a group of educators, law makers, parents and teachers come together every 5 years to develop a reading curriculum appropriate for the students. Have students start giving 3 sentence responses to questions.

Environmental Education: Same as 1st Grade.

Finance: Expand on what was learned in 1st Grade and have kids start learning the very basic concepts of budgeting.

Geography: Expand on what was taught in 1st Grade and have the children be able to identify all the Countries & Major Landmarks in South America.

History: Same as 1st Grade.

Math: Expand on what was taught in 1st Grade and add division and multiplication time tables.

Music: Same as 1st Grade.

Nap Time: Reduce from an hour to 45 minutes.

PE: Same as 1st Grade.

Science: Same as 1st Grade.

Spirituality: Expand from basic story concepts and have kids start memorizing verses out of each of the sacred books/scripture/texts mentioned.

Stress Management: Same as 1st Grade.

Technology: Same as 1st Grade.

3RD GRADE GOALS, STANDARDS & REQUIRMENTS:

Art: Same as 2nd Grade.

Cooking: Same as 2nd Grade.

Dead/Foreign/Native Languages: Continue with the same language taught in Pre-K, K, 1st Grade & 2nd Grade.

English: Expand the spelling of 8 letter words to 10 letter words. Change from Group Story Time to Independent Reading. Have a group of educators, law makers, parents and teachers come together every 3 years to develop a reading curriculum appropriate for the students. Have students start giving a paragraph response to questions.

Environmental Education: Expand on what was taught in 1st & 2nd Grade to include basic ways of what can be done to reduce Planet Earth's Carbon Footprints and Emissions.

Finance: Same as 2nd Grade.

Geography: Expand on what was learned in 2nd Grade and be able to have the students identify all the major cities in Australia and half of the Countries in Asia.

History: Same as 2nd Grade.

Math: Expand on what was taught in 2nd Grade to include all of PEMDAS.

Music: Same as 2nd Grade.

Nap Time: Reduce from 45 minutes to 30 minutes.

PE: Same as 2nd Grade.

Science: Same as 2nd Grade.

Spirituality: Same as 2nd Grade.

Stress Management: Same as 2nd Grade.

Technology: Same as 2nd Grade.

10 REQUIRMENTS TO PASS THE 3RD GRADE/ ENTER INTO THE 4TH GRADE:

1: Students must be able to demonstrate knowledge, mastery and use of PEMDAS ON Mathematic Problems in a State Test developed by Math Majors (Associates or Higher) from Oklahoma Universities for Lower Elementary Students.

2: Students must be able to read, speak & write English at a 3rd Grade level or better.

3: Students must be able to type a minimum of 15 WMP & be able to use Microsoft Word, PowerPoint & Prezi.

4: Students must complete the required Reading List in the Reading Curriculum that was developed by the group of educators, law makers, parents & teachers that met/meets every 5 years to develop the reading curriculum for the students.

5: Students must be able to identify the difference between Citing Sources, Plagiarism & Self Work in their own words.

6: Students must have a very basic comprehension & understanding of the Foreign Language taught by the school district they are in.

7: The Parent and Teacher must agree that the Student is ready to enter into 4th Grade.

8: The Student must be able to identify half of the Countries, all of the Oceans and 2 major land marks in each Continent on a World Map.

9: A group of History Majors (Associates or Higher) from Oklahoma Universities will determine an Appropriate Bench Mark Goal to enter the 4th Grade based off the Curriculum developed by the group of educators, History Majors(Masters & PHD), law makers, parents and teachers that meet once every 10 years for the purpose of developing the State Wide History Curriculum.

10: A group of Science Majors (Bachelors or Higher) from Oklahoma Universities will determine an Appropriate Bench Mark Goal to enter 4th Grade based off the group of Computer Science Majors(Bachelors or higher), educators, Engineers (PHD's), law makers, parents, Science Majors (Master's or Higher) and teachers that meet/met once every 4 years to determine the Oklahoma Science Curriculum.

PARENTS RIGHTS OF YOUNG ELEMENTARY SCHOOL STUDENTS:

The Child/Parent Relationship is special. The State of Oklahoma is happy and pleased to be teaching your children and thank you for entrusting your local Elementary School with your kid.

With that in mind it is the Goal of Oklahoma to maximize the learning potential of each and every student within the School. Keeping that in mind, it is not only important that the State educate the child, but also do it within a way that preserves religious liberties and freedoms while pleasing the Parent. Below are the following rights of the parent:

1: Allowing the child to miss school for Religious Holidays, Sick days and events at Parent Discretion. State Funding will NO longer be tied to daily attendance. However it is the responsibility of the Student to make up any and all missing work in accordance with the late work policy set up with each individual teacher. The State is not responsible for Students receiving an F due to lack of attendance or failure to make up the work.

2: Each parent is entitled to a weekly progress report from the teacher on how their kid is doing.

3: Each parent shall have the right on if their kid should be vaccinated or not.

4: Unless a Learning Disability is presented NO child shall be exempt from Art, Cooking, Dead/Foreign/Native Language, English, Geography, Math, PE, Stress Management & Technology.

5: Upon request of the Parent and a form signed by the Parent, Students may be exempt from Environmental Education, History, Music, Science and Spirituality. Environmental Education

will be replaced with an increase in PE for the Student. History will be replaced with an increase in Geography for the Student. Music will be replaced with an increase in Art for the Student. Science will be replaced with an increase in Math for the Student. Spirituality will result in an increase of both English and the Dead/Foreign/Native Language taught by the school district for the student. All Parents must complete and submit their request by the end of the first day of each session (quarter/semester/trimester) otherwise the child will remain enrolled in the particular subject through the end of the session. Exceptions may be made for transfer students and late enrollments.

6: Parents are entitled to anywhere between 1 & 8 parent teacher conferences a year depending on the child, school, parent and flexibility in schedule.

7: Parents have the right to withhold their kids from School Plays and non-Classroom events.

8: Parents have the right to withhold their kids from field trips.

SCHOOL DISTRICT RIGHTS OF YOUNG ELEMENTARY SCHOOL STUDENTS:

In order for any Educational Body to be effective, it must contain certain control over its content and curriculum. The Oklahoma Public School System is no different and that is why local control is important and why Oklahoma has over 500 school districts. However this report is disappointed in the drop from 600 School Districts in 1989 to 520 in the 2012-2013 School Year.

The complete state list and report is available at:

<http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Corrected%202012-13%20Annual%20Report.pdf>

Listed below are the following School District Rights:

- 1: Each School District shall set its own class schedule as long as the minimum number of hours/days are met.
- 2: Each School District shall set and control its own bus routes.
- 3: Each School District shall have 100% control over the firing and hiring of their teachers.
- 4: Each School District will have complete and 100% control over is Art, Cooking, Dead/Foreign/Native Language, Elective, Music and Stress Management Offerings/Curriculum.
- 5: In reference to the English, Environmental Education, Finance, Geography, History, Math, Science & Spirituality Curriculum, each individual Oklahoma Public School District must defer to the Oklahoma Curriculum.

PTA RIGHTS OF YOUNG ELEMENTARY SCHOOL STUDENTS:

Child success is dependent upon Parental Involvement. Most schools recognize that and as such have formed Parent Teacher Associations over the years or PTA for short. In MOST, NOT ALL cases when the Parent is involved with their child, the child learns both more and better. Listed below are the rights that belong to the PTA at each individual school:

- 1: Uniform Policy.
- 2: Lunch menu selection and working with the Chef.
- 3: Working with the teachers, state, other parents and the school district to organize field trips.
- 4: Working with the school and the school district to inform parents of all of their rights and responsibilities in regards to their kids attendance in public school.
- 5: To address the concerns of the parents to the School Administration, School District and the State of Oklahoma.
- 6: To organize fundraisers and host fun events.
- 7: To work with the Student Council on Parent/Student Relations and Administration/Student Relations.

TEACHERS RIGHTS & FREEDOMS OF YOUNG ELEMENTARY SCHOOL STUDENTS:

In any classroom the most important part is the teacher. A good teacher can make a class enjoyable and a subject so fun that it comes alive to the student. A bad teacher can make a class unbearable and forever disinterest a student in a particular subject or field of study. Teachers are what our modern Education System is built upon. Since children have many different learning styles and the purpose of this proposal is to celebrate diversity instead of uniformity, it is imperative now more than ever that teacher's be allowed maximum freedom in the Classroom to teach. Listed below are the rights of the teacher.

- 1: A minimum of \$45,000 a year as a Salary.
- 2: No Classroom bigger than 25 students in a class.
- 3: Within the required curriculum, teachers shall have complete freedom on the methods they use to teach the students.
- 4: All teachers shall receive a lunch break and at least one class period off.
- 5: All Final Grades rest with the decision, discretion and recommendation of the teacher.

REQUIREMENTS FOR HOME SCHOOLED KIDS TO BE CONSIDERED 4TH GRADE (UPPER ELEMENTARY) STUDENTS:

Art: The State of Oklahoma has no interest in the Art that Parents Home Schooling their kids decide to teach or not teach their kids.

Cooking: The State of Oklahoma has no interest in the Cooking Preferences of students being home schooled by their parents.

Dead/Foreign/Native Language: The State of Oklahoma is not responsible or in a position to legally validate Dead/Foreign/Native Languages taught or not taught by the parent to the student.

English: A Grammar, Reading & Spelling Test shall be developed for each home school student to take. In order to pass, a student must get a 70% or higher on each test. If a Student fails any of the test more than 3 times or the parent shows failure to have the kid take the test, than enrollment in third grade shall than be required for the Student. Exceptions are learning disabilities and doctor notes. There shall be no book list requirement for home school students.

Environmental Education: The state of Oklahoma is not responsible or in a position to legally mandate/validate Environmental Preferences taught or not taught for Home School Students.

Finance: Teaching a home school student the principles and foundation of finance is the responsibility of the parent.

Geography: Home School students must pass the same test as 3rd Graders entering 4th Grade. If a Student fails the test more than 3 times or the parent shows failure to have the kid take the test,

than enrollment in third grade shall than be required for the Student. Exceptions are learning disabilities and doctor notes. There shall be no book list requirement for home school students.

History: The State of Oklahoma shall not mandate History on Home School Students.

Math: Home School Students shall have to pass the same test as 3rd Graders entering 4th Grade.

If a Student fails the test more than 3 times or the parent shows failure to have the kid take the test, than enrollment in third grade shall than be required for the Student. Exceptions are learning disabilities and doctor notes. There shall be no book list requirement for home school students.

Music: Music is at the complete and total discretion of the parent.

Nap Time: The state cannot legally mandate nap time or lack of nap time and as such it rest on the sole discretion of the parent.

PE: Unless a signed Doctor's Note is submitted as an excuse, the parent must show proof of enrollment and participation in a GYM, exercise Program and or Sports team for their child.

Science: There shall be no requirements on Science for younger Elementary Home Schooled kids.

Spirituality: There shall be no spiritual requirements for home school students.

Stress Management: There shall be no requirements on Stress Management for Home School kids.

Technology: There shall be no Technology requirements for Home Schooled kids.

PROTECTING THE RIGHTS OF PRIVATE SCHOOLS TO FREELY EDUCATE YOUNG ELEMENTARY SCHOOL STUDENTS:

Private Schools shall have 100% control of their curriculum and course offerings. In addition they shall be exempt from any and all State Testing requirements. Established organizations of faith, academy's and research foundations shall have the power to establish their own grade schools. School choice is important to a free market, powerful economy and diverse World.

ACCOMIDATING YOUNG ELEMENTARY SCHOOL STUDENTS WITH LEARNING DISABLITIES:

Learning disabilities with students in Lower Elementary School shall be taken on a case by case basis with recommendations made by the parents and the doctor that performed the testing. In addition the State and each individual school will do its best to accommodate each student while staying in compliance with all Curriculum Requirements and Federal & State Law.

INSURING LUNCH FOR YOUNG ELEMENTARY STUDENTS WHO CAN'T AFFORD TO EAT:

The state of Oklahoma shall continue with its free and reduced lunch program in addition to sending the Regional Oklahoma Food Bank Backpacks home with disadvantaged students.

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4TH GRADE GOALS/STANDARDS/REQUIREMENTS

IF ELEMENTARY ENDS IN 5TH GRADE:

Art: Same as 3rd Grade.

Cooking: Same as 3rd Grade.

Dead/Foreign/Native Language: The School District/Individual School shall have the option of either continuing with the same Dead/Foreign/Native Language taught in pre-k through 3rd grade or start the basic teaching of a second Dead/Foreign/Native Language of their choosing.

English: Expand on the spelling of 10 letter words to 12 letter words. Change from Independent Reading to once a month book reports. For the first Semester have them be oral reports. In the 2nd Semester have the book reports expand from oral in addition to a one page typed report.

Environmental Education: Expand from what was taught in 3rd Grade and have the kids be assistants to helping the 5th Graders lead the planting and harvesting of the School Garden.

Finance: Same as 3rd Grade.

Geography: Expand on what was taught in 3rd Grade to include the teaching of the Capitol, predominant language and religion of the Countries.

History: Have a group of educators, History Majors(Masters & PHD), law makers, parents and teachers come together every 10 years to develop a State Wide History curriculum appropriate for the Upper Elementary Students.

Math: Have the students start working on Long Division and multiplying fractions.

Music: Same as 3rd Grade.

PE: Same as 3rd Grade.

Science: Have a group of Computer Science Majors(Bachelors or higher), educators, Engineers (PHD's), law makers, parents, Science Majors (Master's or Higher) and teachers come together every 4 years to develop a State wide Science curriculum and set of Goals that are age appropriate and attainable for Upper Elementary School students to achieve and comprehend.

Spirituality: Start having kids transition from the kid friendly parts to the more graphic parts.

Stress Management: Have a group of counselors, philosophers, psychologist, religious leaders & sociologist develop coping mechanisms for teaching kids how to deal with stress.

Technology: Have the children do computer presentations and increase their typing to 20 WMP.

5TH GRADE GOALS/STANDARDS/REQUIREMENTS

IF ELEMENTARY ENDS IN 5TH GRADE:

Art: Same as 4th Grade.

Cooking: Same as 4th Grade.

Dead/Foreign/Native Language: Continue with the **same** language taught in 4th Grade.

English: Expand Spelling from 12 letter words to 15 letter words. Increase the Monthly Book Reports from an oral presentation once a month and a one page typed report to an oral presentation and 2 page typed report each month.

Environmental Education: Have the 5th Grade Students become the leaders of the School Garden.

Finance: Same as 4th Grade.

Geography: Continue what was taught in 4th Grade.

History: Same as 4th Grade.

Math: Continue with Long Division & multiplying Fractions.

Music: Same as 4th Grade.

PE: Same as 4th Grade.

Science: Same as 4th Grade.

Spirituality: Continue teaching what was taught in 4th Grade.

Stress Management: Same as 4th Grade.

Technology: Have students be able to type 25 WPM.

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4TH GRADE GOALS/STANDARDS/REQUIREMENTS

IF ELEMENTARY ENDS IN 6TH GRADE:

Art: Same as 3rd Grade.

Cooking: Same as 3rd Grade.

Dead/Foreign/Native Language: The School District/Individual School shall have the option of either continuing with the same Dead/Foreign/Native Language taught in pre-k through 3rd grade or start the basic teaching of a second Dead/Foreign/Native Language of their choosing.

English: Expand on the spelling of 10 letter words to 12 letter words. Change from Independent Reading to once a month book reports in which the student is required to give an oral presentation on the book.

Environmental Education: Same as 3rd Grade.

Finance: Same as 3rd Grade.

Geography: Expand on what was taught in 3rd Grade to include the teaching of the Capitol, predominant language and religion of the Countries.

History: Have a group of educators, History Majors(Masters & PHD), law makers, parents and teachers come together every 10 years to develop a State Wide History curriculum appropriate for the Upper Elementary Students.

Math: Have the students start working on Long Division and multiplying fractions.

Music: Same as 3rd Grade.

PE: Same as 3rd Grade.

Science: Have a group of Computer Science Majors(Bachelors or higher), educators, Engineers (PHD's), law makers, parents, Science Majors (Master's or Higher) and teachers come together every 4 years to develop a State wide Science curriculum and set of Goals that are age appropriate and attainable for Upper Elementary School students to achieve and comprehend.

Spirituality: Start having kids transition from the kid friendly parts to the more graphic parts.

Stress Management: Have a group of counselors, philosophers, psychologist, religious leaders & sociologist develop coping mechanisms for teaching kids how to deal with stress.

Technology: Have the children increase their typing to 20 WMP.

5TH GRADE GOALS/STANDARDS/REQUIREMENTS

IF ELEMENTARY ENDS IN 6TH GRADE:

Art: Same as 4th Grade.

Cooking: Same as 4th Grade.

Dead/Foreign/Native Language: Continue with the same language taught in 4th Grade.

English: Expand Spelling from 12 letter words to 13 letter words. Increase the Monthly Book Reports from an oral presentation to an oral presentation and 1 page typed report each month.

Environmental Education: Have the 5th Grade assist the 6th Grade leaders of the School Garden.

Finance: Same as 4th Grade.

Geography: Continue what was taught in 4th Grade.

History: Same as 4th Grade.

Math: Continue with Long Division & multiplying Fractions.

Music: Same as 4th Grade.

PE: Same as 4th Grade.

Science: Same as 4th Grade.

Spirituality: Continue teaching what was taught in 4th Grade.

Stress Management: Same as 4th Grade.

Technology: Have students starting doing monthly power point & or Prezi presentations over technology issues and advancements.

6TH GRADE GOALS/STANDARDS/REQUIREMENTS

IF ELEMENTARY ENDS IN 6TH GRADE:

Art: Same as 5th Grade.

Cooking: Same as 5th Grade.

Dead/Foreign/Native Language: Continue with the same language taught in 5th Grade.

English: Expand from 13 letter words to 15 letter words. Keep the Oral Book Report each month and expand the typed report from 1 page to 2 pages.

Environmental Education: Have the 6th Grades be the leader of the School Garden.

Finance: Same as 5th Grade.

Geography: Same as 5th Grade.

History: Same as 5th Grade.

Math: Same as 5th Grade.

Music: Same as 5th Grade.

PE: Same as 5th Grade.

Science: Same as 5th Grade.

Spirituality: Same as 5th Grade.

Stress Management: Same as 5th Grade.

Technology: Increase typing to 25 WMP.

PARENTS RIGHTS FOR UPPER ELEMENTARY SCHOOL STUDENTS:

The Child/Parent Relationship is special. The State of Oklahoma is happy and pleased to be teaching your children and thank you for entrusting your local Elementary School with your kid.

With that in mind it is the Goal of Oklahoma to maximize the learning potential of each and every student within the School. Keeping that in mind, it is not only important that the State educate the child, but also do it within a way that preserves religious liberties and freedoms of the student while pleasing the Parent at the same time. Below are the following rights of the parent:

1: Allowing the child to miss school for Religious Holidays, Sick days and events at Parent Discretion. State Funding will NO longer be tied to daily attendance. However it is the responsibility of the Student to make up any and all missing work in accordance with the late work policy set up with each individual teacher. The State is not responsible for Students receiving an F due to lack of attendance or failure to make up the work.

2: Each parent is entitled to a progress report once every two weeks from the teacher on how their child is doing.

3: Each parent shall have the right on if their kid should be vaccinated or not.

4: Unless a Learning Disability is presented NO child shall be exempt from Art, Cooking, Dead/Foreign/Native Language, English, Geography, Math, PE, Stress Management & Technology.

5: Upon request of the Parent and a form signed by the Parent, Students may be exempt from Environmental Education, History, Music, Science and Spirituality. Environmental Education

will be replaced with an increase in PE for the Student. History will be replaced with an increase in Geography for the Student. Music will be replaced with an increase in Art for the Student. Science will be replaced with an increase in Math for the Student. Spirituality will result in an increase of both English and the Dead/Foreign/Native Language taught by the school district for the student. All Parents must complete and submit their request by the end of the first day of each session (quarter/semester/trimester) otherwise the child will remain enrolled in the particular subject through the end of the session. Exceptions may be made for transfer students and late enrollments.

6: Parents are entitled up to 3 parent teacher conferences per semester.

7: Parents have the right to withhold their kids from School Plays and non-Classroom events.

8: Parents have the right to withhold their kids from field trips, however the absence will not be excused unless extensive proof is show that it violates the religious freedoms and liberties protected by the 1st Amendment in the US Constitution by the US Bill of Rights.

SCHOOL DISTRICT RIGHTS FOR UPPER ELEMENTARY STUDENTS:

In order for any Educational Body to be effective, it must contain a certain level of control over its content and curriculum. The Oklahoma Public School System is no different and that is why local control is important and why Oklahoma has over 500 school districts. However this report is disappointed in the drop from 600 School Districts in 1989 to 520 in the 2012-2013 School Year. The complete state list and 98 page report is available at:

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Listed below are the following School District Rights for Upper Elementary School Students:

- 1: Each School District shall set its own class schedule as long as the minimum number of hours/days are met.
- 2: Each School District shall set and control its own bus routes.
- 3: Each School District shall have 100% control over the firing and hiring of their teachers and Administration.
- 4: Each School District will have complete and 100% control over is Art, Cooking, Dead/Foreign/Native Language, Elective, Music and Stress Management Offerings/Curriculum.

5: In reference to the English, Environmental Education, Finance, Geography, History, Math, Science & Spirituality Curriculum, each individual School District must defer to the Oklahoma Curriculum.

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Child success is dependent upon Parental Involvement. Most schools recognize that and as such have formed Parent Teacher Associations over the years or PTA for short. In MOST, NOT ALL cases when the Parent is involved with their child, the child learns both more and better. Listed below are the rights that belong to the PTA at each individual school:

1: Uniform Policy.

2: Lunch menu selection and working with the Chef.

3: Working with the teachers, state, other parents and the school district to organize field trips.

4: Working with the school and the school district to inform parents of all of their rights and responsibilities in regards to their kids attendance in public school.

5: To address the concerns of the parents to the School Administration, School District and the State of Oklahoma.

6: To organize fundraisers and host fun events.

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TEACHERS RIGHTS & FREEDOMS FOR UPPER ELEMENTARY STUDENTS:

In any classroom the most important part is the teacher. A good teacher can make a class enjoyable and a subject so fun that it comes alive to the student. A bad teacher can make a class unbearable and forever disinterest a student in a particular subject or field of study. Teachers are what our modern Education System is built upon. Since children have many different learning styles and the purpose of this proposal is to celebrate diversity instead of uniformity, it is imperative now more than ever that teacher's be allowed maximum freedom in the Classroom to teach. Listed below are the rights of the teacher.

- 1: A minimum of \$45,000 a year as a Salary.
- 2: No Classroom bigger than 30 students in a class.
- 3: Within the required curriculum, teachers shall have complete freedom on the methods they use to teach the students.
- 4: All teachers shall receive a lunch break and have at least 2 planning/grading periods.
- 5: All Final Grades rest with the decision, discretion and recommendation of the teacher.

PROTECTING THE RIGHTS OF PRIVATE SCHOOLS TO FREELY EDUCATE UPPER ELEMENTARY SCHOOL STUDENTS:

Private Schools shall have 100% control of their curriculum and course offerings. In addition they shall be exempt from any and all State Testing requirements. Established organizations of faith, academy's and research foundations shall have the power to establish their own grade schools. School choice is important to a free market, powerful economy and diverse World.

ACCOMIDATING UPPER ELEMENTARY SCHOOL STUDENTS WITH LEARNING DISABLITIES:

Learning disabilities with students in Upper Elementary School shall be taken on a case by case basis with recommendations made by the parents and the doctor that performed the testing. In addition the State and each individual school will do its best to accommodate each student while staying in compliance with all Curriculum Requirements and Federal & State Law.

INSURING LUNCH FOR YOUNG ELEMENTARY STUDENTS WHO CAN'T AFFORD TO EAT:

The state of Oklahoma shall continue with its free and reduced lunch program in addition to sending the Regional Oklahoma Food Bank Backpacks home with disadvantaged students.

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JR. HIGH/MIDDLE SCHOOL INTRODUCTION:

Once a child finishes Elementary School and has a strong base/foundation of knowledge it is very important to continue growing and expand on the knowledge learned/obtained. Jr.

High/Middle School is where major social interactions and basic social concepts start to play out in practice. During these crucial pre-teen and early teen years die hard social beliefs are formed and developed. This is also where most kids start to develop work attitude and ethic. In many children but not all, this is also where a hatred of learning is developed from extreme high impact and stress testing. In addition this is where school systems start judging the academically inclined and gifted, while the importance of the letter grade system sinks into the mind of the student. Like testing kids are taught to make the grade instead of to learn the material.

This Proposal calls to do away with the traditional letter grade system of A-F in Jr. High/Middle School and replace it with a Pass/Fail System. In addition because High School is a credit system for Diplomas and College is a credit system for Degree's & Certificates, this proposal feels that Jr. High/Middle School should be a credit learning & testing ground/system for achieving credits before the student starts receiving letter grades in High School and College instead of letter grades first in the lower grades followed by the Credit System in the Upper Grades.

The Jr. High/Middle School section of this Proposal plans to develop key skills and knowledge in the following areas: 1: Apprenticeships/Internships. 2: Art. 3: Community Service. 4: Cooking. 5: Dead/Foreign/Native Language. 6: English. 7: Environmental Education. 8: Finance. 9: Gender Education. 10: Geography. 11: Government. 12: History. 13: Humanities. 14: Math. 15: Music. 16: PE. 17: Science. 18: Spirituality. 19: Stress Management. 20: Technology.

JR. HIGH/MIDDLE SCHOOL GOALS & OBJECTIVES:

- 1: To develop and foster social interaction among students.
- 2: To have a 95% Graduation Rate or Higher of all Oklahoma Jr. High/Middle School Students.
- 3: To work on and develop Pre-Algebraic Concepts & Principles.
- 4: To build a sense of strong character and community.
- 5: To promote positive and health lifestyle choices among students.
- 6: To either increase fluency and or have students learn the basics of another Dead/Foreign/Native Language.
- 7: To have students understand the importance of Global impact and taking care of our Planet.
- 8: To teach kids financial literacy.
- 9: To teach students their Constitutional Rights.
- 10: To expand on the History taught in High School.
- 11: To prepare the students for the Technology in today's modern World to be competitive in the Global Economy and Workforce.
- 12: To teach tolerance and understanding of other Religions and Minorities
- 13: Teach students to understand and cope with their sexuality while being accepting of others.
- 14: To teach kids how to cope and deal with stress.
- 15: To prepare kids for High School.

JR. HIGH/MIDDLE SCHOOL PROPOSED CLASS SCHEDULES:

T6: 6th-9th: 1st Semester

6th

2nd Semester

- 1: Class 1
- 2: Class 2
- 3: Class 3
- 4: Class 4
- 5: Class 5
- 6: Class 6

- Class 1
- Class 2
- Class 3
- Class 4
- Class 5
- Class 6.

1st Semester

7th

2nd Semester

- 1: Class 1
- 2: Class 2
- 3: Class 3
- 4: Class 4
- 5: Class 5
- 6: Class 6

- Class 1
- Class 2
- Class 3
- Class 4
- Class 5
- Class 6.

1st Semester

8th

2nd Semester

- 1: Class 1
- 2: Class 2
- 3: Class 3
- 4: Class 4
- 5: Class 5
- 6: Class 6

- Class 1
- Class 2
- Class 3
- Class 4
- Class 5
- Class 6.

1st Semester

9th

2nd Semester

- 1: Class 1
- 2: Class 2
- 3: Class 3
- 4: Class 4
- 5: Class 5
- 6: Class 6

- Class 1
- Class 2
- Class 3
- Class 4
- Class 5
- Class 6.

T6: 6th-8th: 1st Semester

6th

2nd Semester

- 1: Class 1
- 2: Class 2

- Class 1
- Class 2

3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.
	1st Semester	7th	2nd Semester
1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.
	1st Semester	8th	2nd Semester
1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.

T6: 7th-9th:	1st Semester	7th	2nd Semester
1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.
	1st Semester	8th	2nd Semester
1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.
	1st Semester	9th	2nd Semester

1:	Class 1	Class 1
2:	Class 2	Class 2
3:	Class 3	Class 3
4:	Class 4	Class 4
5:	Class 5	Class 5
6:	Class 6	Class 6.

T6: 7th-8th: 1st Semester**7th****2nd Semester**

1:	Class 1	Class 1
2:	Class 2	Class 2
3:	Class 3	Class 3
4:	Class 4	Class 4
5:	Class 5	Class 5
6:	Class 6	Class 6.

1st Semester**8th****2nd Semester**

1:	Class 1	Class 1
2:	Class 2	Class 2
3:	Class 3	Class 3
4:	Class 4	Class 4
5:	Class 5	Class 5
6:	Class 6	Class 6.

T7: 6th-9th: 1st Semester**6th****2nd Semester**

1:	Class 1	Class 1
2:	Class 2	Class 2
3:	Class 3	Class 3
4:	Class 4	Class 4
5:	Class 5	Class 5
6:	Class 6	Class 6.
7:	Class 7.	Class 7.

1st Semester**7th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6
7:	Class 7.		Class 7.

1st Semester**8th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6
7:	Class 7		Class 7.

1st Semester**9th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6
7:	Class 7		Class 7.

T7: 6th-8th: 1st Semester**6th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6
7:	Class 7		Class 7.

1st Semester**7th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4

5:	Class 5		Class 5
6:	Class 6		Class 6.
7:	Class 7		Class 7.
	1st Semester	8th	2nd Semester
1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.
7:	Class 7		Class 7.

T7: 7th-9th:	1st Semester	7th	2nd Semester
1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.
7:	Class 7		Class 7.

	1st Semester	8th	2nd Semester
1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.
7:	Class 7		Class 7.

	1st Semester	9th	2nd Semester
1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6
7:	Class 7		Class 7.

T7: 7th-8th: 1st Semester**7th**

- 1:** Class 1
- 2:** Class 2
- 3:** Class 3
- 4:** Class 4
- 5:** Class 5
- 6:** Class 6
- 7:** Class 7

1st Semester**8th**

- 1:** Class 1
- 2:** Class 2
- 3:** Class 3
- 4:** Class 4
- 5:** Class 5
- 6:** Class 6
- 7:** Class 7

1st Semester**7th**

- 1:** Class 1 (A Day)
- 2:** Class 2 (A Day)
- 3:** Class 3 (A Day)
- 4:** Class 4 (A Day)
- 5:** Class 5 (B Day)
- 6:** Class 6 (B Day)
- 7:** Class 7 (B Day)
- 8:** Class 8 (B Day)

1st Semester**8th****2nd Semester**

- Class 1
- Class 2
- Class 3
- Class 4
- Class 5
- Class 6
- Class 7.

2nd Semester

- Class 1
- Class 2
- Class 3
- Class 4
- Class 5
- Class 6
- Class 7.

2nd Semester

- Class 1 (A Day)
- Class 2 (A Day)
- Class 3 (A Day)
- Class 4 (A Day)
- Class 5 (B Day)
- Class 6 (B Day)
- Class 7 (B Day)
- Class 8 (B Day)

2nd Semester**BLOCK 8: 6th-9th 1st Semester 6th**

- 1:** Class 1 (A Day)
- 2:** Class 2 (A Day)
- 3:** Class 3 (A Day)
- 4:** Class 4 (A Day)
- 5:** Class 5 (B Day)
- 6:** Class 6 (B Day)
- 7:** Class 7 (B Day)
- 8:** Class 8 (B Day)

2nd Semester

- Class 1 (A Day)
- Class 2 (A Day)
- Class 3 (A Day)
- Class 4 (A Day)
- Class 5 (B Day)
- Class 6 (B Day)
- Class 7 (B Day)
- Class 8 (B Day)

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

1st Semester**9th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

BLOCK 8: 6th-8th 1st Semester 6th**2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

1st Semester**7th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

1st Semester**8th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

BLOCK 8: 7th-9th 1st Semester 7th

2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

1st Semester

8th

2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

1st Semester

9th

2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

BLOCK 8: 7th-8th 1st Semester 7th

2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)

4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

1st Semester**8th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

BLOCK 9: 6th-9th: 1st Semester**6th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

1st Semester**7th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

1st Semester**8th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)

4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

1st Semester 9th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

BLOCK 9: 6th-8th: 1st Semester 6th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

1st Semester 7th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

1st Semester 8th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)

4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

BLOCK 9: 7th-9th: 1st Semester 7th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

1st Semester 8th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

1st Semester 9th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

BLOCK 9: 7th-8th: 1st Semester 7th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)

4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

	1st Semester	8th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (B Day)		Class 4 (B Day)
5:	Class 5 (B Day)		Class 5 (B Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (C Day)		Class 7 (C Day)
8:	Class 8 (C Day)		Class 8 (C Day)
9:	Class 9 (C Day)		Class 9 (C Day)

BLOCK 10: 6th-9th:	1st Semester	6th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (A Day)		Class 4 (A Day)
5:	Class 5 (A Day)		Class 5 (A Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (B Day)		Class 7 (B Day)
8:	Class 8 (B Day)		Class 8 (B Day)
9:	Class 9 (B Day)		Class 9 (B Day)
10:	Class 10 (B Day)		Class 10 (B Day)

	1st Semester	7th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (A Day)		Class 4 (A Day)
5:	Class 5 (A Day)		Class 5 (A Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (B Day)		Class 7 (B Day)
8:	Class 8 (B Day)		Class 8 (B Day)
9:	Class 9 (B Day)		Class 9 (B Day)
10:	Class 10 (B Day)		Class 10 (B Day)

	1st Semester	8th	2nd Semester
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1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

1st Semester**9th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

BLOCK 10: 6th-8th: 1st Semester**6th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

1st Semester**7th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

	1st Semester	8th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (A Day)		Class 4 (A Day)
5:	Class 5 (A Day)		Class 5 (A Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (B Day)		Class 7 (B Day)
8:	Class 8 (B Day)		Class 8 (B Day)
9:	Class 9 (B Day)		Class 9 (B Day)
10:	Class 10 (B Day)		Class 10 (B Day)

BLOCK 10: 7th-9th:	1st Semester	7th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (A Day)		Class 4 (A Day)
5:	Class 5 (A Day)		Class 5 (A Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (B Day)		Class 7 (B Day)
8:	Class 8 (B Day)		Class 8 (B Day)
9:	Class 9 (B Day)		Class 9 (B Day)
10:	Class 10 (B Day)		Class 10 (B Day)

	1st Semester	8th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (A Day)		Class 4 (A Day)
5:	Class 5 (A Day)		Class 5 (A Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (B Day)		Class 7 (B Day)
8:	Class 8 (B Day)		Class 8 (B Day)
9:	Class 9 (B Day)		Class 9 (B Day)
10:	Class 10 (B Day)		Class 10 (B Day)

	1st Semester	9th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (A Day)		Class 4 (A Day)

5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

BLOCK 10: 7th-8th: 1st Semester 7th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

1st Semester 8th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

Quarter: 6th-9th 1st Semester 6th 2nd Semester
1st 9 Weeks 2nd 9 Weeks 3rd 9 Weeks 4th 9 Nine Weeks

1: Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

1st Semester 7th 2nd Semester
1st 9 Weeks 2nd 9 Weeks 3rd 9 Weeks 4th 9 Nine Weeks

1: Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

1st Semester		8th	2nd Semester
1st 9 Weeks	2nd 9 Weeks		3rd 9 Weeks 4th 9 Nine Weeks

1: Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

1st Semester		9th	2nd Semester
1st 9 Weeks	2nd 9 Weeks		3rd 9 Weeks 4th 9 Nine Weeks

1: Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

Quarter: 6th-8th	1st Semester	6th	2nd Semester
1st 9 Weeks	2nd 9 Weeks		3rd 9 Weeks 4th 9 Nine Weeks

1: Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

1st Semester		7th	2nd Semester
1st 9 Weeks	2nd 9 Weeks		3rd 9 Weeks 4th 9 Nine Weeks

1: Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

1st Semester		8th		2nd Semester			
1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th 9 Nine Weeks	
1: Class 1		Class 1		Class 1		Class 1	
2: Class 2		Class 2		Class 2		Class 2	
3: Class 3		Class 3		Class 3		Class 3	
4: Class 4		Class 4		Class 4		Class 4	
5: Class 5		Class 5		Class 5		Class 5	
6: Class 6		Class 6		Class 6		Class 6.	

Quarter: 7th-9th		1st Semester		7th		2nd Semester	
1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th 9 Nine Weeks	
1: Class 1		Class 1		Class 1		Class 1	
2: Class 2		Class 2		Class 2		Class 2	
3: Class 3		Class 3		Class 3		Class 3	
4: Class 4		Class 4		Class 4		Class 4	
5: Class 5		Class 5		Class 5		Class 5	
6: Class 6		Class 6		Class 6		Class 6.	

1st Semester		8th		2nd Semester			
1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th 9 Nine Weeks	
1: Class 1		Class 1		Class 1		Class 1	
2: Class 2		Class 2		Class 2		Class 2	
3: Class 3		Class 3		Class 3		Class 3	
4: Class 4		Class 4		Class 4		Class 4	
5: Class 5		Class 5		Class 5		Class 5	
6: Class 6		Class 6		Class 6		Class 6.	

1st Semester		9th		2nd Semester			
1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th 9 Nine Weeks	
1: Class 1		Class 1		Class 1		Class 1	
2: Class 2		Class 2		Class 2		Class 2	
3: Class 3		Class 3		Class 3		Class 3	
4: Class 4		Class 4		Class 4		Class 4	
5: Class 5		Class 5		Class 5		Class 5	
6: Class 6		Class 6		Class 6		Class 6.	

Quarter: 7th-8th		1st Semester		7th		2nd Semester	
1st 9 Weeks		2nd 9 Weeks		3rd 9 Weeks		4th 9 Nine Weeks	
1: Class 1		Class 1		Class 1		Class 1	
2: Class 2		Class 2		Class 2		Class 2	
3: Class 3		Class 3		Class 3		Class 3	
4: Class 4		Class 4		Class 4		Class 4	

5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.
1st Semester		8th	2nd Semester
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Nine Weeks
1: Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

TRI: 6th-9th			2nd Semester		
1st 6 Weeks	1st Semester	6th	1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
2nd 6 Weeks	3rd 6 Weeks		Class 1	Class 1	Class 1
1: Class 1	Class 1	Class 1	Class 2	Class 2	Class 2
2: Class 2	Class 2	Class 2	Class 3	Class 3	Class 3
3: Class 3	Class 3	Class 3	Class 4	Class 4	Class 4
4: Class 4	Class 4	Class 4	Class 5	Class 5	Class 5
5: Class 5	Class 5	Class 5	Class 6	Class 6	Class 6.
6: Class 6	Class 6	Class 6			

1st Semester			7th	2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks		1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1		Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2		Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3		Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4		Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5		Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6		Class 6	Class 6	Class 6.

1st Semester			8th	2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks		1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1		Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2		Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3		Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4		Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5		Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6		Class 6	Class 6	Class 6.

1st Semester			9th	2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks		1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks

1st Semester			8th	2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks		1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1		Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2		Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3		Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4		Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5		Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6		Class 6	Class 6	Class 6.

1st Semester			9th	2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks		1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1		Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2		Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3		Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4		Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5		Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6		Class 6	Class 6	Class 6.

TRI: 7th-8th			7th	2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks		1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1		Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2		Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3		Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4		Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5		Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6		Class 6	Class 6	Class 6.

1st Semester			8th	2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks		1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1		Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2		Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3		Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4		Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5		Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6		Class 6	Class 6	Class 6.

The above listed are suggestions and school districts are welcome to pick from any of the above, keep their current class schedules and or make their own so long as they fulfill the minimum numbers of days/hours set by the State of Oklahoma.

JR. HIGH/MIDDLE SCHOOL COURSE OFFERINGS:

Apprenticeships/Internships: Students who have a chance to lead or participate in an incredible outside of school opportunity that the school is not able to offer, hold a part time job for 6 months or more, hold a full time job for 3 months or more and or receive direct training from a mentor in the field may petition their schools administration and have it apply as Elective Credit. In order for this to occur the student must be at least 13 years of age, say an oath and sign a form that it is done by their own free will, it requires approval of the person they will be learning from/working for, approval of the school administration, the office of the District Superintendent of the school district of the student and the approval of the parent(s)/legal guardian(s) of the student.

Art: 1: Beginning Art in History: This class will be a basic introduction to Art throughout various Historical time periods.

2: Contemporary Art History: This class is a basic introductory course to the different styles of Art.

3: Modern Art: This class will study the modern art movements.

4: Black & White Drawings/Paintings: This class will cover and teach how to add detail into Black and White.

5: Drawing I, II, III & IV: These classes will cover and teach the various areas of Drawing.

6: Finger Painting I & II: These classes will teach the various forms and types of finger painting.

7: Photography I, II, III & IV: These classes will teach the importance of photos in life, the advantages and disadvantages of different angles and lenses and touch up in addition to traditional film development.

8: Religious Art: This class will explore and teach the use of Art in Religion throughout History. In addition it will explore the architecture and painting of major World Religions Headquarter Buildings/Holy Sites.

9: Water Color: This class will teach students how to paint with Water Colors.

Community Service: Each individual school district or school shall come up with and develop its own requirements for Community Service in order to graduate. There must be a minimum of 10 hours of Community Service per Semester/6 hours of Community Service per quarter/4 hours of Community Service per six week session. Partnering with groups that make goals to better the World and have real impact relief such as Baptist Ministries, Catholic Charities, Community Outreach Programs, Habitat for Humanity, Kiwanis, Lions Club, Regional Food Bank of Oklahoma, Rotary & SHINE are highly encouraged for schools to partner with. A school/school district may go NO more than 25 hours during a Semester, 15 hours during a Quarter and 10 hours during a 6 week time frame. This requirement shall be excluded from Summer sessions. However ALL partnership and if the Community Service is counted as a Class or an additional requirement from the academics rest with each School District or the School if the School District does not act. In addition for students wishing to go above and beyond the maximum hour requirement in Community Service, while it will not count from credit this proposal will NOT prevent from doing additional work on your own time and says Thank You for making your community a better place.

Cooking: Each school district shall determine its own cooking classes and partnerships. This is to be supervised by the Head Chef(s) of each school's cafeteria program.

Dance: Before the options are listed below for dancing in Jr. High/Middle School all dancing courses shall count as either Elective or PE Credit. Also a student who enrolls and shows completion of private dance lessons outside of school may petition their school administration and have it count as Elective Credit. In order to enroll in any and all dancing courses, the student must have signed permission by the parents:

1: Ballroom Dancing: This course shall teach the basics of ballroom dancing.

2: Cha-Cha Slide: This course shall teach students to become Masters at doing the Cha-Cha Slide.

3: Dance: This class shall teach various styles and forms of dancing throughout History.

4: Salsa: This class shall teach students how to do the Salsa.

5: Tango: This class shall teach students how to do the Tango.

6: Trick Dancing: This class shall teach students how to do cartwheel, flips & spin moves while dancing.

Dead/Foreign/Native Language: Students that have documented learning disabilities may be exempt from this portion and have their Dead/Foreign/Native Language Credit become Elective Credits instead. Each School District must offer AT LEAST ONE Dead Language such as Latin, TWO MODERN LANGUAGES such as Arabic, French, Greek, Hebrew, Italian, Polish, Russian, Spanish and Turkish & AT LEAST ONE Native Language such as Cherokee. The School District will have 100% Control over the 1 Dead & Native Language offered and the 2 Foreign Languages offered. Among those options the Students shall have 100% Complete Control over which Language they choose. Students wishing to pursue more than one Language may use their Elective Credits to do so.

Electives: Each School shall 100% total control and freedom over any and all of its Elective Course Offerings. Also for students who get into advanced Leadership Programs and or Study Abroad through Programs such as People to People Student Ambassadors may have those programs count for Elective Credit as well.

English: With the following classes listed below each Jr. High/Middle School shall develop its own order for the taking of the classes and which ones should be required within that Curriculum in order to have the students fulfill all English Credits required. In addition Jr. High/Middle Schools may add or substitute additional classes in this category and or give the students free for all among the below listed classes to fulfill up to the required number of English Credits to Graduate Jr. High/Middle School. In addition each individual school district shall develop its own Reading list which may be required in addition to the classes, be a part of the classes and or have its own special semester class in which the purpose is only reading the books. A group of educators, English Majors (Associates or Higher), Local and State Law Makers, Literature Majors (Associates or Higher), parents from that school district, school administrators from that school district and teachers teaching within the Jr. High/Middle School of that School District shall meet once every 5 years to create, develop and revise the required reading list. Below are the recommended by not required English Credit Classes:

1: American Literature: This Class will introduce students to the works and classics of American Authors in addition to books that have had a major impact on American Culture and

Society.

2: Asian Literature: This class is meant to introduce the various aspects of Asian Literature to the students.

3: British/Northern Ireland/Scottish/UK/Wales Literature: This course shall introduce students to the History of the UK and its diverse people. It will focus on books that take place in, are about and or written by Authors from the UK or the various regions throughout History.

4: Classic Literature: This course shall focus on famous and major books written throughout History.

5: Commas: This class will focus on the strict use of Commas and when it is appropriate to use them in various types of sentences.

6: Creative Writing: This course is to help students develop their creative side and add both fun and substance to their writings.

7: Cursive: This class will teach kids to write cursive beautifully.

8: Debate: Competitive debate shall count as either an English Class Credit or an Elective Credit depending on the Curriculum adopted/developed/set by each individual Jr. High/Middle School District.

9: Dialects/Jargons: This class shall focus on the local dialects of various English speaking Countries and Regions of the USA. In addition it will focus on accents and pronunciations. This course will also focus on internal jargon language of various professions.

10: Fiction Literature: This class will focus on fictional stories and apply various concepts to real life.

11: Historical Fiction: This class will focus on stories of characters based in or around the time of major historical events/eras.

12: Literature of Love/Romance Novels: PARENT APPROVAL REQUIRED TO ENROLL IN THIS COURSE: This class will explore and review the many different types of attraction and love in its many various forms.

13: Mystery Novels: This class will read many different mystery novels, work on logical and critical thinking and explore the various ways that the characters could have done better in either uncovering the mystery or not being caught.

14: Report Writing: This class will teach students how to read and what to look for in reports in addition to helping students be able to write 5-10 page proposal on subjects and issues that they fill passionate about.

15: Science Fiction: This class shall discuss, explore and read various science fiction novels.

16: Speed Reading: This class shall focus on improving a students reading ability.

Environmental Education: ALL COURSES IN THIS SECTION REQUIRE PARENTAL APPROVAL TO ENROLL IN: If a parent does not choose/wish to enroll their kids in this section have the credits be split evenly between Electives and PE. Also each school district has the option of opting out all together. A group of environmentalist, professional scientist and teachers shall meet once a year to create/develop/revise the Environmental Education Curriculum. Below are the listed classes to be offered in Environmental Education:

1: Abundance or Lack of Abundance in Natural Resources?: This class shall look at and explore various natural resources and their contributions to the World's population overtime. In addition it will examine key questions such as What are their benefits? How much pollution do Natural Resources actually bring to the population of the Earth? How to classify fossil fuels

verses clean natural resources.

2: Alternative Fuels: This class will consider, examine, explore, look at and review the various Alternative Forms being currently considered, developed & explored.

3: Carbon Emission: This class will define what Carbon Emissions are, how Carbon Emissions are legally classified and counted around the World and what the impacts of Carbon Emissions are economically, environmentally and long term global implications are.

4: Climate Change: This class will explore and studies the changes in climates and ecosystems over time.

5: Endangered Species & Preventing Existention: 6: Environmental Club: Both Membership and participation in the projects of the school's Environmental Club shall count as Environmental Education Credit.

6: Fossil Fuels: This class shall define what fossil fuels are, how long they will last, how and where various types of Fossil Fuels can be found/obtained, their benefits and the shelf life remaining before alternatives fuels must be found.

7: Fracking: This class will examine and explore the benefits, consequences and various methods of Fracking.

8: Garden Leaders: This class will be responsible for the upkeep of the school garden.

9: Gasoline and its Future: This class shall examine weekly average gas prices, the various gas station chains and policies of other countries. It will also examine if the current oil gas methods are sustainable.

10: Global Cooling: This class will study and explore the theories of Global Cooling.

11: Global Warming: This class will study and explore the theories of Global Warming.

12: Hydro Power: This class will discover the process that water power is made and turned into Electricity, the benefits it brings to society, the consequences of building damns and the disruption of natural habitats.

13: Solar Power: This class will study and learn what Solar Power is, the various ways in which the suns rays will be harvested, the cost and effectiveness of solar panels. This class will also explore the theory of the Solar Panel Car.

14: Wind Power: This class will study and learn what Wind Power is, the various ways in which wind can be gathered and turned into clean and renewable electricity, the cost savings and benefits of Wind Power, the economic impact it has on Oklahoma's economy and the dangers that wind turbines present to birds.

Finance: 1: Beginning Investments: This class will teach students basic investment terminology and introduce them to the various types of stock markets in addition to the location of major stock markets around the World.

2: Personal Finance: This class will teach students how to file personal income tax and take advantage of the services provided to them by their bank.

Gender Education: ALL CLASSES OFFERED AS GENDER EDUCATION CREDIT WILL REQUIRE PERMISSION OF THE PARENT FOR THE STUDENT TO ENROLL IN. IF THE PARENT OBJECTS THAN REPLACE GENDER EDUCATION CREDEIT WITH THAT MANY ADDITIONAL HUMANITIES CREDITS. ALSO INDIVUDUAL SCHOOL DISTRICTS MAY CHOOSE TO OPT OUT OF GENDER EDUCATION ALL TOGETHER & REPLACE IT WITH HUMANITIES CREDITS: Below

are the classes listed that count for Gender Education Credit.

- 1: Anatomy:** This class shall teach the anatomy of humans and animals.
- 2: Exploring Sexuality:** This class shall explore similarities and differences between the sexes.
- 3: Female Anatomy:** This class shall teach the anatomy of the female.
- 4: Male Anatomy:** This class shall teach the anatomy of the Male.
- 5: Modern Gender roles in the Family & Society:** This class shall teach about the equality for all men and women and what is expected of them in today's World.
- 6: Polyandry & Polygamy:** This class will teach the students about the history and wrong of taking multiple wives or husbands.
- 7: Traditional Gender Roles throughout the World:** This class will examine and explore the traditional roles of both men and women of multiple cultures and society throughout various historical time frames and periods.

Geography: 1: Cultural & Customs Geography: This class will explore the various customs of different modern day cultures throughout the World.

- 2: Language Geography:** This class will have students learn both the name of common languages and official government languages in each Country.
- 3: Physical Geography:** This class will focus on and have students be able to identify major geographical features and landmarks throughout the World.
- 4: Religious Geography:** This class will teach students the percentages of the population that practice various religions in multiple countries. In addition this class will also teach on the Religious tolerance customs, laws and playing out in practice of various countries.
- 5: World Geography:** This class is to be a combination of all Geography Classes offered. This class shall serve as the prerequisite to all other Geography Classes.

Government: ALL CLASSES OFFERED AS GOVERNMENT CREDIT ARE MANDATORY FOR THE SCHOOL DISTRICT TO OFFER. HOWEVER IF A PARENT OBJECTS THAN THE GOVERNMENT CREDIT(S) WILL BE REPLACED AS HISTORY CREDIT(S). Listed below are the Government Credit Classes.

- 1: Affidavit Filing:** This class will teach students what an affidavit is, the various types of affidavits, the reasons for filling out/filing affidavits and the consequences/possible ramifications.
- 2: Amendment Rights:** This class will teach students the Bill of Rights, the Amendments that came after, the purpose of an Article 5 State's Convention, and teach students how to apply and defend their US Constitutional Rights. In addition students will also learn the Oklahoma Bill of Rights.
- 3: Constitution:** This class will teach students about the entire US & Oklahoma constitution and all of their articles.
- 4: City/County Government:** This class will introduce students to the structure of their City and or County Government.
- 5: Election Cycle and Races:** This class will cover campaign history, bond elections, local elections and state elections in addition to explaining the Primary Process.
- 6: Independent/Third Political Parties:** This class will teach students the names, platforms and positions of Independent/Third Parties in America.
- 7: Judicial Process & Review:** This class will explain how the justice system works, the

implications of fines and various pleas in addition to the very basic concepts of case law.

8: Statutory Law: This class shall teach about city, county, state and federal statues in addition to the sections of titles for various legal issues.

History: 1: African History: This class shall teach about the History of the Continent of Africa.

2: American History: This class shall teach students about the History of America.

3: Asian History: This class shall teach students about the History of the Continent of Asia.

4: Australian History: This class shall teach students about the History of Australia.

5: History of Canada: This class shall teach students about the History of Canada.

6: European History: This class shall teach students about the History of Europe.

7: History of Mexico: This class shall teach students about the History of Mexico.

8: Native American History: This class shall teach students about the History of the Native Tribes throughout Central, South and North America.

9: History of South America: This class shall teach students the History of South America.

Humanities: 1: Beginning Philosophy: This class shall teach the basic concepts of Philosophy and the logic and reasoning for asking questions.

2: Beginning Psychology: This class shall teach the basic concepts of Psychology and explore basic functions of the brain and additions.

3: Beginning Sociology: This class shall teach the basic concepts of Sociology and explore basic functions of social interaction in various social groups. In addition it will also explore social interaction in society.

4: Study Abroad Trips: Individual students may partake in Study Abroad trips offered through their Jr. High/Middle School or partake in Study Abroad trips at their own expense with groups such as People to People Student Ambassadors to count as either Elective, History of Humanities Credits. Study Abroad trips will first apply as Humanities credits. If all Humanity Credits are already met, than apply to History Credits. If both History and Humanities Credits are already met than Study Abroad shall count as an Elective Credit.

Math: A MIX OF PRE ALGEBRA, PRE GEOMETRY & PRE STATISTICS SHALL BE TAUGHT AS MATH DURING THE ENTIRE TIME OF THE STUDENT. IF A STUDENT MASTERS ALL OF THIS AHEAD OF TIME AND GETS PERMISSION FROM BOTH THE JR. HIGH/MIDDLE SCHOOL ADMINISTRATION & THE HIGH SCHOOL ADMINSTRTATION IN THE DISTRICT, THE STUDENT MAY BE EXEMPT FROM THE REMAINING JR. HIGH/MIDDLE SCHOOL CREDITS REQUIREMENT AND REPLACE WITH ELECTIVES. THAT STUDENT SHALL THEN ENROLL IN HIGH SCHOOL MATH AND HAVE IT COUNT FOR HIGH SCHOOL CREDIT WHILE HAVING THAT FULFILL ELECTIVE CREDITS IN JR. HIGH/MIDDLE SCHOOL.

Music: 1: Band: This class will teach students how to play instruments with multiple people in order to create great musical masterpieces.

2: Cello: This class will teach students how to play the Cello.

- 2: Choir:** This class is for the musically gifted to come together and share their voices with the World.
- 4: Clarinet:** This class will teach students how to play the Clarinet.
- 5: Classical Music:** Students will listen to and learn how to recognize various types of classical music and composers by sound.
- 5: Contemporary Music:** Students will learn and compare the different styles and types of music.
- 6: Flute:** This class will teach students how to play the Flute.
- 7: Guitar:** This class will teach students to play both the Acoustic and Electrical Guitar.
- 8: Jazz:** This class will teach the history and sound of jazz.
- 9: Modern Music:** This class will examine the most popular artist of today.
- 10: Piano:** This class will teach students how to play the Piano.
- 11: Recorder:** This class will teach students how to play the Recorder.
- 12: Rock & Roll:** This class will help soothe the soul by teaching students the History of Rock & Roll.
- 13: Trumpet:** This class will teach students how to play the Trumpet.

PE: Students with Injuries and Physical Disabilities may replace PE Credits with Elective Credits. In addition any of the sports and marching band offered by the Jr. High/Middle School will count as PE Credit. If students in marching bands or sports have already met their PE Credits than it will Count as Elective Credit. Listed below are additional PE Credit classes to be offered in Jr. High/Middle School:

- 1: Aerobics:** This class will teach students aerobics.
- 2: Conditioning & Strength:** This class will be a combination of exercise, stretching and weight lifting.
- 3: CPR:** This class will teach students how to perform CPR.
- 4: Exercise:** This class will teach students about various stretches and forms of exercises.
- 4: Extreme Weight Loss: Parental & Doctor Approval Required:** This class is for students wishing to drop a lot of weight fast.
- 5: First Aid:** This class will teach students the basics of First Aid.
- 6: Fiscal Fitness:** This class will help students stay in shape.
- 7: Hall Monitor: Parent and School Administration Approval Required:** This class will let students patrol and monitor the halls to report suspicious activity to the school administration and ensure that kids missing class get to class.
- 8: Management of Weight:** This class will help students manage their current weight and safely help students both gain and lose weight to achieve their desired result.
- 9: Pilates:** This class will teach students Pilates.
- 10: Quidditch:** This class will teach students how to play Quidditch.
- 11: Running:** This class will have students do nothing but run and try to improve upon their personal best each time.
- 12: Weight Lifting:** This class will introduce students to the weight room and the purpose of various types of workout equipment.
- 13: Yoga:** This class will teach students how to do Yoga.

Science: PARENTS WHO OBJECT MAY HAVE THEIR KIDS EXEMPT FROM SCIENCE, HOWEVER THE HISTORY, HUMANITIES & MATH CREDITS WILL BE UPPED BY ONE EACH AND A 2ND DEAD/FOREIGN/NATIVE LANGUAGE WILL BE REQUIRED FOR THE STUDENT TO TAKE IN EXCHANGE FOR BEING EXEMPT FROM SCIENCE ONLY IF THE PARENT CAN SHOW IT VIOLATES THEIR FIRST AMENDMENT RIGHTS. Listed below are the following offered Science Courses for Science Credit. Among these options each individual Jr. High/Middle School District will have complete control on the order taken, prerequisites and when they are offered.

- 1: Astrology:** This class will teach students Astrology.
- 2: Astronomy:** This class will teach students Astronomy.
- 3: Beginning Biology:** This class will teach students about the basic concepts of Biology.
- 4: Beginning Chemistry:** This class will teach students the fundamentals of Chemistry.
- 5: Beginning Pathology:** This class will teach kids about the spread of various diseases. Completion of Beginning Biology is required as a prerequisite to enroll in/take Beginning Pathology.
- 6: Beginning Physical Science:** This class will teach students the basics in Physical Science.
- 7: Beginning Physics:** This class will teach students the basic concepts and foundations of Physics.

Spirituality: PARENTS WHO OBJECT MAY HAVE THEIR KIDS EXEMPT FROM THE SPIRITUALITY CREDITS AND REPLACED WITH ELECTIVE CREDITS. Listed below are the following Spirituality Course offerings for the Spirituality Credits:

- 1: Atheism:** This class will teach materialism and self above all else.
- 2: Buddhism:** This class will teach about the Mahayana (The Great Vehicle), Theravada (Way of the Elders), Vajrayana (Tibetan Dolly Lama) and Zen Buddhism. It will cover Nirvana, the 4 Noble Truths and the 8 Fold Path.
- 3: Christianity:** This class will teach students about the History of Christianity and the many different denominations.
- 4: Confucianism:** This class will teach students about traditional Chinese Society and the Analects, Sayings and Teachings of Confucius.
- 5: Hinduism:** This class will teach students about Mahatma Gandhi, the Rig Veda, the Upanishads, Atman, the all in one encompassing Brahman, the Bhagavad-Gita, samsara and Karma.
- 6: Ideology of Terrorism:** This class will teach about the evil and extreme views of terrorist organizations.
- 7: Islam:** This class will teach students about the Quran, the Sunni & Shias, Mohamad and traditional Islamic customs and traditions verses modern ones. It will also pinpoint the majority population of Islam in multiple countries throughout the World.
- 8: Jainism:** This class will teach students about Ahimsa, Asceticism, Tirthankaras (Salvation), Loka, an age lasting 21,000 years, the Five Great Vows, Shvetambaras (those whose garment is white) & Digambaras (those whose garment is the sky).
- 9: Judaism:** This class will learn about the Torah, Jewish traditions and customs while including

a fieldtrip to a Synagogue. In addition it will also teach the History of Israel.

10: North & South Native American Tribal Religions: This class will teach about the beliefs, culture, customs, religions and traditions of the Aztecs, Incas, Iroquois and the Oklahoma Tribes.

11: Shinto: This class will teach about the Way of Kami, the Creation Story, The Great Purification and its Celebration in December, and the various sects and shrines of Shinto in addition to lessons on Japanese Cultural and History.

12: Sikhism: This class will teach students about the peaceful nature of Sikhism. Students will also learn about the Adi Granth (most sacred text, equivalent to the Bible, Koran and Torah), its foundational roots in both Hinduism and Islam, the role of the Guru (Priest), the purpose of community kitchens, Gurdwara (Christian Church equivalent to Sikh worship) and the five K's.

13: Taoism: Students will learn about the Yin & Yang with the balance in both Nature & the World.

14: Zoroastrianism: Students will learn about Zarathustra, Ahura Mazada (Allah, God & Yahweh), the Gathas (Ancient Zoroastrianism Scripture), Avesta, Ethical Dualism, the Zoroastrianism concept of Good and Evil, God's two sons, the Holy Spirit and burial practices.

Stress Management: 1: Breath Control: This class will teach students various breathing methods.

2: Conflict Resolution: This class will teach students various ways to debate and resolve issues reasonably and logically

3: Coping Mechanisms: This class will teach students various ways to deal with stressful situations and the managing of homework.

4: Free Hour: This class may only be used once during the entire time of the student in Jr. High/Middle School and may only be applied to the first or last hour of the student's class schedule. This class may NOT be the same semester as a Study Hall or a Rest & Relaxation Class.

5: Meditation: This class will teach students various aspects and forms of meditation.

6: Rest & Relaxation: This class will have once a month field trips to places such as the park or retreat centers. Students will receive an excused absence for the day and be exempt from all work except test and reports which **MUST BE TURNED IN BEFORE THE STUDENT IS ALLOWED TO LEAVE ON THE TRIP.** This class may NOT BE TAKEN WHEN A STUDENT IS EITHER IN A STUDY HALL OR FREE HOUR.

7: Study Hall: This is one class a semester in which a student has a chance to read, nap(although not responsible for what other students draw on the face of the one taking the nap), check up on homework, do that days homework assignments in school instead of home, and or catch up on an assignment. Students with learning disabilities will be given first preference to enroll in this class.

Technology: 1: Intro to Computer Applications: This class will teach the basics of Computers.

2: Intro to Computer Programing: This class will teach the basic programing codes of the Computer.

3: Intro to Databases: This class will teach how to both navigate and create basic computer databases.

4: Film Editing and Development: This class will teach students how to edit film into clip and movie scenarios, while teaching camera angles and downloading.

5: Android vs Apple Products: This class will teach the differences between Android & Apple.

JR. HIGH/MIDDLE SCHOOL GRADUATION REQUIREMENTS FOR GRADES 6th-9th:

Category:	T6	T7	Block 8	Block 9	Block 10	Quarter	Tri
English:	4	4	4	4	4	4	4
Math:	4	4	4	4	4	4	4
Science:	3	4	4	4	4	4	4
History:	2	3	3	4	4	2	2
Art:	½	1	2	2	2	1	1
Community Service:	Out of school requirement	½	½	1	1	¼	1/6
D/F/N Languages:	4	4	4	4	4	4	4
Environmental Education:	½	½	1	1	1	¼	1/6
Finance:	½	½	1	1	1	¼	1/6
Geography:	½	1	1	2	2	¼	1/6
Gender Edu:	½	½	1	1	2	¼	1/6
Government:	½	½	1	2	2	¼	1/6
Humanities:	½	½	½	1	1	¼	1/6
Music:	½	½	1	1	2	1	1/6
PE:	½	1	1	1	3	1	1/6
Spirituality:	½	½	½	½	½	¼	1/6
Stress Management:	½	½	½	½	½	¼	1/6
Technology:	½	½	1	1	1	¼	1/6
Electives:	1	1	1	1	1	½	2
Total Credits:	24	28	32	36	40	24	24

JR. HIGH/MIDDLE SCHOOL GRADUATION REQUIRMENTS FOR 6th-8th & 7th-9th GRADE:

Category:	T6	T7	Block 8	Block 9	Block 10	Quarter	Tri
English:	3	3	3	3	3	3	3
Math:	3	3	3	3	3	3	3
Science:	3	3	3	3	3	3	3
History:	1	3	3	3	3	2	3
Art:	½	½	1	1	2	¼	3/6
Community Service:	Outside of School	Outside of school	½	1	1	Outside of School	Outside of School
D/F/N Languages	2	3	3	3	3	3	3
Environmental	½	½	½	½	1	¼	1/6

Education:							
Finance:	½	½	½	½	½	¼	1/6
Geography:	½	½	½	1	1	¼	1/6
Gender Edu:	½	½	½	½	½	¼	1/6
Government:	½	½	½	1	1	¼	1/6
Humanities:	½	½	½	1	1	¼	1/6
Music:	½	½	½	1	1	¼	1/6
PE:	½	½	1	1.5	2	¼	1/6
Spirituality:	½	½	½	1	1	¼	1/6
Stress Management:	½	½	½	½	½	¼	1/6
Technology:	½	½	1	1	1	½	1/6
Electives:	0	0	1	½	1.5	1	4/6
Total Credits:	18	21	24	27	30	18	18

JR. HIGH/MIDDLE SCHOOL GRADUATION REQUIREMENTS FOR 7th-8th GRADE:

Category:	T6	T7	Block 8	Block 9	Block 10	Quarter	Tri
English:	2	2	2	2	2	2	2
Math:	2	2	2	2	2	2	2
Science:	2	2	2	2	2	2	2
History:	1	1	2	2	2	2	2
Art:	½	½	½	½	½	¼	1/6
Community Service:	Outside of School	Outside of School	½	½	½	Outside of School	Outside of School
D/F/N Languages:	2	2	2	2	2	2	2
Environmental Education:	0	½	½	½	½	¼	1/6
Finance:	½	½	½	½	½	¼	1/6
Geography:	0	½	½	½	1	¼	1/6
Gender Edu:	0	0	0	½	½	0	1/6
Government:	½	½	½	½	½	¼	1/6
Humanities:	0	½	½	1	1	0	1/6
Music:	½	½	½	½	1	¼	1/6
PE:	½	½	½	1	1	¼	1/6
Spirituality:	0	½	½	½	1	0	1/6
Stress Management:	0	0	½	½	½	0	1/6
Technology:	½	½	½	½	1	¼	1/6
Electives:	0	0	0	½	½	0	0
Total Credits:	12	14	16	18	20	12	12

PARENTS RIGHTS OF JR. HIGH/MIDDLE SCHOOL STUDENTS:

The Child/Parent Relationship is special. The State of Oklahoma is happy and pleased to be teaching your children and thanks you for entrusting your Jr. High/Middle School with your kid. With that in mind it is the Goal of Oklahoma to maximize the learning potential of each and every student within the all Oklahoma Public Jr. High/Middle Schools. Keeping that in mind, it is not only important that the State educate the child, but also do it within a way that preserves religious liberties and freedoms of the student while pleasing the Parent at the same time. Below are the following rights of the parent:

1: Allowing the child to miss school for Religious Holidays, Sick days and events at Parent Discretion. State Funding will NO longer be tied to daily attendance. However it is the responsibility of the Student to make up any and all missing work in accordance with the late work policy set up by each individual teacher. The State is not responsible for Students receiving an F due to lack of attendance or failure to make up the work. It is the job of the parent to motivate their kids to learn and do the work assigned to them.

2: Each parent is entitled to a progress report during the following times: 20% mark, the 25% mark, the 50% mark, the 75% mark, the 90% mark and the final grade of pass/fail of each individual term regardless if that be a 6 week term(Tri), a 9 week term(Quarter) or a regular full semester. Upon request made by the parent, Teacher/Parent Conferences can be set up.

3: Each parent shall have the right on if their kid should be vaccinated or not.

4: Unless a Learning Disability and or medical problem related to the specific area or prevents from a specific area is presented, NO child shall be exempt from or have the required numbers of credits in that area be reduced in total number to obtain in the following areas: Art,

Dead/Foreign/Native Language, English, Finance, Geography, Government, History, Humanities, Math, PE, Stress Management & Technology.

5: Upon request of the Parent and a form signed by the Parent, Students may be exempt from Cooking, Environmental Education, Gender Education, Music, Science and Spirituality. Cooking will be replaced with Elective Credits. Environmental Education will be replaced with an increase in PE for the Student. Gender Education will be replaced with an increase in Elective Credits for the Student. Music will be replaced with an increase in Art for the Student. Science will be replaced with an increase in Math for the Student. Spirituality will result in an increase of both English and the Dead/Foreign/Native Language taught by the school district for the student. All Parents must complete and submit their request by the end of the first day of each session (quarter/semester/trimester) otherwise the child will remain enrolled in the particular subject through the end of that session. Exceptions may be made for transfer students and late enrollments.

6: Parents have the right to withhold their kids from School Concerts, Plays and non-Classroom events.

7: Parents have the right to withhold their kids from field trips, however the absence will not be excused unless extensive proof is show that it violates the religious freedoms and liberties protected by the 1st Amendment in the US Constitution by the US Bill of Rights for each Student.

SCHOOL DISTRICT RIGHTS OF JR. HIGH/MIDDLE SCHOOL'S:

In order for any Educational Body to be effective, it must contain a certain level of Local control over its content and curriculum. The Oklahoma Public School System is no different and that is why local control is important and why Oklahoma has over 500 school districts. However this proposal is disappointed in the drop from 600 School Districts in 1989 to 520 in the 2012-2013 School Year creating a long term goal of more centralized control. The complete state list and 98 page report is available at:

<http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Corrected%202012-13%20Annual%20Report.pdf>

Listed below are the following School District Rights for Jr. High/Middle School Students:

- 1: Each School District shall set its own class schedule as long as the minimum number of hours/days are met and easily attainable for the student.
- 2: Each School District shall set and control its own bus routes.
- 3: Each School District shall have 100% control over the firing and hiring of their teachers and Administration.
- 4: Each School District will have complete and 100% control over it's Apprenticeship/Internship Policies and Credit Awarding, Art course offerings, Cooking course offerings, Community Service Requirements for Jr. High/Middle School Graduation, Dead/Foreign/Native Language offerings/selective so long as they provide the minimum number stated earlier in this proposal, Elective offerings, its own English Reading List Requirements, Humanities Course Offerings,

Music Course Offerings, PE Offerings so long as competitive sports are offered as PE or Elective Credit, and Stress Management Offerings/Curriculum.

5: In reference to English course offerings NOT the reading list, Environmental Education, Gender Education, Geography, Government, History, Math, Science, Spirituality & Technology Curriculum, each individual School District in the Public Jr. Highs/Middle Schools of Oklahoma must defer to the Oklahoma Curriculum.

JR. HIGH/MIDDLE SCHOOL PTA RIGHTS:

Child success is dependent upon Parental Involvement. Most schools recognize that and as such have formed Parent Teacher Associations over the years or PTA for short. In MOST, NOT ALL cases when the Parent is involved with their child, the child learns both more and better. Listed below are the rights that belong to the PTA at each individual school:

1: Uniform Policy.

2: Lunch menu selection and working with the Chef.

3: Working with the teachers, state, other parents and the school district to organize field trips.

4: Working with the school and the school district to inform parents of all of their rights and responsibilities in regards to their kids attendance in public school.

5: To address the concerns of the parents to the School Administration, School District and the State of Oklahoma.

6: To organize fundraisers and host fun events.

7: To work with the Student Council and all other school clubs to achieve their goals, develop and implement projects and work on relations between parents, administration, faculty and the students.

RIGHTS OF JR. HIGH/MIDDLE SCHOOL TEACHERS:

In any classroom the most important part is the teacher. A good teacher can make a class enjoyable and a subject so fun that it comes alive to the student. A bad teacher can make a class unbearable and forever disinterest a student in a particular subject or field of study. Teachers are what any Good and True Learning Education System is built upon. Since children have many different learning styles and the purpose of this proposal is to celebrate diversity instead of uniformity, it is imperative now more than ever that teacher's be allowed maximum freedom in the Classroom to teach. Listed below are the rights of the teacher.

1: A minimum of \$45,000 a year as a Salary.

2: No Classroom bigger than 25 students in a class.

3: Within the required curriculum, teachers shall have complete freedom on the methods they use to teach the students the curriculum required by both the State of Oklahoma and the local school district.

4: All teachers shall receive a lunch break and have at least 2 planning/grading periods.

5: All Final Grades of Pass/Fail rest with the decision, discretion and recommendation of the teacher.

REQUIREMENTS FOR HOME SCHOOLED JR. HIGH/MIDDLE

SCHOOL STUDENTS TO BE CONSIDERED HIGH SCHOOL READY:

Apprenticeships/Internships: The State of Oklahoma shall have no requirements, monitor and interest in the Apprenticeships/Internships obtained or not obtained by students that are home schooled for any reason.

Art: The State of Oklahoma shall have no requirements on any and all types of art or the lack of art thereof of Home Schooled Jr. High/Middle School Students.

Community Service: The State of Oklahoma shall have no requirements or interest in the community/charity work of home schooled Jr. High/Middle School Students.

Cooking: The State of Oklahoma shall have no requirements or interest in the diet and culinary habits or instruction or lack thereof in Home Schooled Jr. High/Middle School Students.

Dead/Foreign/Native Languages: It shall be no business of the state other than requiring English proficiency which language(s) that parents teach their Home Schooled Jr. High/Middle School Students.

English: Students must be able to pass a test proving that they have an English reading proficiency level of 8th Grade or Higher. Students will have until the first day that they turn 16 years old to complete this test and have 3 attempts to pass. Failure of the student to pass the test in 3 separate attempts or failure to take this test by the time the student turns 16 will result in the parent losing home school privileges and have the child immediately enrolled in the highest Jr. High/Middle School Level of the school district in which they reside. There shall be no reading list requirements for home school students because the Home School Reading list is the decision of the parents.

Environmental Education: The State of Oklahoma shall have no regulations or requirements on the beliefs and philosophy on the environment of home schooled students being taught to them by their parents.

Finance: The State of Oklahoma shall have no requirements on Finance Education and teachings of Home School Students in Jr. High/Middle School.

Gender Education: The State of Oklahoma shall make no laws, restrictions, requirements or any equivalency test on home school students in Jr. High/Middle School & trust that the parent can do that job.

Geography: While intense Geography will be taught throughout all grade levels and is encouraged after the completion of the Third Grade exam to continue teaching the student in upper level Geography, the State of Oklahoma will put no further requirements after the home school students passed the third grade exam.

Government: The State of Oklahoma will have no requirements on Government for Home School Students in Jr. High/Middle School.

History: A group of History Majors (Masters & PHD's), Home School Leagues/Organizations, Home School Parents(Not Part of any Home School League/Organization), Law Makers and Teachers shall meet once every 10 years to develop and form a Home School History test in the following areas: American History, European History, Egyptian Greek & Roman Mythology, Native American Tribal History and South American History. Students shall have 3 attempts to pass the test from completion of the third grade tests until the day they turn 16. In order to pass students must make a 66% or higher on at least one of the three attempts. If the student either fails the test all 3 times or the parent does NOT have the Student take the test by the time the Student turns 16, than the student will be immediately placed in their local school district and taught in the highest grade of the Jr. High/Middle School of their District.

Humanities: The state of Oklahoma shall have no Humanities Requirements for Home Schooled Jr. High/Middle School Students.

Math: A group of Home School Leagues/Organizations, individual home school parents, Math Majors (Bachelors or Higher) and teachers shall meet once every 10 years to develop, make and revise a Math Test based on percentages, pre algebraic and geometric concepts and PEMDAS. All Home School Students in Oklahoma unless they are Math learning disabled or have an IQ below 80, shall be required to take this test after completion of the third grade home school math test and turning of age 15. Each student shall have 5 attempts and must score a minimum of 60% on one of the attempts in order to pass. Failure after 5 attempts or failure of the parent to arrange the test for the student will result in the student being enrolled in Jr. High/Middle School math in the School District in which they reside and loss of home school privilege for the parent.

Music: The State of Oklahoma shall have no Musical requirements or interest in the music selection or style of Home School Students in Jr. High/Middle School.

PE: The State of Oklahoma shall require proof of both enrollment and participation in a Gym, Sport, exercise program, dance lessons, AND OR intensive daily running/bicycling by the Student. In other words the student must be in good health and physically active. Failure to comply will result in an examination of the student by a doctor, a psych evaluation of the parent and a plan agreed upon by a State Social Worker and the parents of the child. Exceptions can be made by a doctors note. Unless a child is found in an extreme and severely bad state of being, this requirement shall not keep a child/student from being considered High School ready and parents will still maintain the right to continue home schooling their children.

Science: The State of Oklahoma shall make no Science requirements for home school students. However if a student is seeking any type of Education above the High School Level, its strongly encouraged that they check the desired Higher Education Institution and fulfill their requirements. Oklahoma isn't responsible for denial into a program because the parent didn't teach their kid science.

Spirituality: Oklahoma shall have no Spirituality requirements for Home School Students.

Stress Management: It is the responsibility of the parent to teach home school students in Jr. High/Middle School how to cope and deal with stress.

Technology: The State of Oklahoma shall have no Technology requirements or qualifications on Home School Students in Jr. High/Middle School.

PROTECTING THE RIGHTS OF PRIVATE SCHOOLS TO FREELY EDUCATE JR. HIGH/ MIDDLE SCHOOL STUDENTS:

Private Schools shall have 100% control of their curriculum and course offerings. In addition they shall be exempt from any and all State Testing requirements. Established organizations of faith, academy's and research foundations shall have the power to establish their own Jr. High's/Middle School's. School choice is important to a free market, powerful economy and diverse World. Long live the freedom and missions of Private Schools.

ACCOMIDATING JR. HIGH/MIDDLE SCHOOL STUDENTS WITH LEARNING DISABLITIES:

Learning disabilities with students in Jr. High/Middle School shall be taken on a case by case basis with recommendations made by the parents and the doctor that performed the testing. In addition the State and each individual school will do its best to accommodate each student while staying in compliance with all Curriculum Requirements and Federal & State Law.

INSURING LUNCH FOR JR. HIGH/MIDDLE SCHOOL STUDENTS WHO CAN'T AFFORD TO EAT:

The state of Oklahoma shall continue with its free and reduced lunch program in addition to sending the Regional Oklahoma Food Bank Backpacks home with disadvantaged students.

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INTRODUCTION TO HIGH SCHOOL:

The point and purpose of High School is to take the basic concepts and principles of the basic functions and base knowledge taught to/learned by the Student in Elementary and Jr.

High/Middle School. From those basic skills and base knowledge the student is supposed to develop independent thinking skills and explore theoretical areas in Higher learning while pursuing their dreams, interest and passions. This proposal will focus on exploring the interest of each and every individual student, because this proposal believes that when students are both engaged and interested in the subjects being taught to them, that true learning takes place. A teacher can dictate an assignment and assign as many as they want, however if the student is not interested it is a waste of time and will only turn the student away from learning.

While some homework and exposure to core subjects is necessary, not all students want or need to be engulfed in over the top STEM assignments that are unattainable for a large percentage of the students. This proposal understands differences in learning styles, students who grow up in a stable home with access to many benefits and privileges as compared to students, whose parents were High School dropouts, are drug junkies and or the parentless child growing up in the orphanage. The student's home life plays a major role in both final outcomes of education and what is expected of the student.

Later on in this proposal you will see a new High School Diploma Emphasis System introduced which will cover and expand on vast amounts of student interest areas. This in and of itself will make Oklahoma's High School Education System better and better engage student interest in the education system and learning process. This proposal will also focus on and show ways to pay for Oklahoma High School Students wishing to Study Abroad.

In the past Oklahoma High School Education has been a one size fits all curriculum. Then when Common Core, No Child Left Behind and Race to the Top came, those systems catered to the Elite and Academically Gifted students instead of the masses of general students who could not reach the goals set forth and struggled to Graduate. Proof of this is in America's recent drop in International Testing Scores with many other nations ahead of us. In addition Oklahoma has continually ranked in the bottom of Public School Education Ranking Systems of the 50 US States.

This Proposal also recognizes that not all students are going to college in addition to the benefits of hands on experience. Therefore the State of Oklahoma shall adopt apprenticeship and internship programs like Germany currently has and a combination of both the Conservative Party and Labor Party Proposals in the UK. In addition Oklahoma will expand its Cultural Exchange/Study Abroad Programs to expose students to the World, build strong future ties for businesses and export Oklahoma Culture and Values around the World.

This proposal will prepare High School Students for real life success and job readiness. It will prepare students to enter into lifelong journeys and careers instead of dead end jobs. It will offer a wide range and diverse curriculum that caters to students instead of an ideology of one size fits all education. From the failed attempts of Common Core, No Child Left Behind & Race to the Tops that tried to put kids into a box from constant and over the top testing, this proposal (SLEECOS) will bring Common Sense back into Education, teach Students to Think Outside the Box and Let Student Freedom Ring in today's Modern World and High School Classroom. This will prepare students for the Life they want instead of the envisioned life of out of touch Washington DC & Federal Bureaucrats who implement and force nothing but failed programs on Oklahoma Students, while robbing teacher freedom.

EXAMPLE PROPOSED HIGH SCHOOL CLASS SCHEDULES:**T6: 9th-12th: 1st Semester****9th****2nd Semester**

1: Class 1
 2: Class 2
 3: Class 3
 4: Class 4
 5: Class 5
 6: Class 6

Class 1
 Class 2
 Class 3
 Class 4
 Class 5
 Class 6.

1st Semester**10th****2nd Semester**

1: Class 1
 2: Class 2
 3: Class 3
 4: Class 4
 5: Class 5
 6: Class 6

Class 1
 Class 2
 Class 3
 Class 4
 Class 5
 Class 6.

1st Semester**11th****2nd Semester**

1: Class 1
 2: Class 2
 3: Class 3
 4: Class 4
 5: Class 5
 6: Class 6

Class 1
 Class 2
 Class 3
 Class 4
 Class 5
 Class 6.

1st Semester**12th****2nd Semester**

1: Class 1
 2: Class 2
 3: Class 3
 4: Class 4
 5: Class 5
 6: Class 6

Class 1
 Class 2
 Class 3
 Class 4
 Class 5
 Class 6.

T6: 10th-12th: 1st Semester**10th****2nd Semester**

1: Class 1
 2: Class 2

Class 1
 Class 2

3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.

1st Semester**11th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.

1st Semester**12th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.

T7: 9th-12th: 1st Semester**9th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.
7:	Class 7.		Class 7.

1st Semester**10th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6
7:	Class 7.		Class 7.

1st Semester**11th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6
7:	Class 7		Class 7.

1st Semester**12th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6
7:	Class 7		Class 7.

T7: 10th-12th: 1st Semester**10th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6
7:	Class 7		Class 7.

1st Semester**11th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4
5:	Class 5		Class 5
6:	Class 6		Class 6.
7:	Class 7		Class 7.

1st Semester**12th****2nd Semester**

1:	Class 1		Class 1
2:	Class 2		Class 2
3:	Class 3		Class 3
4:	Class 4		Class 4

5: Class 5
6: Class 6
7: Class 7

Class 5
Class 6.
Class 7.

BLOCK 8: 9th-12th 1st Semester 9th

2nd Semester

1: Class 1 (A Day)
2: Class 2 (A Day)
3: Class 3 (A Day)
4: Class 4 (A Day)
5: Class 5 (B Day)
6: Class 6 (B Day)
7: Class 7 (B Day)
8: Class 8 (B Day)

Class 1 (A Day)
Class 2 (A Day)
Class 3 (A Day)
Class 4 (A Day)
Class 5 (B Day)
Class 6 (B Day)
Class 7 (B Day)
Class 8 (B Day)

1st Semester

10th

2nd Semester

1: Class 1 (A Day)
2: Class 2 (A Day)
3: Class 3 (A Day)
4: Class 4 (A Day)
5: Class 5 (B Day)
6: Class 6 (B Day)
7: Class 7 (B Day)
8: Class 8 (B Day)

Class 1 (A Day)
Class 2 (A Day)
Class 3 (A Day)
Class 4 (A Day)
Class 5 (B Day)
Class 6 (B Day)
Class 7 (B Day)
Class 8 (B Day)

1st Semester

11th

2nd Semester

1: Class 1 (A Day)
2: Class 2 (A Day)
3: Class 3 (A Day)
4: Class 4 (A Day)
5: Class 5 (B Day)
6: Class 6 (B Day)
7: Class 7 (B Day)
8: Class 8 (B Day)

Class 1 (A Day)
Class 2 (A Day)
Class 3 (A Day)
Class 4 (A Day)
Class 5 (B Day)
Class 6 (B Day)
Class 7 (B Day)
Class 8 (B Day)

1st Semester

12th

2nd Semester

1: Class 1 (A Day)
2: Class 2 (A Day)
3: Class 3 (A Day)
4: Class 4 (A Day)
5: Class 5 (B Day)
6: Class 6 (B Day)

Class 1 (A Day)
Class 2 (A Day)
Class 3 (A Day)
Class 4 (A Day)
Class 5 (B Day)
Class 6 (B Day)

7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

BLOCK 8: 10th-12th 1st Semester 10th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

1st Semester 11th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

1st Semester 12th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)

BLOCK 9: 9th-12th: 1st Semester 9th 2nd Semester

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (B Day)	Class 4 (B Day)
5:	Class 5 (B Day)	Class 5 (B Day)
6:	Class 6 (B Day)	Class 6 (B Day)

7:	Class 7 (C Day)		Class 7 (C Day)
8:	Class 8 (C Day)		Class 8 (C Day)
9:	Class 9 (C Day)		Class 9 (C Day)
	1st Semester	10th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (B Day)		Class 4 (B Day)
5:	Class 5 (B Day)		Class 5 (B Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (C Day)		Class 7 (C Day)
8:	Class 8 (C Day)		Class 8 (C Day)
9:	Class 9 (C Day)		Class 9 (C Day)
	1st Semester	11th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (B Day)		Class 4 (B Day)
5:	Class 5 (B Day)		Class 5 (B Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (C Day)		Class 7 (C Day)
8:	Class 8 (C Day)		Class 8 (C Day)
9:	Class 9 (C Day)		Class 9 (C Day)
	1st Semester	12th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (B Day)		Class 4 (B Day)
5:	Class 5 (B Day)		Class 5 (B Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (C Day)		Class 7 (C Day)
8:	Class 8 (C Day)		Class 8 (C Day)
9:	Class 9 (C Day)		Class 9 (C Day)
BLOCK 9: 10th-12th:	1st Semester	10th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (B Day)		Class 4 (B Day)
5:	Class 5 (B Day)		Class 5 (B Day)
6:	Class 6 (B Day)		Class 6 (B Day)

7:	Class 7 (C Day)	Class 7 (C Day)
8:	Class 8 (C Day)	Class 8 (C Day)
9:	Class 9 (C Day)	Class 9 (C Day)

	1st Semester	11th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (B Day)		Class 4 (B Day)
5:	Class 5 (B Day)		Class 5 (B Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (C Day)		Class 7 (C Day)
8:	Class 8 (C Day)		Class 8 (C Day)
9:	Class 9 (C Day)		Class 9 (C Day)

	1st Semester	12th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (B Day)		Class 4 (B Day)
5:	Class 5 (B Day)		Class 5 (B Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (C Day)		Class 7 (C Day)
8:	Class 8 (C Day)		Class 8 (C Day)
9:	Class 9 (C Day)		Class 9 (C Day)

BLOCK 10: 9th-12th:	1st Semester	9th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (A Day)		Class 4 (A Day)
5:	Class 5 (A Day)		Class 5 (A Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (B Day)		Class 7 (B Day)
8:	Class 8 (B Day)		Class 8 (B Day)
9:	Class 9 (B Day)		Class 9 (B Day)
10:	Class 10 (B Day)		Class 10 (B Day)

	1st Semester	10th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)

4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

1st Semester**11th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

1st Semester**12th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

BLOCK 10: 10th-12th: 1st Semester**10th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

1st Semester**11th****2nd Semester**

1:	Class 1 (A Day)	Class 1 (A Day)
2:	Class 2 (A Day)	Class 2 (A Day)
3:	Class 3 (A Day)	Class 3 (A Day)
4:	Class 4 (A Day)	Class 4 (A Day)
5:	Class 5 (A Day)	Class 5 (A Day)
6:	Class 6 (B Day)	Class 6 (B Day)
7:	Class 7 (B Day)	Class 7 (B Day)
8:	Class 8 (B Day)	Class 8 (B Day)
9:	Class 9 (B Day)	Class 9 (B Day)
10:	Class 10 (B Day)	Class 10 (B Day)

	1st Semester	12th	2nd Semester
1:	Class 1 (A Day)		Class 1 (A Day)
2:	Class 2 (A Day)		Class 2 (A Day)
3:	Class 3 (A Day)		Class 3 (A Day)
4:	Class 4 (A Day)		Class 4 (A Day)
5:	Class 5 (A Day)		Class 5 (A Day)
6:	Class 6 (B Day)		Class 6 (B Day)
7:	Class 7 (B Day)		Class 7 (B Day)
8:	Class 8 (B Day)		Class 8 (B Day)
9:	Class 9 (B Day)		Class 9 (B Day)
10:	Class 10 (B Day)		Class 10 (B Day)

Quarter: 9th-12th	1st Semester	9th	2nd Semester
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Nine Weeks
1: Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

1st Semester	2nd Semester	10th	2nd Semester
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Nine Weeks
1: Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

1st Semester		11th		2nd Semester	
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks	4th 9 Nine Weeks	
1: Class 1	Class 1	Class 1	Class 1	Class 1	
2: Class 2	Class 2	Class 2	Class 2	Class 2	
3: Class 3	Class 3	Class 3	Class 3	Class 3	
4: Class 4	Class 4	Class 4	Class 4	Class 4	
5: Class 5	Class 5	Class 5	Class 5	Class 5	
6: Class 6	Class 6	Class 6	Class 6	Class 6.	

1st Semester		12th		2nd Semester	
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks	4th 9 Nine Weeks	
1: Class 1	Class 1	Class 1	Class 1	Class 1	
2: Class 2	Class 2	Class 2	Class 2	Class 2	
3: Class 3	Class 3	Class 3	Class 3	Class 3	
4: Class 4	Class 4	Class 4	Class 4	Class 4	
5: Class 5	Class 5	Class 5	Class 5	Class 5	
6: Class 6	Class 6	Class 6	Class 6	Class 6.	

Quarter: 10th-12th		1st Semester		10th		2nd Semester	
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks	3rd 9 Weeks		4th 9 Nine Weeks	
1: Class 1	Class 1	Class 1	Class 1	Class 1		Class 1	
2: Class 2	Class 2	Class 2	Class 2	Class 2		Class 2	
3: Class 3	Class 3	Class 3	Class 3	Class 3		Class 3	
4: Class 4	Class 4	Class 4	Class 4	Class 4		Class 4	
5: Class 5	Class 5	Class 5	Class 5	Class 5		Class 5	
6: Class 6	Class 6	Class 6	Class 6	Class 6		Class 6.	

1st Semester		11th		2nd Semester	
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks	4th 9 Nine Weeks	
1: Class 1	Class 1	Class 1	Class 1	Class 1	
2: Class 2	Class 2	Class 2	Class 2	Class 2	
3: Class 3	Class 3	Class 3	Class 3	Class 3	
4: Class 4	Class 4	Class 4	Class 4	Class 4	
5: Class 5	Class 5	Class 5	Class 5	Class 5	
6: Class 6	Class 6	Class 6	Class 6	Class 6.	

1st Semester		12th		2nd Semester	
1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks	4th 9 Nine Weeks	
1: Class 1	Class 1	Class 1	Class 1	Class 1	
2: Class 2	Class 2	Class 2	Class 2	Class 2	
3: Class 3	Class 3	Class 3	Class 3	Class 3	
4: Class 4	Class 4	Class 4	Class 4	Class 4	

5: Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6.

TRI: 9th-12th			9th		
1st Semester			2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks	1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6	Class 6	Class 6.

1st Semester			10th		
1st Semester			2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks	1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6	Class 6	Class 6.

1st Semester			11th		
1st Semester			2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks	1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6	Class 6	Class 6.

1st Semester			12th		
1st Semester			2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks	1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6	Class 6	Class 6.

TRI: 10th-12th			10th		
1st Semester			2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks	1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks

1: Class 1	Class 1	Class 1	Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2	Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3	Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4	Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5	Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6	Class 6	Class 6	Class 6.

1st Semester			11th	2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks		1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1		Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2		Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3		Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4		Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5		Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6		Class 6	Class 6	Class 6.

	1st Semester		12th	2nd Semester		
1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks		1st 6 Weeks	2nd 6 Weeks	3rd 6 Weeks
1: Class 1	Class 1	Class 1		Class 1	Class 1	Class 1
2: Class 2	Class 2	Class 2		Class 2	Class 2	Class 2
3: Class 3	Class 3	Class 3		Class 3	Class 3	Class 3
4: Class 4	Class 4	Class 4		Class 4	Class 4	Class 4
5: Class 5	Class 5	Class 5		Class 5	Class 5	Class 5
6: Class 6	Class 6	Class 6		Class 6	Class 6	Class 6.

HIGH SCHOOL SUGGESTED EXAMPLE

CURRICULUM COURSE OFFERING GUIDE:

Accounting: 1-4: Accounting I, II, III & IV: This class will teach students the beginning, intermediate, upper level and advanced theories of Accounting.

5: Federal & State Income Tax Auditing: This class will teach students how to read through reports and budgets from various government agencies.

6: Professional Book Keeping: This class will teach students how businesses organize their books, count stock and inventory, count losses and profits.

7: Personal Income Tax: This class will teach students the various forms of income tax and when to fill them out to be in compliance with both State & Federal Income Tax.

AGRICULTURE: TO BE DEVELOPED BY FARMERS & RANCHERS.

Apprenticeships: Students who have a chance to lead or participate in an incredible outside of school opportunity that the school is not able to offer, or receive direct training from a mentor in the field may petition their schools administration and have it apply as Elective Credit. In order for this to occur the student must be at least 15 years of age, say an oath and sign a form that it is done by their own free will, it requires approval of the person they will be learning from/working for, approval of the school administration, the office of the District Superintendent of the school district of the student and the approval of the parent(s)/legal guardian(s) of the student.

Art: 1: Beginning Art in History: This class will be a basic introduction to Art throughout various Historical time periods.

2: Contemporary Art History: This class is a basic introductory course to the different styles of Art.

3: Modern Art: This class will study the modern art movements.

4: Black & White Drawings/Paintings: This class will cover and teach how to add detail into Black and White.

4-5: Decoration and Design I & II: These Classes will teach students how to decorate and design rooms.

6-9: Drawing I, II, III & IV: These classes will cover and teach the various areas of Drawing.

10-13: Finger Painting I, II, III & IV: These classes will teach the various forms and types of finger painting.

14: Museum Art Collections around the World: This class will teach students the importance of museums, examine famous collections of museums around the World and take a field trip to all Oklahoma Art Museums to view their collections.

15-18: Photography I, II, III & IV: These classes will teach the importance of photos in life, the advantages and disadvantages of different angles and lenses and touch up in addition to traditional film development.

19: Religious Art: This class will explore and teach the use of Art in Religion throughout

History. In addition it will explore the architecture and painting of major World Religions Headquarter Buildings/Holy Sites.

20-23: Water Color I, II, III & IV: These classes will teach students how to paint with Water Colors.

Business: 1: Business Ethics: This class will teach students about the ethical and moral implications and dilemmas faced in today's modern Business World.

2: Business Law: This class will teach students about Federal, International and State Laws and Regulations on Businesses today.

3: Entrepreneurship: This class will teach students what it takes to start various types of businesses.

4: Intro to Business: This class will teach students about the basic concepts and principles of businesses.

5: Global Business Education: This class will teach students about the benefits and challenges of doing business abroad.

6: Professional Basics: This class will introduce students to business professionalism and meeting protocols.

COLLEGE PREP: 1: College Entrance Exams: This class will help students prepare and study for the specific requirements of the College that they are interested in. This class can only be taken between the last session of Sophomore Year and the first session of Senior year.

2: College Field Trips: This class will take students on a tour of the following 11 Colleges: 1: Local Community Colleges in the area of the School. 2: OBU. 3: OKCU. 4: OCU. 5: Oklahoma Wesleyan. 6: ORU. 7: OSU. 8: OU. 9: St. Gregory's. 10: Tulsa & 11: UCO. In addition it will help students wishing to look at US Universities outside of Oklahoma set up visits and look at Admission Requirements. However other than the field trips in Oklahoma specifically mentioned in this section, all other field trips including all out of State and out of the US Field Trips are at the expense of the Students and their parents.

3: College Interview Prep: This class will help students get and prepare for Interviews with various colleges.

4: College Prep: This class will be a general combination introduction to the college process in general and be required to take and complete before a student can enroll in any other College Prep Courses in this section.

5: Concurrent Enrollment.

6: Designing a Dorm Room on a Budget: This class will teach students how to have the coolest looking dorm room without spending very much money.

6: Goal Setting and Planning for College: This class will teach students how to set and achieve goals in colleges while being able to seek out the opportunities that the student wants in her/his life.

7: International Colleges: This class will be for students who are interested in Studying Abroad at any College outside of the US. It will help them understand Foreign Application Process and Admission Requirements and Student Visa Applications, Processes & Procedures.

Community Service: Each High School shall set up its own Community Service Policy.

Cooking: 1: Appetizers: This class will teach students how to make various types of Appetizers.

2: Deserts: This class will teach students how to make deserts.

3: European Cooking: This class will introduce students to the various types of food in many different European Cultures and Countries. In addition it will teach students how to make big main signature dishes from each country.

4: French Cooking: This class will introduce students to the types of foods in France and teach students how to cook French dishes.

5: International Cuisine: This class will introduce students to the various types of food from all around the World.

6: Italian Cuisine: This class will introduce students to the different regions and types of cooking in Italy. In addition it will teach students how to bake traditional and famous Italian dishes.

7: Junk Food and its Consequences: This class will teach the calorie counts of fast food, the long term consequences and present students with Health Alternatives.

8: Latin American Cuisine: This class will teach students the traditions and history of Latin American Food in addition to teaching students how to cook both famous and traditional Latin American dishes while comparing and contrasting the styles of cooking throughout Central and South America.

9: Meat Management: This class will teach students about the various types of meats and how to prepare them.

10: Mediterranean Cuisine: This class will teach students about the Mediterranean diet and lifestyle.

11: Russian Cooking: This class will teach students about the various types of Russian Cuisine. In addition it will teach students how to bake traditional and famous Russian dishes.

12: Spanish Cooking: This class will teach students the cultural cuisine and dishes of Spain.

13: Vegetarian Lifestyle and Cuisine: This class will teach students what Vegetarians are, their life style choices and diet, in addition to teaching students how to prepare Vegetarian Dishes.

Dance: Before the options are listed below for dancing in High School all dancing courses shall count as either Elective or PE Credit. Also a student who enrolls and shows completion of private dance lessons outside of school may petition their school administration and have it count as Elective Credit. In order to enroll in any and all dancing courses, the student must have signed permission by the parents:

1: Ballroom Dancing: This course shall teach the basics of ballroom dancing.

2: Cha-Cha Slide: This course shall teach students to become Masters at doing the Cha-Cha Slide.

3: Dance: This class shall teach various styles and forms of dancing throughout History.

4: Salsa: This class shall teach students how to do the Salsa.

5: Tango: This class shall teach students how to do the Tango.

6: Trick Dancing: This class shall teach students how to do cartwheel, flips & spin moves while dancing.

Dead/Foreign/Native Language: Students that have documented learning disabilities may be exempt from this portion and have their Dead/Foreign/Native Language Credit become Elective Credits instead. Each School District must offer AT LEAST TWO Dead Language such as Ancient Greek, Ancient Hebrew and Latin, FOUR MODERN LANGUAGES such as Arabic, French, Greek, Hebrew, Italian, Polish, Russian, Spanish and Turkish & AT LEAST TWO Native Language such as Cherokee or Choctaw. The School District will have 100% Control

over the Languages they offer so long as they meet the minimum number required. Among those options the Students shall have 100% Complete Control over which Language they choose. Students wishing to pursue more than one Language may use their Elective Credits to do so.

Economics: 1: Applied Economics: This class will teach students about practical everyday home economics.

2: African Markets: This class will teach students about both the economies of Africa and investment opportunities in African Stock Markets.

3: Asian Markets: This class will teach students about both the economy structures of Asia and investment opportunities in Asian Markets.

4: Beginning Macroeconomics: This class will teach students about Macroeconomics.

5: Beginning Microeconomics: This class will teach students about Microeconomics.

6: Brazilian Businesses and Markets: This class will teach students about doing Business in Brazil.

7: Comparing & Contrasting Economic Systems: This class will have students compare and contrast the various types of Economic Systems around the World.

8: European Markets: This class will teach students about both the economic structures of Europe and investment opportunities in Europe.

9: Internet Commerce: This class will teach students about doing business online.

10: Middle Eastern Economies: This class will teach the economic history, the political history and the modern day economic structure in Middle Eastern Countries.

11: South American Markets: This class will teach students about the diverse economies of and the investment opportunities in South American Markets.

Electives: Each School shall 100% total control and freedom over any and all of its Elective Course Offerings. Also for students who get into advanced Leadership Programs such as YLX and or Study Abroad through Programs such as People to People Student Ambassadors may have those programs count for Elective Credit as well.

English: With the following classes listed below each High School shall develop its own order for the taking of the classes and which ones should be required within that Curriculum in order to have the students fulfill all English Credits required. In addition each individual school district shall develop its own Reading list which may be required in addition to the classes, be a part of the classes and or have its own special semester class in which the purpose is only reading the books. A group of educators, English Majors (Bachelors or Higher), Local and State Law Makers, Literature Majors (Bachelors or Higher), parents from that school district, school administrators from that school district and teachers teaching within the High School of that School District shall meet once every 5 years to create, develop and revise the required reading list. Below are the recommended English Credit Classes:

1: American Literature: This Class will introduce students to the works and classics of American Authors in addition to books that have had a major impact on American Culture and Society.

2: Asian Literature: This class is meant to introduce the various aspects of Asian Literature to the students.

3: British/Northern Ireland/Scottish/UK/Whales Literature: This course shall introduce students to the History of the UK and its diverse people. It will focus on books that take place in, are about and or written by Authors from the UK or the various regions throughout History.

4: Classic Literature: This course shall focus on famous and major books written throughout History.

5: Commas: This class will focus on the strict use of Commas and when it is appropriate to use them in various types of sentences.

6: Debate: Competitive debate shall count as either an English Class Credit or an Elective Credit depending on the Curriculum adopted/developed/set by each individual Jr. High/Middle School District.

7: Dialects/Jargons: This class shall focus on the local dialects of various English speaking Countries and Regions of the USA. In addition it will focus on accents and pronunciations. This course will also focus on internal jargon language of various professions.

8-11: English I, II, III & IV: These classes will teach students the basic principles and functions of English as stated in each School District English Curriculum Guide.

12: Fiction Literature: This class will focus on fictional stories and apply various concepts to real life.

13: Historical Fiction: This class will focus on stories of characters based in or around the time of major historical events/eras.

14: Literature of Love/Romance Novels: This class will explore and review the many different types of attraction and love in its many various forms.

15: Mystery Novels: This class will read many different mystery novels, work on logical and critical thinking and explore the various ways that the characters could have done better in either uncovering the mystery or not being caught.

16: Science Fiction: This class shall discuss, explore and read various science fiction novels.

17: Speed Reading: This class shall focus on improving a students reading ability.

Environmental Education: ALL COURSES IN THIS SECTION REQUIRE PARENTAL APPTOVAL TO ENROLL IN: If a parent does not choose/wish to enroll their kids in this section have the credits be split evenly between Electives and PE. Also each school district has the option of opting out of this Requirement all together. A group of environmentalist, professional scientist and teachers shall meet once a year to create/develop/revise the Environmental Education Curriculum. Below are the listed classes to be offered in Environmental Education:

1: Abundance or Lack of Abundance in Natural Resources?: This class shall look at and explore various natural resources and their contributions to the World's population overtime. In addition it will examine key questions such as What are their benefits? How much pollution do Natural Resources actually bring to the population of the Earth? How to classify fossil fuels verses clean natural resources.

2: Alternative Fuels: This class will consider, examine, explore, look at and review the various Alternative Forms being currently considered, developed & explored.

3: Carbon Emission: This class will define what Carbon Emissions are, how Carbon Emissions are legally classified and counted around the World and what the impacts of Carbon Emissions are economically, environmentally and long term global implications are.

4: Climate Change: This class will explore and studies the changes in climates and ecosystems over time.

5: Endangered Species & Preventing Existention:

6: Environmental Club: Both Membership and participation in the projects of the school's Environmental Club shall count as Environmental Education Credit.

7: Fossil Fuels: This class shall define what fossil fuels are, how long they will last, how and where various types of Fossil Fuels can be found/obtained, their benefits and the shelf life remaining before alternatives fuels must be found.

8: Fracking: This class will examine and explore the benefits, consequences and various methods of Fracking.

9: Garden Leaders: This class will be responsible for the upkeep of the school garden.

10: Gasoline and its Future: This class shall examine weekly average gas prices, the various gas station chains and policies of other countries. It will also examine if the current oil gas methods are sustainable.

11: Global Cooling: This class will study and explore the theories of Global Cooling.

12: Global Warming: This class will study and explore the theories of Global Warming.

13: Hydro Power: This class will discover the process that water power is made and turned into Electricity, the benefits it brings to society, the consequences of building dams and the disruption of natural habitats.

14: Solar Power: This class will study and learn what Solar Power is, the various ways in which the sun's rays will be harvested, the cost and effectiveness of solar panels. This class will also explore the theory of the Solar Panel Car.

15: Wind Power: This class will study and learn what Wind Power is, the various ways in which wind can be gathered and turned into clean and renewable electricity, the cost savings and benefits of Wind Power, the economic impact it has on Oklahoma's economy and the dangers that wind turbines present to birds.

Finance: 1: Beginning Investments: This class will teach students basic investment terminology and introduce them to the various types of stock markets in addition to the location of major stock markets around the World.

2: Financial Philosophies of Dave Ramsey & Suze Orman: This class will teach students the financial difference and similarities between Dave Ramsey and Suze Orman in addition to both philosophies on wealth attainment and management.

3: Personal Finance: This class will teach students how to file personal income tax and take advantage of the services provided to them by their bank.

Gender Education: ALL CLASSES OFFERED AS GENDER EDUCATION CREDIT WILL REQUIRE PERMISSION OF THE PARENT FOR THE STUDENT TO ENROLL IN. IF THE PARENT OBJECTS THAN REPLACE GENDER EDUCATION CREDIT WITH THAT MANY ADDITIONAL HUMANITIES CREDITS. ALSO INDIVIDUAL SCHOOL DISTRICTS MAY CHOOSE TO OPT OUT OF GENDER EDUCATION ALL TOGETHER & REPLACE IT WITH HUMANITIES CREDITS: Below

are the classes listed that count for Gender Education Credit.

1: Anatomy: This class shall teach the anatomy of humans and animals.

2: Exploring Sexuality: This class shall explore similarities and differences between the sexes.

3: Female Anatomy: This class shall teach the anatomy of the female.

4: Male Anatomy: This class shall teach the anatomy of the Male.

5: Modern Gender roles in the Family & Society: This class shall teach about the equality for all men and women and what is expected of them in today's World.

6: Polyandry & Polygamy: This class will teach the students about the history and wrong of

taking multiple wives or husbands.

7: Safe Sex: Must be 16 or older to enroll. If between ages 16 & 18 Parental Approval is Required: This class will teach students various prevention methods.

8: Traditional Gender Roles throughout the World: This class will examine and explore the traditional roles of both men and women of multiple cultures and society throughout various historical time frames and periods.

9: Truth about Parenting: This class will teach students the real life struggles of raising and providing for kids, the time commitments it takes, the social life it deprives one of and the stress involved with it.

Geography: 1: Cultural & Customs Geography: This class will explore the various customs of different modern day cultures throughout the World.

2: Language Geography: This class will have students learn both the name of common languages and official government languages in each Country.

3: Physical Geography: This class will focus on and have students be able to identify major geographical features and landmarks throughout the World.

4: Religious Geography: This class will teach students the percentages of the population that practice various religions in multiple countries. In addition this class will also teach on the Religious tolerance customs, laws and playing out in practice of various countries.

5: World Geography: This class is to be a combination of all Geography Classes offered. This class shall serve as the prerequisite to all other Geography Classes.

Government: ALL CLASSES OFFERED AS GOVERNMENT CREDIT ARE MANDATORY FOR THE SCHOOL DISTRICT TO OFFER. HOWEVER IF A PARENT OBJECTS THAN THE GOVERNMENT CREDIT(S) WILL BE REPLACED AS HISTORY CREDIT(S). Listed below are the Government Credit Classes.

1: Affidavit Filing: This class will teach students what an affidavit is, the various types of affidavits, the reasons for filling out/filing affidavits and the consequences/possible ramifications.

2: Amendment Rights: This class will teach students the Bill of Rights, the Amendments that came after, the purpose of an Article 5 State's Convention, and teach students how to apply and defend their US Constitutional Rights. In addition students will also learn the Oklahoma Bill of Rights.

3: American Federal Government: This class shall teach students about the various government agencies, federal laws, federal courts and federal regulations.

4: Arab League: This class will teach students about the Arab League and the importance of its role in the Middle East.

5: Constitution: This class will teach students about the entire US & Oklahoma constitution and all of their articles.

6: City/County Government: This class will introduce students to the structure of their City and or County Government.

7: Election Cycle and Races: This class will cover campaign history, bond elections, local elections and state elections in addition to explaining the Primary Process.

8: European Union: This Class will teach students about the European Union and its role in both Europe and throughout the World. **6: Independent/Third Political Parties:** This class will

teach students the names, platforms and positions of Independent/Third Parties in America.

9: Federal & State Budget Review: Senator Coburns Waste Book Will Be Required Reading. This class will teach students to read and review both the Federal and State Budget while at the same time having students develop their own.

10: Judicial Process & Review: This class will explain how the justice system works, the implications of fines and various pleas in addition to the very basic concepts of case law.

11: NATO: This class will teach students the importance and role of NATO in the World today.

12: NAFTA: This class will teach students about the trade deals arranged through NAFTA.

13: Oklahoma Page Program: For Students in the Oklahoma Page Program at the Oklahoma State Capitol this will count as 1 full Government credit.

14: Statutory Law: This class shall teach about city, county, state and federal statues in addition to the sections of titles for various legal issues.

15: UK Politics: This class will teach students about the History of the UK and the History of each of its nation that formed in addition to teaching students the British House of Commons & Lords. Required Sunday Night watching of the Prime Ministers Questions as a rerun from Wednesday will be required.

16: US CONGRESS HIGH SCHOOL INTERNSHIP: For High School students who wish to spend a Fall or Spring Semester in Washington DC as an US Congress Intern, this class will count as 1 full Government Credit, 1 Full Elective Credit, 1 full Internship Credit, 1 full Humanities Credit and 1 full History Credit for a total of 5 Credits.

History: 1: African History: This class shall teach about the History of the Continent of Africa.

2: American History: This class shall teach students about the History of America.

3: Asian History: This class shall teach students about the History of the Continent of Asia.

4: Australian History: This class shall teach students about the History of Australia.

5: Canadian History: This class shall teach students about the History of Canada.

6: Cathedral History: This class will teach students about the History and various types of all religious Cathedrals all around the World.

7: Environmental History: This class will teach students about the History of the Environment.

8: European History: This class shall teach students about the History of Europe.

9: French History: This class will teach students about the History of France.

10: Hawaiian History: This class will teach students about the History of the Hawaiian Islands.

11: International Study Opportunities: The specific classes and opportunities offered will vary School District to School District. Parental Approval is Required. Depending on the length and value of the opportunity credit awarding will vary.

12: Mexican History: This class shall teach students about the History of Mexico.

13: Native American History: This class shall teach students about the History of the Native Tribes throughout Central, South and North America.

14: South American History: This class shall teach students the History of South America.

15: US CONGRESS HIGH SCHOOL INTERNSHIP: See US CONGRESS HIGH SCHOOL INTERNSHIP under the Government Section.

16: World History: This class will teach students about the History of the World.

17: Youth Activism and History of the World: This class will teach students about people who were age 25 or younger that made history and major impacts on the World, the US & Oklahoma.

- Humanities: 1-4: Acting I, II, III & IV:** These classes will teach students how to act.
- 5-6: Beginning, I & II Philosophy:** This class shall teach the basic concepts of Philosophy and the logic and reasoning for asking questions.
- 7-8: Beginning Psychology:** This class shall teach the basic concepts of Psychology and explore basic functions of the brain and additions.
- 9-11: Beginning, I & II Sociology:** This class shall teach the basic concepts of Sociology and explore basic functions of social interaction in various social groups. In addition it will also explore social interaction in society.
- 12: Mythology:** This class will teach students about the mythical stories of many different cultures and societies throughout History.
- 13: Study Abroad Trips:** The specific classes and opportunities offered will vary School District to School District. Parental Approval is Required. Depending on the length and value of the opportunity credit awarding will vary.
- 14-17: Theater I, II, III & IV:** These classes will teach students about Theater.
- 15: US Congress High School Internship:** Please see the US CONGRESS GOVERNMENT INTERNSHIP in the Government Section.

- International Studies: 1: Comparative Political Systems:** This class will compare and contrast the various forms of Government structures and types of systems around the World.
- 2: Cultural Studies:** This class will teach students about the various cultural customs and traditions around the World.
- 3: Customs:** This class will teach students the purpose of Customs and their functions at all US Ports and Gateways.
- 4: Dangers of Traveling Abroad for US Citizens:** This class will teach students about the risk of catching disease, cultural insults and ways to avoid getting picked up by local bias law enforcement.
- 5: Foreign Consulates in Oklahoma:** This class will teach students the Consulates that are in the State of Oklahoma, their functions and purposes.
- 6: Housing Overseas:** This Class will teach students about the living conditions and real-estate laws of obtaining and living in Apartments/Houses outside of the US.
- 7: International Relations:** This class will teach students about Diplomacy, Extradition Treaties, Trade Agreements and how events across borders impact America.
- 8: International Testing Agencies & Scores:** This class will introduce students to International Testing Organizations, International Tests available and the way that they are scored.
- 9: Understanding the United Nations:** This class will introduce Students to and teach them about the United Nations, it mission and purpose.

- Internships: 1: Community Service Requirements:** Students will perform 100 hours or more of Community Service.
- 2: International Students:** International Students who are recognized by the Government and part of a Cultural Exchange Program, not Illegal Immigrants shall have their Internship Requirement already met.
- 3: Job Internship:** A student in High School who holds a part time job for 1 year or more or student who holds a full time job for 6 months or more while in High School will receive Internship Credit.
- 4: Political Initiative Credit:** For students who volunteer regularly in a political campaign of

any candidate from any political party or independent, actually run and file for office themselves and or organize a major rally/protest they shall receive Internship Credit.

5: Prestigious Organization Membership: For students who are a part of groups such as Key Club, Lions Club, OKC Teen Beautiful Board, Rotary and or YLX among other similar programs, they will receive Internship Credit.

6: Prestigious Office Holdings: For Students who hold Political Office, Student Body President, positions such as a Lt. Governor or Higher in Key Club, District Student Council membership, Paging at the Oklahoma State Capitol (if all government credits are already met) and or anything else that each individual school district determines along those lines, they shall count as Internship Credit.

7: US CONGRESS INTERNSHIP: Please see US Congress Internship in the Government Section.

LAW: 1: City Code: This class shall teach students about the city code in which they live or if the school does not fall within City Jurisdiction than the City Code of the closest city next to them.

2: Civil Procedure: This Class will teach students about the procedure in their local county courtrooms.

3: County Law: This class will teach students about the laws of the Counties in which they reside.

4: European Union Law: This class will teach students about the EU Charter, its missions and its laws.

5: Federal Law: This class will teach students about Federal Agency laws and Federal Titles, Codes and Statues.

6: Immigration Law: This class will teach students about the laws of immigration and its process.

7: International Criminal Court: This class will introduce students to the International Criminal Court, its purpose and the laws and statues in the Criminal Code of the International Criminal Court.

8: International Law: This class will teach student laws of various International Organizations.

9: State Law: This class will teach students about the Constitution of Oklahoma, the Oklahoma Structure of Government, Agencies processes and Laws, in addition to State Titles and Statues.

10: UN Law: This class will teach students about UN Agenda 21 and the United Nations Charter.

Math: 1-3: Algebra I, II & III: These classes will teach students about Algebra.

4-5: Calculus I & II: This class will teach students about Calculus.

6-7: Geometry I & II: This class will teach students about Geometry.

8: Pre Calc: This class will teach students about the basic Calculus foundations to prepare students to take Calculus.

9: Pre Trig: This class will teach students about the basic Trigonometry foundations to prepare the student to take Trigonometry.

10-11: Statistics I & II: These classes will teach students about the various aspects of Statistics.

12-13: Trigonometry I & II: These classes will teach students about the various aspects of Trigonometry.

Music: 1: Band: This class will teach students how to play instruments with multiple people in order to create great musical masterpieces.

2: Cello: This class will teach students how to play the Cello.

2: Choir: This class is for the musically gifted to come together and share their voices with the World.

4: Clarinet: This class will teach students how to play the Clarinet.

5: Classical Music: Students will listen to and learn how to recognize various types of classical music and composers by sound.

5: Contemporary Music: Students will learn and compare the different styles and types of music.

6: Flute: This class will teach students how to play the Flute.

7: Guitar: This class will teach students to play both the Acoustic and Electrical Guitar.

8: Jazz: This class will teach the history and sound of jazz.

9: Modern Music: This class will examine the most popular artist of today.

10: Piano: This class will teach students how to play the Piano.

11: Recorder: This class will teach students how to play the Recorder.

12: Rock & Roll: This class will help soothe the soul by teaching students the History of Rock & Roll.

13: Trumpet: This class will teach students how to play the Trumpet.

NARFF: THE OKLAHOMA FIREFIGHTERS, OKLAHOMA NATIONAL GUARD, OKLAHOMA PARAMEDICS, OKLAHOMA POLICE OFFICERS, THE OKLAHOMA NATIONAL GUARD & THE US MILITARY WILL DEVELOP A CURRICULUM AND COURSE OFFERING GUIDE FOR STUDENTS WISHING TO SERVE AND PROTECT THEIR CITY, COUNTRY, COUNTY & STATE.

PE: Students with Injuries and Physical Disabilities may replace PE Credits with Elective Credits. In addition any of the sports and marching band offered by the High School will count as PE Credit. If students in marching bands or sports have already met their PE Credits than it will Count as Elective Credit. With the Exception of counting Sports and Band as PE Credits, All PE Course offerings will be the 100% Decision of the School District. ALSO IF A STUDENT COMPETES IN THE OLYMPICS, ALL THEIR PE & ELECTIVE CREDITS WILL BE AUTOMATICALLY MET.

Science: PARENTS WHO OBJECT MAY HAVE THEIR KIDS EXEMPT FROM SCIENCE, HOWEVER THE HISTORY, HUMANITIES & MATH CREDITS WILL BE UPPED BY ONE CREDIT EACH AND A 2ND DEAD/FOREIGN/NATIVE LANGUAGE WILL BE REQUIRED FOR THE STUDENT TO TAKE IN EXCHANGE FOR BEING EXEMPT FROM SCIENCE ONLY IF THE PARENT CAN SHOW IT VIOLATES THEIR FIRST AMENDMENT RIGHTS. Listed below are the following offered Science Courses for Science Credit. Among these options each individual High School District will

have complete control on the order taken, prerequisites and when they are offered.

1-2: Astrology I & II: These classes will teach students Astrology.

3-4: Astronomy I & II: These classes will teach students Astronomy.

5: Beginning Aeronautical Space Engineering: This class will teach students about the basic concept and principles of Aeronautical Space Engineering.

6-9: Biology I, II, III & IV: These classes will teach students about Biology.

10-13: Chemistry I, II, III & IV: These class will teach students about Chemistry.

14: Disease Cure: For students who invent a cure for a disease that is recognized by both the Scientific and Medical Community they shall receive 1 full Science Credit, 1 full Technology Credit and 1 full Elective Credit.

15-16: Forensics I & II: These classes will teach students about DNA evidence and crime scene investigation procedures.

17-18: Pathology I & II: These classes will teach students about the spread of diseases.

19: Physical Science: This class will teach students about Physical Science.

20-23: Physics I, II, III & IV: These classes will teach students about Physics.

24: Pre Engineering: This Class will teach students about the basic concepts of Engineering.

25: Robotics: Students who are in Robotics may count this as $\frac{1}{2}$, $\frac{2}{4}$, or $\frac{3}{6}$ Science Credits during one semester and as Elective Credits during all other semesters. Schools have the option of making this a class.

Spirituality: PARENTS WHO OBJECT MAY HAVE THEIR KIDS EXEMPT FROM THE SPIRITUALITY CREDITS AND REPLACED WITH ELECTIVE CREDITS. Listed below are the following Spirituality Course offerings for the Spirituality Credits: ALL CLASSES IN THIS SECTION REQUIRE PARENTAL APPROVAL TO ENROLL IN.

1: Atheism: This class will teach materialism and self above all else.

2: Buddhism: This class will teach about the Mahayana (The Great Vehicle), Theravada (Way of the Elders), Vajrayana (Tibetan Dolly Lama) and Zen Buddhism. It will cover Nirvana, the 4 Noble Truths and the 8 Fold Path.

3: Christianity: This class will teach students about the History of Christianity and the many different denominations.

4-7: Comparative World Religions I, II, III & IV: These Classes will compare and contrast various Religions and Denominations around the Globe. It will examine similarities and look to understand the differences.

8: Confucianism: This class will teach students about traditional Chinese Society and the Analects, Sayings and Teachings of Confucius.

9: Hinduism: This class will teach students about Mahatma Gandhi, the Rig Veda, the Upanishads, Atman, the all in one encompassing Brahman, the Bhagavad-Gita, samsara and Karma.

10: Ideology of Terrorism: This class will teach about the evil and extreme views of terrorist organizations.

11: Islam: This class will teach students about the Quran, the Sunni & Shias, Mohamad and traditional Islamic customs and traditions verses modern ones. It will also pinpoint the majority population of Islam in multiple countries throughout the World.

12: Jainism: This class will teach students about Ahimsa, Asceticism, Tirthankaras (Salvation), Loka, an age lasting 21,000 years, the Five Great Vows, Shvetambaras (those whose garment is

white) & Digambaras (those whose garment is the sky).

13: Judaism: This class will learn about the Torah, Jewish traditions and customs while including a fieldtrip to a Synagogue. In addition it will also teach the History of Israel.

14: North & South Native American Tribal Religions: This class will teach about the beliefs, culture, customs, religions and traditions of the Aztecs, Incas, Iroquois and the Oklahoma Tribes.

15: Shinto: This class will teach about the Way of Kami, the Creation Story, The Great Purification and its Celebration in December, and the various sects and shrines of Shinto in addition to lessons on Japanese Cultural and History.

16: Sikhism: This class will teach students about the peaceful nature of Sikhism. Students will also learn about the Adi Granth (most sacred text, equivalent to the Bible, Koran and Torah), its foundational roots in both Hinduism and Islam, the role of the Guru (Priest), the purpose of community kitchens, Gurdwara (Christian Church equivalent to Sikh worship) and the five K's.

17: Taoism: Students will learn about the Yin & Yang with the balance in both Nature & the World.

18: Zoroastrianism: Students will learn about Zarathustra, Ahura Mazada (Allah, God & Yahweh), the Gathas (Ancient Zoroastrianism Scripture), Avesta, Ethical Dualism, the Zoroastrianism concept of Good and Evil, God's two sons, the Holy Spirit and burial practices.

Stress Management: 1: Breath Control: This class will teach students various breathing methods.

2: Conflict Resolution: This class will teach students various ways to debate and resolve issues reasonably and logically

3: Coping Mechanisms: This class will teach students various ways to deal with stressful situations and the managing of homework.

4: Free Hour: This class may only be used once during the entire time of the student in High School and may only be applied to the first or last hour of the student's class schedule. This class may NOT be the same semester as a Study Hall or a Rest & Relaxation Class.

5: Meditation: This class will teach students various aspects and forms of meditation.

6: Rest & Relaxation: This class will have once a month field trips to places such as the park or retreat centers. Students will receive an excused absence for the day and be exempt from all work except test and reports which **MUST BE TURNED IN BEFORE THE STUDENT IS ALLOWED TO LEAVE ON THE TRIP.** This class may NOT BE TAKEN WHEN A STUDENT IS EITHER IN A STUDY HALL OR FREE HOUR.

7: Study Hall: This is one class a semester in which a student has a chance to read, nap(although not responsible for what other students draw on the face of the one taking the nap), check up on homework, do that days homework assignments in school instead of home, and or catch up on an assignment. Students with learning disabilities will be given first preference to enroll in this class. Students may enroll in this class a second time or more however it will then apply as Elective Credit instead of Stress Management Credit.

Technology: 1: Application for Major Network Development: Students who either design an Android and or Apply Application for a major company and or a fun app that receives 10,000 or more downloads may count it as Technology Credit.

2-3: Computer Applications I & II: These classes will teach the basics functions and programs of Computers.

4-7: Computer Programing I, II, III & IV: These classes will teach the basic programing codes of the Computer.

8-11: Databases I, II, III & IV: This class will teach students how to create, design and navigate databases.

12: Disease Cure: See Disease Cure in the Science Section.

13-17: Film Editing and Development I, II, III, VI & V: This class will teach students how to edit film into clip and movie scenarios, while teaching camera angles and downloading.

18-21: History of Technology Development I, II, III, IV, V & VI: History of Technology Development I will look at all the Technology before Christ. History of Technology Development II will look at Technology made, developed and used between the birth of Christ and the year 500 AD. History of Technology Development III will look at technology made and used between 500 AD & the year 1000. History of Technology and Development IV will look at Technology made and used between 1000 & 1500. History of Technology and Development V will look at Technology made and used between 1500 & 1999. History of Technology and Development will look at Technology made and used since 2000.

22: Product Development, Market, Patent & Placement: For any student who develops a new product or creates a substantial beneficial modification to a product, gets it patented in their name and has it sold in a store of some type (Internet or Physical Store) shall receive 1 full technology credit and 1 full elective credit.

WRITING: 1: Book Writing: This class will help students understand what it takes to write a book.

2: Creative Writing: This class will help students explore and write about creative while not doing what is expected to surprise the reader.

3: Cursive: This class will work on cursive with students.

4: Diversified Writings: This class will introduce students to various types of Writings throughout the World today.

5: Hieroglyphics & Ancient Symbols: This class will teach students how to read and write the ancient hieroglyphics of ancient cultures and civilizations such as the Egyptians and Aztecs.

6: Journalism I, II, III & IV: These classes will teach students about news writings and run the school blog/magazine/paper/publication.

7: Neat Penmanship: This class will teach students to have hand writing that is both legible, neat, pretty and readable.

8: Political Proposals and Religious Document Writings: This class will have students read and review various political proposal and religious documents and then have students be able to make their own.

9: Report Writing: This class will teach students how to write college level academic reports and the various styles.

10: Typing: This class will help students increase their WPM on a computer.

11: Yearbook: This class will have students organize and develop the school yearbook.

WORKFORCE READINESS:

With the advancement in Technology, higher standards and skills required for entering high paying jobs, it is now more crucial than ever for Students to be ready to enter into and participate in today's modern workforce. This proposal focuses on and provides key areas for students to achieve to make them Global Citizens, Job Ready, Proud Americans and Workforce Prepared. This proposal calls upon a goal of 100,000 Apprenticeships & Internships made available to High School Students across the State of Oklahoma for High School Students and 20,000 available to Jr. High/Middle School Students.

Through the Community Service Requirements it will teach students to give back to their community and make their corner of the World a better place. This proposal calls upon Technology Prep and High Math & Science Standards for most emphasis options during High School while building and fostering strong foundations in Elementary School & Jr. High/Middle School. This proposal will also expand the horizons of students by exposing them to and teaching them about other foods and cultures. It is also the goal of this proposal that every last High School student has the ability to either take a trip or spend a Semester Abroad.

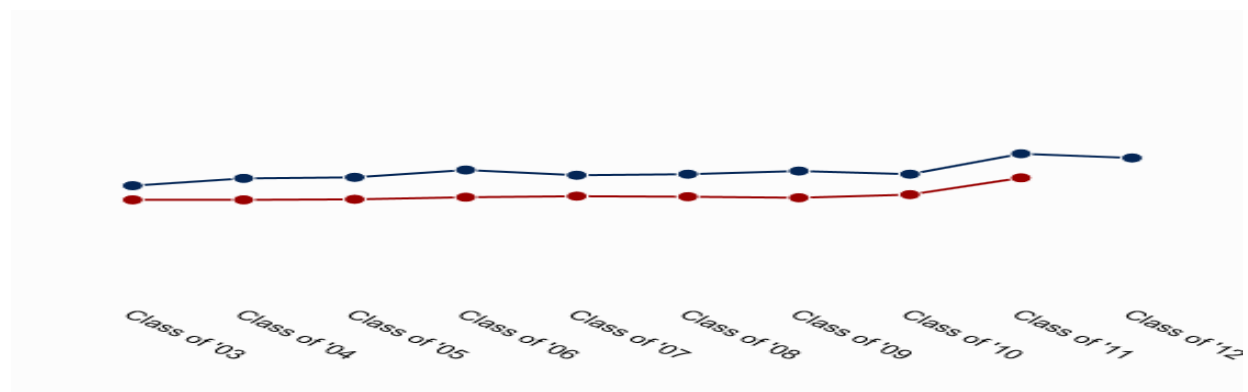
Under this plan Oklahoma students will all be united under the Common Language of English while being able to learn other languages thus becoming multi language to expand Oklahoma Businesses not only across the State but also throughout the World. Through the Spiritually parts of the Requirements students will better understand other religions thus becoming more tolerant in the work place.

Through the key components of Understanding, Apprenticeships, Internships, Study Abroad opportunities, Technology aspects of education, greater student control of their education path,

awarding real life experience as Credit and an increase in STEM for most students this proposal is raising the bar and setting both better, higher and newer standards in Education for today's World.

RAISING THE STATE WIDE HIGH SCHOOL GRADUATION RATE TO 90% IN OKLAHOMA:

http://www.ok.gov/okstatestat/Performance_Statistics/Education/Graduation_Rate.html currently shows the Oklahoma High School Graduation Rate is 77.2% as recently as 2012. Oklahoma is ahead of the National Average at 73.9%. Below you can view the chart showing Oklahoma High School Graduation rates from 2003-2012. Blue represents Oklahoma. Red represents the US Average.



OKLAHOMA GRADUATION RATES VS THE US GRADUATION RATES:

Category:	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
US High Grad Rate	69.7%	69.7%	69.8%	70.2%	70.4%	70.3%	70.1%	70.7%	73.9%	Still Collecting Data
OK High Grad Rate	72.4%	73.8%	74%	75.4%	74.4%	74.6%	75.2%	74.6%	78.5%	77.2%

This proposal, just like many citizens, educators, parents & teachers feels that this rate is low and unacceptable that over 20% of Oklahoma and over 25% of US High School students do not Graduate at all. Listed below is a set of goals and plans to raise the Graduation Rate of Oklahoma High School Students to 80% by 2016, 85% by 2018 and 90% by the year 2020 therefore making Oklahoma a Nationwide Leader in High School Graduates.

GOALS OF 80% BY 2016: 1: Implementing the JET G Diploma for students not interested in College or Trade School: This will allow an additional 3,000 students to Graduate each year and improve the Graduation Rate.

2: Implementing a Review and Changing of School Guideline for Punishments: Many students will be kids and do stupid stuff such as get into fights, threaten other students and do drugs. This proposal is against such activity and does not support that in any way, shape or form. However this policy also acknowledges that we all make mistakes, need second chances and that the guilt of forgiveness combined with the look of shame from your classmates, while students continue to be in school instead of suspended is a far better motivator to do better than labeling children/students at an early age and issuing suspensions. Those suspensions cause students to miss class and set them up for more long term failure down the road in addition to the work issued during the suspension time frame not being allowed to be made up. With current policies across many school districts that do just that, the state of Oklahoma needs to revise its policies so students can pass school on the merit of their work rather than fail on State School Government issued suspensions. School Districts should have the right to investigate and handle these issues on a case by case basis in the best interest of both the student and all parties involved while using those as teaching moments of life lessons instead of a one size fits all school punishment suspension policy.

3: Implement the Goal of 100,000 Apprenticeships & Internships: Have both the state of Oklahoma and individual School Districts start making deals with all types of businesses to start having the students get hands on practical work experience in their interested field. In addition each Agency of the State Government shall create and implement a High School Apprenticeship/Internship Program as well. For businesses willing to partner with the local public schools, offer them a tax break.

4: Combatting Teen Pregnancy & Helping those Already Pregnant: Like Mustang High School made a Day Care for many of its students because of their High Teen Pregnancy rate, this proposal encourages schools facing similar problems to do the same. In addition this proposal encourages and adopts the Proposed Gender Education Course Offerings and Requirements within this proposal to teach the students about the various aspects.

GOALS OF 85% BY 2018: 1: Successful implementation of goals 1-4 in the 2016 goals.

2: Implementation of the entire Diploma Emphasis Program for High School Students:

Once the Diploma Emphasis Program is fully implemented for High School Students this will put students in the driver's seat of their own Education. This will allow them to take the power of education and explore their own interest while obtaining high standards at the same time. Curriculum will no longer be mandated down from a Central Authority of one size fits all, but rather individualized while still having the many socialization benefits of the traditional congregation of students in a classroom.

3: Implementation of the High School Study Abroad Program: Once the Study Abroad option is fully implemented for High School Students, there will be an immediate incentive for

them to stay in school until they can take that trip or spend that semester overseas during their Senior year.

GOAL OF 90% GRADUATION RATE BY 2020: 1: SUCCESSFUL IMPLEMENTATION AND COMPLETION OF THE PREVIOUS GOALS LISTED ABOVE.

CONCURRENT ENROLLMENT/HIGH SCHOOL GRADUATION WITH ASSOCIATES & CERTIFICATES IN ADDITION TO THE DIPLOMA:

Today the intelligence of many students is being insulted from a culture of limitation and an outdated Education system. It is very hard for high school students to do concurrent enrollment in College. The first hurdle students face is either having a high ACT/SAT Score and a High GPA. The second hurdle faced by students is inflexibility by administration from both the High School & the College to work with students on convenience of class schedules. No one denies that this puts tremendous pressure on the student.

However the Alternative is worse. Most Colleges have anywhere between 28-40 hours of General Education Requirements which is a recap and review of what Students were supposed to learn in High School. The General Education Requirements thus create a two to four semesters of dead learning for the student which causes disinterest and attributes to the College Drop out rate.

HOW THIS PROPOSAL PROPOSES TO FIX THIS PROBLEM IN 2 STEPS:

STEP 1: The following formula will be developed for the following High School Class Levels to Determine Course Load:

A: High School 9th-12th Grade: All Summer sessions: No more than 6 hours for any High School student (Electives). Freshman: No more than 3 hours per semester (Government & History).

Sophomores: No more than 4 hours per semester (Both Sciences with Lab). Juniors: No more than 5 hours per semester (Elementary I & II of a Foreign Language). Senior: No more than 6 hours per semester (Comp I & II, Math & Humanities) total. Assuming the student takes full

advantage of this option their total would add up to: 6 hours at the end of Freshman Year of High School. 12 hours at the end of the Summer between Freshman and Sophomore year. 20 hours at the end of Sophomore year of High School. 26 hours at the end of the summer between Sophomore and Junior Year of High School. 36 hours at the end of Junior year. 42 hours between the end of the summer between Junior & Senior year. 54 hours at the end of Senior year.

B: High School: 10th-12th Grade: All Summer sessions: No more than 6 hours for any High School student (Electives). Freshman: No more than 3 hours per semester (Humanities). 11th Grade: No more than 5 hours per semester (Science with lab plus a PE Credit both semesters or Elementary I & II of a Foreign Language. Senior: No more than 6 hours per semester (Comp I & II, Math & Government) total. Assuming the student takes full advantage of this option their total would add up to: 6 hours at the end of Freshman Year of High School. 12 hours at the end of the Summer between 10th & 11th Grade. 22 hours at the end of 11th Grade. 28 hours at the end of the summer between 11th & 12th Grade. 40 hours at the end of Senior year.

STEP 2: The above mentioned in Step 1 assumes that a student is taking the multiple classes separately instead of at the same time. In order to help students both fast track and do concurrent enrollment the following is proposed: From the list of classes below students may take them at a College Institution and have them count as High School Credit at the same time: However the Grade earned at the College Level in addition to going on the Students College Transcript will also go on the High School Transcript of the Student as well and be as though the Student took it at the High School.

Acting I & II.

American Federal Government will count as one of the High School Government Credits.

Any Science course will be awarded as Such.

Comp I will translate to English III for both Semesters.

Comp II will translate to English IV for both Semesters.

Elementary Foreign Language I will translate to Foreign Language I for both semesters.

Elementary Foreign Language II will translate to Foreign Language II for both semesters.

Intermediate Foreign Language I will translate to Foreign Language III for both Semesters.

Intermediate Foreign Language II will translate to Foreign Language IV for both Semesters.

Intro to Theater will translate as Theater I.

US History to the Civil War or 1877 will translate to the 1st Semester of American History.

US History Since the Civil War or 1877 will translate to the 2nd Semester of American History.

The classes listed above since they count as both College & High School Credit at the same time will not be included as the hours allowed for a student to do concurrent enrollment as provided for in Step I.

STUDYING ABROAD:

Studying Abroad is important in today's Global Economy and instant Communication World.

When one goes to another country it is an experience unlike any other that cannot be taught or comparable to any type of learning in a Class Room. It broadens the students horizon and critical thinking ability. In addition it exposes the students to different cultural, customs and traditions.

Most students will also leave their comfort zone of the Native Language and be challenged to enhance their communication skills regardless if that be by body language, working with guides or translators, having practical use for their Foreign Language and or haggling with local vendors because the concept of fixed price is not always accepted overseas.

In addition it adds to the Humanity understanding of the Student and the student realizes that most people in Foreign Countries are not enemies or mythical but rather mostly like the average person hear working hard and struggling every day to make an honest living.

The final important apart about studying abroad in addition to the many different things that cannot be described is how it brings history alive walking on the real and actual grounds of the places and events in addition to get to see the sites on top of exploring the grand architecture of the World.

What is listed above are just the benefits of a trip. A Semester Abroad gives the Student even more than that. It gives them insight to a Foreign Education System and Societal Structure. It lets one experience the local politics, try more than just the traditional and famous dishes of the

country thus expanding the culinary pallet of the student. In addition is really improves the Language skills of the person.

Also by letting Oklahoma High School students take a trip or spend a Semester Abroad, it exports both American and Oklahoma values around the World in addition to making Oklahoma students both more culturally and Globally aware. Studying Abroad is the experience of a life time and with today's World it is no longer a luxury, but rather a necessity for all High School and College Students.

NEW OK HIGH SCHOOL PROPOSED

DIPLOMA EMPHASIS SYSTEM:

For far too long High School has been a one size fits all system as a set standard of requirements. During the next step, which is College, Students feel overwhelmed with anywhere between 20-200 options for major with a high school curriculum that really only explores the student to STEM & General Education Requirements instead of a system that caters to the student. To combat this problem, this proposal hereby proposes an emphasis in 10 different areas of learning abilities/styles, career interest, various types of intelligence and passions of the student. By doing this, students can explore their interest early, have an idea of what general area they are interested in so they can look at those college major requirements instead of trying to guess from them all.

Here are the 10 options that students will have to choose from: 1: Just Enough to Graduate (JET G). 2: Regular Standard Diploma. 3: Agriculture. 4: Culture, Humanities, Art, Music, Baking, Entertainment & Recreation (CHAMBER). 5: Fitness in Excellence & Strength (FES). 6: National Armed & Ready Future Forces (NARFF). 7: Social Ministers of Guidance (SMG). 8: Science, Technology, Engineering & Mathematics (STEM). 9: Writing, History, Business, Reading & Politics (WHBRP). 10: ALL STAR. Listed below are the descriptions of each Emphasis, its goal, purpose and mission.

1: Just Enough to Graduate (JET G: REQUIRED FOR ALL OKLAHOMA PUBLIC HIGH SCHOOL'S TO OFFER): This emphasis is for students not wishing

to pursue Higher Education at the College level and above. This emphasis will send students straight out into the work force. This emphasis will be given first preferences on work ready apprenticeships, however will be given last preference on High School Internship Programs. Students pursuing this emphasis option will not be allowed to enter Oklahoma Public Colleges and Universities. However students in this emphasis can enter straight into VO Techs & or Trade Schools. Students who complete this option will have the option once 2 or more years out of High School with the JET Diploma to test for a GED & move upgrade to a Regular Diploma. In addition this proposal shall make NO restrictions on College Entrance requirements for both out of state/out of the country Colleges & Universities in addition to Private Colleges and Universities.

2: REGUALR/STADARD/TRADITIONAL HIGH SCHOOL DIPLOMA

(REQUIRED FOR ALL OKLAHOMA HIGH SCHOOL'S TO OFFER): This emphasis will keep up with the traditional High School system and way of learning. Upon completion students can do and explore anything.

3: AGRICULTURE EMPHASIS (REQUIRED FOR ALL OKLAHOMA RURAL HIGH SCHOOLS TO OFFER & COMPLETELY OPTIONAL FOR

ALL OKLAHOMA URBAN HIGH SCHOOLS TO OFFER): This emphasis will allow students interested in pursuing Agricultural, Basic Business, STEM and Wild Life Conservation/Tourist Careers to do so. It will allow students to enter colleges and go straight to work on farms. Farming Apprenticeships will be offered as well in this emphasis to count toward the 100,000 High School Students Apprenticeship Goals.

**4: CULTURE, HUMANITIES, ART, MUSIC, BAKING,
ENTERTAINMENT & RECREATION (CHAMBER: EACH INDIVIDUAL
WILL HAVE THE FINAL SAY ON WHEATHER THEIR SCHOOL**

DISTRICT OFFERS CHAMBER OR NOT): This emphasis is meant for students wanting to pursue Careers in Acting, Theater, Stress Management Counselors, Retreat Coaches, the Restaurant Industry, Tour Guides, Philosophers, Artist and Musicians. In addition for Students wishing to major in Humanities fields, culinary fields, history fields, public relations, Art, Music and or Theater, this is the perfect emphasis to explore all those Majors and declare heading into College instead of undecided soul searching that results in a waste of classes, time and money through increased debt on the Student FAFSA Program.

**5: FITNESS IN EXCELLENCE & STRENGTH (FES: EVERY LAST
OKLAHOMA HIGH SCHOOL WILL BE REQUIRED TO OFFER THIS**

EMPHASIS): This emphasis is meant for students who want to become sport coaches, professional athletes, personal trainers, fitness coaches and PE Teachers. This will also require Anatomy, BAND PE OR SPORT EVERY SEMESTER, Biology, Gender Education, Pathology, Philosophy & Psychology. In addition it will require a Physical Fitness Evaluation test to both enter and declare in this Emphasis plus a Physical Fitness Evaluation and Test to Graduate High School with this Emphasis.

**6: NATIONAL ARMED & READY FUTURE FORCES (NARFF: ALL
OKLAHOMA HIGH SCHOOL DISTRICTS WILL BE REQUIRED TO**

OFFER THIS EMPHASIS OPTION): This emphasis is meant for students who want to

become a Federal Agent, Firefighter, join the US Military or Oklahoma National Guard, Paramedic, Police Officer and or become a Oklahoma Government State Agent.

7: SOCIAL MINISTERS OF GUIDANCE (SMG: IN THIS EMPHASIS EACH INDIVIDUAL SCHOOL DISTRICT WILL HAVE 100% CONTROL ON WHETHER THIS EMPHASIS IS OFFERED OR NOT. THIS EMPHASIS REQUIRES BOTH PARENTAL APPROVAL AND A SPONSOR IN THE FIELD AREA THE STUDENTS WISHES TO

PURSUED): This emphasis is meant for Students who want to go into religious life, want to become a Psychologist or Psychiatrist, A Sociologist, Philosopher, major in any of the previous mentioned in addition to Ethics and Theology.

8: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM: ALL OKLAHOMA SCHOOL DISTRICTS ARE REQUIRED TO OFFER THIS EMPHASIS OPTION): This emphasis will provide an intense STEM

Curriculum for students and allow students to go pursue STEM Majors in College.

9: WRITING, HISTORY, BUSINESS, READING AND POLITICS

(WHBRP: THIS EMPHASIS WILL BE REQUIRED FOR ALL OKLAHOMA HIGH SCHOOLS AND SCHOOL DISTRICTS TO OFFER

AS AN OPTION TO THE STUDENTS): This Emphasis will offer students a chance to explore and learn about accounting, business, creative and critical thinking, diplomacy, different divisions of society, economics, English, finance, Foreign Languages, government, History,

Humanities, International Relations and Studies, journalism, kingdoms of monarchs, legality and legal issues, Literature, military roles around the world, Mythology, Nations reasons and motives for interacting with one another, Oklahoma Politics, Politics in general, Queens of History, Reading, Religious experience philosophies tolerance and relations, sacrifices of making it to the top, today's terrorist movements and philosophies, the United Nations, Universal Citizenship, Veteran Affairs, Writing & Youth involvement and participation. This will allow students to seek careers in politics, marketing, advertising, writing and journalism. In addition for students wishing to major in Accounting, Business, Cultural Studies, Economics, English, Finance, Global Studies, Humanities, International Relations, International Studies, Journalism, Literature, Law, Legal Studies, Management, Marketing, Philosophy, Pre-Law, Psychology, Public Administration, Public Affairs, Public Policy and or Public Relations during College, this is the perfect emphasis to prepare them for that area and help them limit down their selection for more accurate majors.

10: ALL STAR (FOR STUDENTS TO OBTAIN ALL STAR IN ADDITION TO MEETING ALL THE GRADUATION REQUIRMENTS WHICH YOU CAN VIEW ON PAGES 171-172 OF THIS PROPOSAL, STUDENTS MUST OBTAIN PARENT PERMISSION, SCHOOL DISTRICT PERMISSION, THE PERMISSION OF THEIR STATE REP IN BOTH THE DISTRICT THE STUDENT LIVES IN ON TOP OF THE HOUSE DISTRICT THAT THE SCHOOL IS LOCATED IN. ALSO STUDENTS MUST GET THE US CONGRESS INTERNSHIP, BE A PART OF THE OKLAHOMA STATE CAPITOL PAGING PROGRAM, PARTICIPATE IN A STUDY ABROAD

**PROGRAM, DO CONCURRENT ENROLLMENT IN COLLEGE,
DEVELOP THEIR OWN POLITICAL PROPOSAL, COMPETE IN THE
OLYMPICS, FIND A CURE FOR A DISEASE & CREATE AN APP THAT
GETS MORE THAN 10,000 DOWNLOADS:** This Emphasis is for special students

and for purposes of employment within Oklahoma will be treated as an Associates Degree instead of a Bachelors. In addition for the very few students who can obtain this emphasis, they will receive a full ride for both Undergrad and Graduate School to any Public State College or University of their choice. Students must seek out and request this emphasis themselves.

The above emphasis are meant to help students in all interest areas and cater to any and all students in Oklahoma public school from the lowest academically challenged all the way up to the top academically elite students who are a know it all and apparently don't sleep.

OKLAHOMA HIGH SCHOOL STUDENTS

DECLARING A DIPLOMA EMPHASIS:

Students declaring a High School Diploma Emphasis must have a meeting with their school counselor and parents to help decide the best interest of the student. During this meeting the student will state what they are interested in career and goal wise. Students may declare an Emphasis as early as their the first day of their Freshman year on their first day of 9th or 10th Grade and as late as the last day before the start of their final term which would be last semester of 12th Grade for most Oklahoma High School students, the last quarter for Oklahoma High School students on the Quarter System and the last day before the final 6 week session in 12th Grade during the spring term for students in the TRI System.

Students also wishing to pursue two or more emphasis must declare before the end of the first two weeks of the Fall Session in their Semester. Students are free to change Diploma Emphasis after a talk with a school counselor so long as they can meet all the requirements and Graduate on time for the Emphasis that the student is wishing to pursue. In addition for students pursuing ALL STAR that fail to meet their goal, they may revert the ALL STAR CREDITS EARNED and apply them to multiple Diploma Emphasis areas.

Failure of a student to declare a Diploma Emphasis will automatically result in the Student automatically being put in the Regular or JET Oklahoma High School Diploma Emphasis.

9th-12th JET G DIPLOMA EMPHASIS GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Apprenticeship:	½	½	½	½	½	¼	1/6
Art:	½	1	1	1	2	1	2/6
Business:	½	½	1	1	1	¼	1/6
Community Service:	½	½	½	½	½	¼	1/6
Cooking:	½	½	1	1	2	¼	1/6
Dance:	½	1	1	1	1	¼	1/6
D/F/N Language:	2	2	2	2	2	2	2
Electives:	½	2	4	3	4.5	3.75	4 & ^{2/6}
English:	4	4	4	4	4	4	4
Environmental Edu:	½	½	1	1	1	¼	1/6
Finance:	½	½	½	½	½	¼	1/6
Gender Edu:	½	½	½	1	1	¼	1/6
Geography:	½	½	1	1	1	¼	2/6
Government:	½	½	1	1	1	¼	1/6
History:	2	2	2	2	2	2	2
Math:	1	1	1	1	1	1	1
Music:	½	1	1	1	1	¼	1/6
PE:	4	4	4	4	4	4	4
Science:	1	1	1	1	1	1	1
Spirituality:	½	½	1	1	1	¼	2/6
Stress Management:	½	1	1	2	2	^{2/4}	3/6
Technology:	½	1	1	1.5	2	^{2/4}	3/6
Total Credits:	22	26	30	32	36	22	22

10th-12th GRADE JET G DIPLOMA EMPHASIS GRADUATION CREDITS

CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Apprenticeship:	½	½	½	½	1	¼	1/6
Art:	½	½	½	1	1	¼	2/6
Business:	½	½	½	½	1	¼	2/6
Community Service:	½	½	½	½	1	¼	1/6
Cooking:	½	½	½	1	1	¼	2/6
Dance:	½	½	½	1	1	¼	2/6
D/F/N Language:	2	2	2	2	2	2	2
Electives:	0	½	2	1	1	1	3/6
English:	3	3	3	3	3	3	3
Environmental Edu:	½	½	½	½	1	¼	2/6
Finance:	½	½	½	½	½	¼	1/6
Gender Edu:	½	½	½	½	1	¼	1/6
Geography:	½	½	½	1	1	¼	1/6
Government:	½	½	½	½	½	¼	1/6
History:	1	2	2	2	2	2	2
Math:	1	1	1	1	1	1	1
Music:	½	½	½	1	1	¼	2/6
PE:	2	3	3	3	3	3	3
Science:	1	1	1	1	1	1	1
Spirituality:	½	½	½	½	1	¼	1/6
Stress Management:	½	½	½	1	1	2/4	1/6
Technology:	½	½	1	1	1	¼	1/6
Total Credits:	17.5	20	22	24	27	17	16

9th-12th: REGULAR HIGH SCHOOL DIPLOMA

EMPHASIS GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Art:	1	1	1	1	1	¼	1/6
Business:	½	1	1	1	1	¼	1/6
College Prep:	½	½	1	1	1	¼	1/6
Community Service:	½	½	1	1	1	¼	1/6
Cooking:	½	1	1	1	1	¼	1/6
Dance:	1	1	1	1	1	¼	1/6
D/F/N Language:	2	2	2	2	2	2	2
Electives:	0	2	1	3	5	3	4
English:	4	4	4	4	4	4	4
Environmental Edu:	½	½	1	1	1	¼	1/6
Finance:	½	½	½	½	1	¼	1/6
Gender Education:	½	½	½	1	1	¼	1/6
Geography:	½	½	½	½	1	¼	1/6
Government:	½	½	½	1	1	¼	1/6
History:	2	2	2	2	2	2	2
Humanities:	½	1	2	2	2	1	2
Internship:	½	½	½	½	½	¼	1/6
Math:	2	2	2	2	2	2	2
Music:	½	1	1	1	1	1	1
PE:	1	1	2	2	2	2	1
Science:	2	2	2	2	2	2	2

Spirituality:	½	1	1	1	1	¼	2/6
Stress Management:	½	1	½	1	1	¼	2/6
Technology:	1	1	1	1.5	1.5	2/4	2/6
Total Credits:	23	27	30	34	37	23	23

10th-12th: REGULAR HIGH SCHOOL DIPLOMA

EMPHASIS GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Art:	½	½	½	1	1	¼	1/6
Business:	½	½	½	1	1	¼	1/6
College Prep:	½	½	½	1	1	¼	1/6
Community Service:	½	½	½	½	½	¼	1/6
Cooking:	½	½	½	½	½	¼	1/6
Dance:	½	½	½	½	½	¼	1/6
D/F/N Language:	2	2	2	2	2	2	2
Electives:	0	½	1.5	1	2	¼	2
English:	3	3	3	3	3	3	3
Environmental Edu:	½	½	½	½	½	¼	1/6
Finance:	½	½	½	½	½	¼	1/6
Gender Education:	½	½	½	½	½	¼	1/6
Geography:	½	½	½	½	1	¼	1/6
Government:	½	½	½	½	1	¼	1/6
History:	1	2	2	2	2	2	2
Humanities:	1	½	1	1	1	1	1

Internship:	½	½	½	½	½	¼	1/6
Math:	2	2	2	2	2	2	2
Music:	½	½	½	1	1	¼	1/6
PE:	½	½	1	2	2	1	2/6
Science:	2	2	2	2	2	2	2
Spirituality:	0	½	½	1	1	¼	1/6
Stress Management:	0	½	1	½	½	¼	1/6
Technology:	0	½	1	1	1	¼	1/6
Total Credits:	18	20.5	23.5	26	28	17.5	17

9th-12th: AGRICULTURE HIGH SCHOOL DIPLOMA

EMPHASIS GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Acct:	½	½	½	½	1	¼	1/6
Agriculture:	4	4	4	4	4	4	4
Apprenticeship:	½	½	½	½	½	¼	1/6
Business:	½	½	½	1	1	¼	1/6
College Prep:	½	½	½	1	1	¼	1/6
Community Service:	½	½	½	1	1	¼	1/6
Dance	½	½	½	1	1	¼	1/6
D/F/N Language	1	1	1	1	1	1	1
Electives	½	1.5	5	5	6	2	4
English:	4	4	4	4	4	4	4
Environmental Edu:	1	1	1	1	1	1	1
Geography:	½	½	½	½	½	¼	1/6
Government:	½	½	½	½	1	¼	1/6
History:	1	2	2	2	2	2	2
Law:	½	½	½	½	1	¼	1/6
Math:	3	3	3	3	3	3	3
Music:	½	½	½	½	1	¼	1/6
PE:	½	2	2	4	4	1	1
Science:	3	3	3	3	3	3	3
Stress Management:	½	½	1	1	1	¼	1/6
Technology:	½	1	1	1	2	¼	1/6
Total Credits:	24	28	32	36	40	24	24

10th-12th: AGRICULTURE HIGH SCHOOL DIPLOMA

EMPHASIS CREDITS GRADUATION CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Acct:	½	½	½	½	½	¼	1/6
Agriculture:	3	3	3	3	3	3	3
Apprenticeship:	½	½	½	½	½	¼	1/6
Business:	½	½	½	½	½	¼	1/6
College Prep:	½	½	½	½	½	¼	1/6
Community Service:	½	½	½	½	½	¼	1/6
Dance	½	½	½	½	½	¼	1/6
D/F/N Language	1	1	1	1	1	1	1
Electives	0	0	1.5	1	2	0	0
English:	3	3	3	3	3	3	3
Environmental Edu:	½	½	½	1	1	1	1
Geography:	½	½	½	½	1	¼	1/6
Government:	½	½	½	½	1	¼	1/6
History:	1	1	1	2	2	1	2
Law:	½	½	½	½	1	¼	1/6
Math:	2	3	3	3	3	2.5	3
Music:	0	½	½	1	1	¼	1/6
PE:	0	½	2	3	3	1	0
Science:	2	3	3	3	3	2.5	3
Stress Management:	½	½	½	½	1	¼	1/6
Technology:	½	½	½	1	1	¼	1/6
Total Credits:	18	21	24	27	30	18	18

9th-12th: CHAMBER HIGH SCHOOL DIPLOMA

EMPHASIS CREDITS GRADUATION CHART:

Art:	2	3	3	4	4	2	2
College Prep:	½	½	½	½	½	¼	1/6
Community Service:	½	½	½	½	½	¼	1/6
Cooking:	2	3	3	4	4	2	2
Dance:	1	2	3	4	4	2	2
D/F/N Language:	1	1	1	1	1	1	1
Electives:	0	0	0	0	1	2/4	1
English:	4	4	4	4	4	4	4
History:	2	2	2	2	2	2	2
Humanities:	2	3	3	3.5	4	2	2
International Studies:	1	1	1	1	1	1	1
Math:	1	1	1	1	1	1	1
Music:	2	2	3	3.5	4	2	2
PE:	½	½	1	1	1	¼	1/6
Science:	1	1	1	1	1	1	1
Spirituality:	2	2	3	3	4	2	2
Stress Management:	½	½	1	½	1	¼	1/6
Technology:	½	½	½	½	1	¼	1/6
Writing:	½	½	½	1	1	¼	1/6
Total Credits:	24	28	32	36	40	24	24

10th-12th: CHAMBER HIGH SCHOOL DIPLOMA

EMPHASIS CREDITS GRADUATION CHART:

Art:	1	1	1.5	2	3	1	1
College Prep:	½	½	½	½	½	¼	1/6
Community Service:	½	½	½	½	½	¼	1/6
Cooking:	1	1	1.5	2	3	1	1
Dance:	1	1	1.5	2	3	1	1
D/F/N Language:	1	1	1	1	1	1	1
Electives:	1	1	2	½	½	1.25	1.5
English:	3	3	3	3	3	3	3
History:	1	1	1	2	2	1	1
Humanities:	1	2	1.5	2.5	3	1.5	2
International Studies:	1	1	1	1	1	1	3/6
Math:	1	1	1	1	1	1	1
Music:	1	2	2	2.5	3	1	1
PE:	½	1	1	1	1	¼	1/6
Science:	1	1	1	1	1	1	1
Spirituality:	1	1	2	2	2	1	1
Stress Management:	½	1	½	1	½	¼	1/6
Technology:	½	1	½	½	½	¼	1
Writing:	½	1	1	1	½	1	2/6
Total Credits:	18	21	24	27	30	18	18

9th-12: FES HIGH SCHOOL DIPLOMA EMPHASIS

CREDITS GRADUATION CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Business:	½	½	½	½	1	¼	1/6
College Prep:	½	½	½	½	1	¼	1/6
Community Service:	½	½	½	½	1	¼	1/6
Cooking:	1	1.5	2	2.5	4	1	1
Dance:	1	1.5	2	2.5	4	1	1
D/F/N Languages:	2	2	2	2	3	2	2
Electives:	1	2	4.5	6	3	3	0
English:	4	4	4	4	4	4	4
Gender Education:	½	½	1	1.5	2	2/4	1/6
History:	1	1	1	1	1	1	1
Math:	4	4	4	4	4	4	4
PE:	4	4	4	4	4	4	4
Science:	4	4	4	4	4	4	4
Stress Management:	½	1	1	2	2	2/4	1/6
Technology:	½	1	1	1	2	1/4	1/6
Total Credits:	24	28	32	36	40	24	24

10th-12: FES HIGH SCHOOL DIPLOMA EMPHASIS

CREDITS GRADUATION CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Business:	½	½	½	1	1	¼	1/6
College Prep:	½	½	1	1	1	¼	1/6
Community Service:	½	½	½	1	1	¼	1/6
Cooking:	½	½	1	2	3	¾	1/6
Dance:	½	1	1	2	3	1	2/6
D/F/N Languages:	1	1	1	1	1	1	1
Electives:	0	1	3	3	3	2/4	2
English:	3	3	3	3	3	3	3
Gender Education:	½	1	1	1	2	2/4	3/6
History:	1	1	1	1	1	1	1
Math:	3	3	3	3	3	3	3
PE:	3	3	3	3	3	3	3
Science:	3	3	3	3	3	3	3
Stress Management:	½	1	1	1	1	¼	2/6
Technology:	½	1	1	1	1	¼	1/6
Total Credits:	18	21	24	27	30	18	18

9th-12th: NARFF HIGH SCHOOL DIPLOMA EMPHASIS

GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
College Prep:	½	½	½	½	1	¼	1/6
Community Service:	½	½	½	½	1	¼	1/6
Cooking:	½	½	½	½	1	¼	1/6
D/F/N Languages	3	4	4	4	4	4	4
Electives:	0	½	1	1.5	1	¼	0
English:	4	4	4	4	4	4	4
Geography:	½	1	1	1.5	2	¼	1/6
Government:	½	1	1	1	1.5	¼	1/6
History:	2	2	2	2	3	2	2
International Studies:	½	1	1	1	1	¼	1/6
Law:	½	½	½	1	1.5	¼	1/6
Math:	3	3	4	4	4	4	4
NARFF	4	4	4	4	4	4	4
PE:	½	1	2	4	4	¼	2/6
Science:	2.5	3	4	4	4	4	4
Spirituality:	½	½	½	1.5	1.5	¼	1/6
Stress Management:	½	½	½	½	1	¼	1/6
Technology:	½	½	1	½	1	¼	1/6
Total Credits:	24	28	32	36	40	24	24

10th-12th: NARFF HIGH SCHOOL DIPLOMA EMPHASIS

GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
College Prep:	½	½	½	½	1	¼	1/6
Community Service:	½	½	½	½	½	¼	1/6
Cooking:	0	½	½	½	1	¼	1/6
D/F/N Languages	2	3	3	3	3	3	3
Electives:	0	0	0	½	0	0	0
English:	3	3	3	3	3	3	3
Geography:	½	½	½	1	1	¼	1/6
Government:	½	½	½	½	1	¼	1/6
History:	1	2	3	3	3	1	1
International Studies:	½	½	½	1	1	¼	1/6
Law:	½	½	½	1	1	¼	1/6
Math:	3	3	3	3	3	3	3
NARFF	3	3	3	3	3	3	3
PE:	0	½	1	1	3	0	1/6
Science:	3	3	3	3	3	3	3
Spirituality:	0	0	½	½	½	0	1/6
Stress Management:	0	0	½	1	1	¼	1/6
Technology:	0	0	½	1	1	0	1/6
Total Credits:	18	21	24	27	30	18	18

9th-12th: SMG HIGH SCHOOL DIPLOMA EMPHASIS

GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
College Prep:	½	½	1	1	1	¼	1/6
Community Service:	1	1	1	1	1	¼	1/6
Cooking:	½	½	1	1	1	¼	1/6
D/N Language:	4	4	4	4	4	4	4
Electives:	0	1	1	2	4	0	2/6
English:	4	4	4	4	4	4	4
Finance:	½	1	1	1	1	¼	1/6
Foreign Language:	4	4	4	4	4	4	4
History:	1	1	2	3	4	2	2
Humanities:	1.5	2	3	4	4	2	2
International Studies:	½	1	1	1	1	¼	1/6
Math:	1	1	1	1	1	1	1
PE:	½	1	1	2	3	¼	1/6
Science:	1	1	1	1	1	1	1
Spirituality:	2	3	4	4	4	4	4
Stress Management:	1	1	1	1	1	¼	2/6
Writing:	1	1	1	1	1	¼	2/6
Total Credits:	24	28	32	36	40	24	24

10th-12th: SMG HIGH SCHOOL DIPLOMA EMPHASIS

GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
College Prep:	½	½	½	½	½	¼	1/6
Community Service:	½	½	½	½	½	¼	1/6
Cooking:	½	½	½	½	½	¼	1/6
D/N Language:	3	3	3	3	3	3	3
Electives:	0	0	1	1	1.5	0	4/6
English:	3	3	3	3	3	3	3
Finance:	½	½	½	½	1	¼	1/6
Foreign Language:	3	3	3	3	3	3	3
History:	1	1.5	2	2.5	3	1	1
Humanities:	1	1.5	2	2.5	3	1	1
International Studies:	½	½	½	1	1	¼	1/6
Math:	1	1	1	1	1	1	1
PE:	½	1	1	2	3	¼	1/6
Science:	1	1	1	1	1	1	1
Spirituality:	2	2.5	3	3	3	3	3
Stress Management:	0	½	½	1	½	¼	1/6
Writing:	0	½	1	1	½	¼	1/6
Total Credits:	18	21	24	27	30	18	18

9th-12th: STEM HIGH SCHOOL DIPLOMA EMPHASIS

GRADUATION CREDITS CHART:

Category:	T6	T7	BLCOK 8	BLCOK 9	BLOCK 10	QUARTER	TRI
College Prep:	1	1	1	2	2	¼	1/6
D/F/N Language:	4	4	4	6	6	4	4
Electives:	1	1	3	2	5	¾	2
English:	4	4	4	4	4	4	4
Environmental Edu:	1	1.5	2	2	2	1	3/6
Gender Education:	1	1.5	2	2	2	1	2/6
History:	1	1	2	2	2	1	1
Math:	4	5	5	6	6	4	5
Science:	4	5	5	6	6	4	5
Technology:	3	4	4	4	5	4	4
Total Credits:	24	28	32	36	40	24	24

10th-12th: STEM HIGH SCHOOL DIPLOMA EMPHASIS

GRADUATION CREDITS CHART:

Category:	T6	T7	BLCOK 8	BLCOK 9	BLOCK 10	QUARTER	TRI
College Prep:	1	1	1	1	1	¼	1/6
D/F/N Language:	3	3	3	4	4	4	4
Electives:	1	2.5	3	4	2.5	¾	1
English:	3	3	3	3	3	3	3
Environmental Edu:	1	1	1	2	2.5	1	3/6
Gender Education:	1	1	1	2	2.5	1	2/6
History:	1	1	2	2	2.5	1	1
Math:	3	3.5	4	3	4	3	3
Science:	3	3.5	4	3	4	3	3
Technology:	1	1.5	2	3	4	1	2
Total Credits:	18	21	24	27	30	18	18

9th-12th: WHBRP HIGH SCHOOL DIPLOMA

EMPHASIS GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Acct:	1	1	1	1	1.5	2/4	1/6
Art:	1	1	1	1	1.5	1/4	1/6
Business:	1	1	1	1	1.5	2/4	1/6
College Prep:	½	½	1	1	1	1/4	1/6
Community Service:	½	½	½	1	1	1/4	1/6
D/F/N Language:	4	4	4	4	4	4	4
Dance:	½	½	1	1	1	1	1/6
Economics:	1	1.5	2	3	3	2	2
Electives:	0	0	0	½	1	1	2
English:	4	4	4	4	4	4	4
Finance:	½	1	1.5	2	2	1	1
Geography:	1	1	1.5	2	2	1	1
Government:	1	1.5	2	2	2	1	1
History:	2	3	4	4	4	2	2
Humanities:	2	3	4	4	4	2	2
International Studies:	½	½	½	½	½	¼	1/6
Law:	1	1.5	1	1	1.5	1	2/6
Music:	½	½	½	½	½	¼	2/6
PE:	½	½	½	½	1	¼	1/6
Technology:	½	1	½	1	1.5	1	1
Writing:	1	½	½	1	1.5	1.5	2
Total Credits:	24	28	32	36	40	24	24

10th-12th: WHBRP HIGH SCHOOL DIPLOMA

EMPHASIS GRADUATION CREDITS CHART:

Category:	T6	T7	BLOCK 8	BLOCK 9	BLOCK 10	QUARTER	TRI
Acct:	½	½	½	1	1	¼	1/6
Art:	½	½	½	½	½	¼	1/6
Business:	½	½	½	1	1	¼	1/6
College Prep:	½	½	½	½	½	¼	1/6
Community Service:	½	½	½	½	½	¼	1/6
D/F/N Language:	3	3	3	3	3	3	3
Dance:	½	½	½	½	½	¼	1/6
Economics:	½	1	1	1.5	2	1	1
Electives:	0	0	1	0	0	2/4	1/6
English:	3	3	3	3	3	3	3
Finance:	½	1	1	1	1	2/4	1
Geography:	½	½	1	1.5	2	1	1
Government:	½	1	1	2	2	1	1
History:	2	2	2	2	3	2	2
Humanities:	2	2	2	2	3	2	2
International Studies:	½	½	½	½	½	¼	1/6
Law:	½	1	1.5	2	2.5	¼	2/6
Music:	½	½	½	½	½	¼	1/6
PE:	½	½	½	½	½	¼	1/6
Technology:	½	1	1.5	1.5	1.5	1	1
Writing:	½	1	1.5	1.5	1.5	2/4	1
Total Credits:	18	21	24	27	30	18	18

ALL STAR HIGH SCHOOL DIPLOMA REQUIREMENTS FOR FULL RIDE TO ANY OKLAHOMA PUBLIC UNIVERSITY:

In this emphasis, regardless of the class schedule or if it is 9th or 10th through 12th, all students will be required to complete the following requirements in order to Graduate. Summer Classes are encouraged in this emphasis and when options are outside of class verses in class, it is highly recommended that the student take advantage of all the outside class opportunities in addition to starting concurrent enrollment early to maximize dual credits. There shall also be no exemptions of classes for any reason.

Accounting: 1 Full Credit.

Agriculture: 4 Full Credits. (5 total credits so far).

Apprenticeship: To be completed outside of school learned by the student from someone in a trade. Also Internship Credit may count for this requirement as well.

Art: 2 Full Credits. (7 total credits so far).

Business: Either 2 full credits or starting of a Business/Non Profit. (7-9 total credits so far).

College Prep: Either Concurrent enrollment or 2 full credits. (7-11 total credits so far).

Community Service: 500 hours minimum to be completed by the student outside of school between the summer immediately after Jr. High/Middle School Graduation and the day before High School Graduation. (7-11 total credits so far).

Cooking: 2 Full Credits. (9-13 total credits so far).

Dance: Either 1 Full Credit or proof of both enrollment and completion of private dance lessons outside of school. (9-14 credits so far).

D/F/N Languages: 4 Full Credits in each of the different languages areas for a total of 12. (21-26 credits so far).

Economics: 2 Full Credits. (23-28 Credits so far).

Electives: None.

English: 4 Full Credits. (27-32 Credits so far).

Environmental Education: 1 Full Credit. (28-33 Credits so far).

Finance: 1 Full Credit. (29-34 Credits so far).

Gender Education: None. (29-34 Credits so far).

Geography: 1 Full Credit. (30-35 Credits so far).

Government: 4 Full Credits, Paging at the Oklahoma State Capitol in the Page Program or being a US High School Page. (30-39 Credits so far).

History: 4 Full Credits. (34-43 Credits so far).

Humanities: 2 Full Credits. (36-45 Credits so far).

International Studies: Being part of an International Student Board, Representing the US by competing in the Olympics, being a part of People to People Student Ambassadors, taking a trip

abroad, spending a semester, quarter or 6 week session abroad or 1 full credit. (36-46 Credits so far).

Internship: See the High School Curriculum Guide under Internship on Pages 129 & 130 of this Proposal to select one. Also a student may apply the Apprenticeship to count as the Internship Credit as well.

Law: 1 Full Credit. (37-47 Credits so far).

Math: 4 Full Credits. (41-51 Credits so far).

Music: 2 Full Credits, 1 hit wonder, being in a Popular touring Band or part of a city/county or higher orchestra/symphony. (41-53 credits so far).

NARFF: 4 Full Credits. (45-57 Credits so far).

PE: 4 Full Credits, being on the Varsity Sports team every year in High School or competing for the US in the Olympics. (45-63 Credits so far).

Science: 4 Full Credits or inventing a cure of a disease. (45-67 Credits so far).

Spirituality: None.

Technology: 4 Full Credits, creating and selling of a marketing product that is patented or the creation of an app for both Android and or Apple that gets 10,000 or more downloads. (45-71 Credits).

Writing: None.

GED TESTING/HIGH SCHOOL ADULT CURRICULUM:

The State of Oklahoma combined with educators and teachers shall meet once every 5 years to create/develop/revise the GED Test which will be equivalent to the Regular High School Diploma.

OKLAHOMA HIGH SCHOOL TESTING POLICY:

The state of Oklahoma neither condemns, encourages or promotes testing of any type other than the third grade requirements to pass into 4th Grade, the home school test for transitioning between education levels of Lower Elementary to Upper Elementary, Upper Elementary to Jr. High/Middle School, Jr. High/Middle School to High School and High School Graduation. Teachers may test students within the classroom as much or as little as they wish. It is the responsibility of both the Parent and Student to know the testing requirements of any and all institutions that the student may be considering. The state hereby will no longer administer National and or International Testing.

CHANGING/SWITCHING DIPLOMA EMPHASIS:

A student may change a Diploma Emphasis at any time as long as they can meet the requirements and still Graduate on time in the desired emphasis that they wish to pursue.

HIGH SCHOOL DIPLOMA EMPHASIS TRANSFER EQUIVALENCY:

Each individual Oklahoma School District shall develop its own credit transfer equivalency policy for the awarding of High School Credits for students who took classes at another High School.

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PARENTS RIGHTS OF HIGH SCHOOL STUDENTS:

The Child/Parent Relationship is special. The State of Oklahoma is happy and pleased to be teaching your children and thanks you for entrusting your local High School with your child. With that in mind it is the Goal of Oklahoma to maximize the learning potential of each and every student within the all Oklahoma Public High Schools. Keeping that in mind, it is not only important that the State educate the child, but also do it within a way that preserves religious liberties and freedoms of the student while pleasing the Parent at the same time. In addition it is the goal to engage the interest of the child and have them learn knowledge that will be needed throughout life. Below are the following rights of the parent:

- 1: Allowing the child to miss school for Religious Holidays, Sick days and events at Parent Discretion. State Funding will NO longer be tied to daily attendance. However it is the responsibility of the Student to make up any and all missing work in accordance with the late work policy set up by each individual teacher. The State is not responsible for Students receiving an F due to lack of attendance or failure to make up the work.
- 2: Each parent is entitled to a progress report from the teacher upon request with a maximum of 1 per week between the beginning of the third week of each session the end of the 2nd to last week of each session.
- 3: Each parent shall have the right on if their kid should be vaccinated or not.
- 5: Parents have the right to refuse to have their kids take certain classes, however the state is not responsible if the student does not Graduate because of that. Only exceptions are what is mentioned earlier in this proposal.

6: Parents have the right to withhold their kids from School Concerts, Plays, Sporting events, Clubs and non-Classroom events.

7: Parents have the right to withhold their kids from field trips, however the absence will not be excused unless extensive proof is show that it violates the religious freedoms and liberties protected by the 1st Amendment in the US Constitution by the US Bill of Rights for each Student.

OKLAHOMA HIGH SCHOOL DISTRICT RIGHTS:

In order for any Educational Body to be effective, it must contain a certain level of Local control over its content and curriculum. The Oklahoma Public School System is no different and that is why local control is important and why Oklahoma has over 500 school districts. However this proposal is disappointed in the drop from 600 School Districts in 1989 to 520 in the 2012-2013 School Year creating a long term goal of more centralized control. The complete state list and 98 page report is available at:

<http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/Corrected%202012-13%20Annual%20Report.pdf>

Listed below are the following School District Rights for Jr. High/Middle School's:

- 1: Each School District shall set its own class schedule as long as the minimum number of hours/days are met and easily attainable for the student.
- 2: Each School District shall set and control its own bus routes.
- 3: Each School District shall have 100% control over the firing and hiring of their teachers and Administration.
- 4: Each School District will have complete and 100% control over its Apprenticeship/Internship & International Studies Trips.
- 5: In reference to English course offerings NOT the reading list, Environmental Education, Gender Education, Geography, Government, History, Math, Science, Spirituality & Technology

Curriculum, each individual School District in the Public Jr. Highs/Middle Schools of Oklahoma must defer to the Oklahoma SLEECOS Curriculum.

HIGH SCHOOL PTA RIGHTS:

Child success is dependent upon Parental Involvement. Most schools recognize that and as such have formed Parent Teacher Associations over the years or PTA for short. In MOST, NOT ALL cases when the Parent is involved with their child, the child learns both more and better. Listed below are the rights that belong to the PTA at each individual school:

- 1: Uniform Policy.
- 2: Lunch menu selection and working with the Chef.
- 3: Working with the teachers, state, other parents and the school district to organize field trips.
- 4: Working with the school and the school district to inform parents of all of their rights and responsibilities in regards to their kids attendance in public school, opt out options and study abroad opportunities available.
- 5: To address the concerns of the parents and students to the School Administration, School District and the State of Oklahoma.
- 6: To organize fundraisers and host fun events for various projects/charity work.
- 7: To work with the Student Council and all other school clubs to achieve their goals, develop and implement projects and work on relations between parents, administration, faculty, teachers and the students.

RIGHTS OF HIGH SCHOOL TEACHERS:

In any classroom the most important part is the teacher. A good teacher can make a class enjoyable and a subject so fun that it comes alive to the student. A bad teacher can make a class unbearable and forever disinterest a student in a particular subject or field of study. Teachers are what any Good and True Learning Education System is built upon. Since children have many different learning styles and the purpose of this proposal is to celebrate diversity instead of uniformity, it is imperative now more than ever that teacher's be allowed maximum freedom in the Classroom to teach. Listed below are the rights of the teacher.

1: A minimum of \$45,000 a year as a Salary.

2: No Classroom bigger than 30 students in a class.

3: Within the required curriculum, teachers shall have complete freedom on the methods they use to teach the students the curriculum required by both the State of Oklahoma and the local school district.

4: All teachers shall receive a lunch break and have at 1 planning/grading period.

5: All Final Letter Grades rest with the decision, discretion and recommendation of the teacher.

Despite the assignments and grades scored, if a teacher sees a major problem, huge potential and or the grade weighting system worked to the disadvantage of the student and the student did learn, than the Teacher reserves the right to change the grade. If better than the grade originally earned, no explanation is required, however if lower than what the student earned an explanation is required and the student reverses the right to appeal the decision to 3 different options: 1st: The Internal/Individual School Board. 2nd: The School District Board on Grades. 3rd: The State of

Oklahoma Department of Education Board on Grades. If the student is still unsatisfied, at their own expense they may pursue their legal options in the court. If a student wins at any point then the case is over.

PROTECTING THE RIGHTS OF PRIVATE HIGH SCHOOLS TO FREELY EDUCATE HIGH SCHOOL STUDENTS WITHOUT STATE INTERFERENCE:

Private Schools shall have 100% control of their curriculum, course offerings, hiring and firing of personnel and amount of Diploma Emphasis offered. In addition they shall be exempt from any and all State Testing requirements. Established organizations of faith, academy's and research foundations shall have the power to establish their own High School's. School choice is important to a free market, powerful economy and diverse World. Long live the freedom and missions of Private Schools.

ACCOMIDATING HIGH SCHOOL STUDENTS WITH LEARNING DISABLITIES:

Learning disabilities with students in High School shall be taken on a case by case basis with recommendations made by the parents and the doctor that performed the testing. In addition the State and each individual school will do its best to accommodate each student while staying in compliance with all Curriculum Requirements and Federal & State Law.

INSURING LUNCH FOR JR. HIGH/MIDDLE SCHOOL STUDENTS WHO CAN'T AFFORD TO EAT:

The state of Oklahoma shall continue with its free and reduced lunch program in addition to sending the Regional Oklahoma Food Bank Backpacks home with disadvantaged students.

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REMINDER OF ALL MAJOR GOALS:

- 1: 100,000 Apprenticeships made available to High School Students and 20,000 made available to Jr. High/Middle School Students.**
- 2: Changing the Grading System to pass/fail from letter grades in both Elementary School and Jr. High/Middle School.**
- 3: Changing Jr. High/Middle School from a set curriculum to a Credit system to better prepare students for both High School and College.**
- 4: To create Workforce Readiness.**
- 5: To make the Oklahoma Elementary School System to a 100% Graduation Rate.**
- 6: To Raise the Oklahoma Jr. High/Middle School Graduation Rate to 95%.**
- 7: To raise the Oklahoma High School Graduation Rate to 90%.**
- 8: Empower Student Choice and put Students in the Driver's Seat of their own Education.**
- 9: Implement and start a goal to have every Oklahoma High School student be able to study abroad by 2020.**
- 10: To create choice in fields of studying by implementing 10 different emphasis areas within the High School Diploma for students to Graduate with.**
- 11: To raise overall academic standards across the Board.**
- 12: Create Workforce Readiness.**

13: Increase the number of Students doing Concurrent Enrollment in College.

14: To raise teacher salaries.

15: Lower the Student to Teacher ratio inside the Classroom.

16: Award Real Life Experience as Education Credit in High School to High School Students.

17: To keep state testing, while abolishing National and International Testing within the Borders of Oklahoma.

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ACHIEVING ALL 17 MAJOR GOALS SET OUT IN THIS PROPOSAL:

1: 100,000 Apprenticeships made available to High School Students and 20,000 made available to Jr. High/Middle School Students: The state of Oklahoma shall encourage and ask businesses to make available these hands on apprenticeships available to students and enact friendly policies to do so. Also this proposal encourages students to seek out these opportunities themselves in addition to encouraging school districts to make deals with various businesses in the District.

2: Changing the Grading System to pass/fail from letter grades in both Elementary School and Jr. High/Middle School: This proposal ask that it be done.

3: Changing Jr. High/Middle School from a set curriculum to a Credit system to better prepare students for both High School and College: While the choice rest with each individual school district, this proposal feels that students should be free to learn heading into high school while experimenting with the Credit system. Than instead of learning about the Credit system in high school, they already understand it from Jr. High/Middle School leaving students to focus on their grades in both college and High School.

4: To create Workforce Readiness: With the combination of raising Academic standards across the board, broadening life experiences, awarding credit for real life experience, creating schedule flexibility to allow high school students to experience and pursue opportunities of a life time in addition to the implementation of the Apprenticeship Program, this will make students ready to enter the workforce upon completion of High School.

5: To make the Oklahoma Elementary School System to a 100% Graduation Rate: By creating greater local and teacher control, making the classes pass/fail instead of letter grades,

raising standard while applying common sense to make the standards attainable and giving teachers raises and lowering the student to teacher ration this can all be achieved.

6: To Raise the Oklahoma Jr. High/Middle School Graduation Rate to 95%: By changing the Jr. High/Middle School Grading system from Letter Grades to Pass/Fail, creating high and attainable standards, giving our teachers raises, empowering student choice in Jr. High/Middle School by changing the system from a set curriculum to a credit system and lowering the Student to Teacher ratio, this goal can be achieved.

7: To raise the Oklahoma High School Graduation Rate to 90%: By creating student choice with the Diploma Emphasis system, insuring that every last Oklahoma High School student can study abroad, raising the standards, allowing students to take one college class and earn both High School and College Credit for it at the same time, awarding real life experience as credit, lowering the teacher to student ratio and the implementation of the 100,000 Students in Apprenticeships, this goal can be achieved.

8: Empower Student Choice and put Students in the Driver's Seat of their own Education: Implement the Credit system in Jr. High/Middle School and the Diploma Emphasis System in High School.

9: Implement and start a goal to have every Oklahoma High School student be able to study abroad by 2020: Provide opportunities and funding for it.

10: To create choice in fields of studying by implementing 10 different emphasis areas within the High School Diploma for students to Graduate with: 1: JET G. 2: Regular. 3: Agriculture. 4: CHAMBER. 5: FES. 6: NARFF. 7: SMG. 8: STEM. 9: WHBRP. 10: ALL STAR.

11: To raise overall academic standards across the Board: Self-evident throughout the standards and Graduation Requirements within this Proposal.

12: Create Workforce Readiness: Implementation of the Apprenticeship and Internship Credit Awarding.

13: Increase the number of Students doing Concurrent Enrollment in College: Have 25% of all Oklahoma High School Students doing Concurrent Enrollment in a College, Trade School, University and or VO Tech of some type.

14: To raise teacher salaries: \$45,000 a year for Elementary School Teachers. \$50,000 a year for Jr. High/Middle School Teachers and & \$60,000 a year for High School Teachers.

15: Lower the Student to Teacher ratio inside the Classroom: Create a 1 to 20 Student Teacher Ration in Elementary School, 1 to 25 in Jr. High/Middle School and 1 to 30 in High School.

16: Award Real Life Experience as Education Credit in High School to High School Students: Treat sports teams, private dance lessons, US Congress and State Capitol Page Programs, Prestigious Leadership/Organization positions, Community Service, work experience and students creating technology/medical advances as real life credit.

17: To keep state testing, while abolishing National and International Testing within the Borders of Oklahoma: The only test shall be the few mentioned in this Proposal.

INSERT PICTURES HERE: