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| <b>DIPLOMA and CREDIT REQUIREMENTS</b><br><b>STATE OF OREGON and EUGENE SCHOOL DISTRICT 4j</b> |
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| <b>SUBJECT AREA</b>  | <b>STATE Requirements</b>  | <b>DISTRICT 4J Requirements</b>  | <b>OREGON STATE UNIVERSITY SYSTEM Admissions Requirements</b>      |
|--|--|--|--|
| <b>Language Arts</b>   | 3 credits <i>(4 cr. in 2009-10)</i>  | 3.5 credits <i>(4 cr. in 2009-10)</i>  | 4 credits  |
| <b>Mathematics</b>   | 2 credits <i>(3 cr. in 2009-10)</i>  | 2 credits <i>(3 cr. in 2009-10)</i>  | 3 credits  |
| <b>Science</b>   | 2 credits  | 2 credits  | 2 credits  |
| <b>Social Sciences</b>                                       | 3 credits  | 3 credits  | 3 credits  |
| <b>The Arts (Applied Arts, Fine Arts) or Second Language</b> | 1 credit   | 2 credits  | 2 credits Second Language<br><i>(2 years in the same language)</i> |
| <b>Physical Education</b>                                    | 1 credit   | 1 credit   |  |
| <b>Health Education</b>                                      | 1 credit   | 1 credit   |  |
| <b>Elective credits</b>                                      | to meet local district requirements  |  |  |
| <b>Humanities</b>  |  | .5 credit  |  |
| <b>Other Subjects</b>  |  | 8 credits  |  |
| <b>TOTAL Credit Requirements:</b>                            | <b><i>at least 22 credits</i></b><br><i>(Increased to 24 cr. in 2009-10)</i> | <b><i>at least 23 credits</i></b><br><i>(Increased to 24 cr. in 2009-10)</i> |  |

**Additional Requirements: Career Related Learning** (State and District)

- a. Develop and education plan and build an education profile (4 Year Plan)
- b. Demonstrate extended application through a collection of evidence
- c. Demonstrate career-related knowledge and skills (CRLS) *personal management, teamwork, communication, problem solving, employment foundations, career development*
- d. Participate in career related learning experiences as outlined in the education plan

## OREGON DEPARTMENT OF EDUCATION SUBJECT AREA DEFINITIONS

**Language Arts:** The ability to communicate well—to read, write, listen, and speak—prepares students for life. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enrich the human experience and foster responsible citizenship.

**Mathematics:** The study of Mathematics provides a foundation for the learning of science, technology, and for the interpretation of quantitative information in other subjects. It teaches students how to reason logically and develop skills useful in every day life.

**Science:** The study of Science promotes scientific literacy where students can explore natural events using rational and systematic observation, identification, description, experimental investigation, and theoretical explanation. These scientific concepts and processes provide students with decision-making skills needed for informed participation in civic and economic affairs.

**Social Sciences:** The study of the social sciences (civics, economics, geography, and history) prepares students for responsible citizenship. It enables students to evaluate historical and contemporary issues, understand global relationships, and make connections between the past, present, and future.

**The Arts:** Learning in and through the arts prepares students for a life enriched through engagement in the creative process, an appreciation of aesthetics and an understanding of the relationships between the arts and society. Arts literacy enhances a student's communication, analytical thinking, problem solving and multi-cultural awareness.

**Second Languages:** Students who are proficient in second languages are able to communicate through listening, speaking, signing, reading, writing, and can apply culturally appropriate practices in real-life situations in a second language. The stages below are adapted from the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels. They apply to languages such as Spanish, French, German, and American Sign Language.

**Physical Education:** The study of physical education prepares students for the long-term benefits of an active and healthy life. A physically educated person performs a variety of physical activities, participates regularly in physical activity, and knows the benefits from involvement in physical activity and its contributions to a healthy life.

**Health:** The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. Its goal is for students to become health literate (the ability to obtain, interpret, and understand basic health information and services) and to use such information and services in health-enhancing ways. The health education standards are identified as Health Skills in nine conceptual areas (alcohol, tobacco and other drug use prevention; prevention and control of disease; promotion of environmental health; promotion of healthy eating; promotion of mental, social, and emotional health; promotion of physical activity; promotion of sexual health; unintentional injury prevention; and violence and suicide prevention).

**Career Related Learning:** The career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. The CRLS will be most meaningful when demonstrated through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or career-related learning experiences. The CRLS are a requirement for the Certificate of Advanced Mastery (CAM) and the high school diploma (in 2006-07). Proficiency and sufficiency criteria have been drafted for local assessment of the CRLS for the CAM.