

## LITERACY STANDARDS FOR GRADES 6-12:

### HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

#### College and Career Readiness Anchor Standards for Reading

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*See College and Career Readiness Anchor Standards for Writing, “Research to Build and Present Knowledge,” for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## Reading Standards for Literacy in History/Social Studies 6-12

The standards below begin at Grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<b>Grades 6-8 Students:</b>	<b>Grades 9-10 Students:</b>	<b>Grades 11-12 Students:</b>
<b>Key Ideas and Details</b>		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate visual information (e.g., in charts).	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.	10. By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.

## Reading Standards for Literacy in Science and Technical Subjects 6-12

<b>Grades 6-8 Students:</b>	<b>Grades 9-10 Students:</b>	<b>Grades 11-12 Students:</b>
<b>Key Ideas and Details</b>		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>Craft and Structure</b>		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 6-8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 9-10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 11-12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i> ).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.	10. By the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.

## Appendix B

### College and Career Readiness Anchor Standards for Writing

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

#### **Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

The standards below begin at Grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college- and career-readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
<b>Text Types and Purposes</b>		
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>

# Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (Continued)

Grades 6-8 Students:	Grades 9-10 Students:	Grades 11-12 Students:
<b>Text Types and Purposes (continued)</b>		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</li> </ul>
<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>

**Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so others can replicate them and (possibly) reach the same results.

# Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (Continued)

<b>Grades 6-8 Students:</b>	<b>Grades 9-10 Students:</b>	<b>Grades 11-12 Students:</b>
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>Research to Build and Present Knowledge</b>		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

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# Glossary

- Advanced Placement (AP) Program** – A high school program that provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs; a course that follows the curriculum of the College Board and that may lead to credit at a college or university.
- American Council on the Teaching of Foreign Languages (ACTFL)** – A national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction throughout the United States.
- Authentic materials** – Books, tapes, videos, games, magazines, and other materials produced for use by native speakers of a language.
- Classifier** – Specific hand shapes used to represent nouns or features of nouns, including shape, size, depth, texture, location, number, and relationships; can also represent verbs.
- Cognates** – Words related in origin, as certain words in different languages derived from the same root.
- Communicative competence** – The ability to function in a communicative setting. Refers to production and understanding of what is appropriate to say, how it should be said, and when it should be said.
- Community** – A group sharing a similar culture and language.
- Conjugation** – A presentation of the complete set of inflected forms of a verb; a class of verbs having similar inflected forms.
- Context** – The overall social or cultural situation in which language learning occurs.
- Declension** – The inflection in certain languages of nouns, pronouns, and adjectives in categories such as case, number, and gender; a class of words of one language with the same or similar system of inflections (as the first declension of Latin).
- De’VIA- Deaf View/Image Art** – Art created by Deaf artists created with the intention of expressing innate cultural or physical Deaf experience.
- Foreign Language Exploratory (FLEX)** – A short-term exploratory program often found at the middle grades. It is not articulated with the elementary nor with the high school program. The term may also be used to describe a non-sequential elementary program with limited contact time (once a week or less).
- Foreign Language in the Elementary School (FLES)** – A well-articulated, sequenced second-language program for children.
- Formative assessment** – is designed to help form or shape learners’ ongoing understanding or skills while the teacher and learners still have opportunities to interact for the purposes of repair and improvement within the instructional setting.
- Heritage language learner** – Someone who has had exposure to a non-English language outside the formal education system; often refers to someone with a home background in the language.
- Idiom** – A speech form or expression of a language that is peculiar to itself grammatically or that cannot be understood from the meaning of its individual elements.
- Idiomatic expression** – An expression that has a different meaning from the literal. Idiomatic expressions make no sense when translated literally from one language to another (as in raining cats and dogs).
- Immersion** – An approach to foreign language instruction in which the regular curriculum is taught in the foreign language.
- Inflection** – Any change in tone or pitch of the voice; an alteration of the form of a word, indicating grammatical features such as number, person, or tense.
- Intermediate-low** – Refers to the learner’s ability to understand sentences consisting of recombinations of learned elements where context supports understanding; repetition, rewording, or rereading may be necessary. Conversation restricted to concrete exchanges and predictable topics using short, simple statements or questions in the present time frame; able to meet limited practical writing needs; can generally be understood by sympathetic interlocutors.
- International Baccalaureate (IB) Diploma Program** – A demanding pre-university course of study designed for highly motivated secondary school students.

**Intonation** – The rise and fall in pitch of the voice in speech.

**Language acquisition** – Refers to the natural way one acquires a first language through meaningful communication.

**Language learning** – Implies the formal study of a language, including grammatical rules.

**Meter** – Regular patterns of syllables as found in poetry.

**Non-manual markers** – Facial expressions, head movements, and body posture that accompany signs to provide additional grammatical information.

**Nonverbal behavior** – A source of information used by readers or listeners to construct meaning not involving language; can involve facial expressions, gestures, and eye contact.

**Novice-high** – Refers to the learner's ability to understand short, learned words and phrases and some sentences where context supports understanding; may need repetition, rephrasing, or rereading. Conversation restricted to predictable topics; able to meet limited basic practical writing needs; can generally be understood by sympathetic interlocutors.

**Novice-low** – Refers to the learner's ability to understand occasional words such as cognates and borrowed words. May be able to exchange greetings, provide identities, and name familiar objects; can reproduce from memory a limited number of isolated words or familiar phrases; essentially has no functional communicative ability.

**Novice-mid** – Refers to the learner's ability to understand an increased number of words and phrases, including cognates and borrowed words where context highly supports understanding; may require repetition, slower rate of speech, or need rereading. Oral and written production consists of isolated words and learned phrases; can handle elementary needs and express basic courtesies; shows little evidence of functional writing skills; may be understood with great difficulty by sympathetic interlocutors.

**Parameters** – A part of a sign. There are five parameters in American Sign Language—movement, hand shape, location, orientation, and non-manual markers.

**Perspectives** – Unobservable aspects of a society. Includes the values, cultural assumptions, and beliefs that form the world view of a cultural group.

**Practices** – Observable behaviors of a given cultural group.

**Primary sources** – Results of experiments or original research, literary works, autobiographies, original theories, and other materials.

**Products** – Tangible and intangible creations of a society. Tangible products may include everyday items such as houses as well as aesthetic products such as literary achievements. Examples of intangible products are the institutions created by the society such as religious institutions.

**Proficiency** – Ability to communicate effectively in both oral and written form in the cultures where a language is spoken.

**Simile** – A figure of speech in which two essentially unlike things are compared with the use of like or as (as in He was as strong as a bull.).

**Summative assessment** – Occurs at the end of a course and is designed to determine what the learner can do with the language at that point.

**Syntax** – The way language is structured and ordered within sentences.

**Target language** – The language being learned.

**Temporal aspect** – Aspectual distinctions in American Sign Language that give information about the time or frequency of action represented by a verb.

**Time frames** – General periods in time (past, present, or future), but not necessarily specific tenses. For example, future time can be indicated by use of the future tense, but also by the present tense as in *Voy a ir al cine esta tarde.* (I am going to go to the movies this afternoon.) Likewise, past time can be indicated by use of the present tense as in *Elle vient de partir.* (She has just left.)

# MOUNTAIN BROOK HIGH SCHOOL GRADUATION REQUIREMENTS

## Standard Diploma

**Beginning with the class of 2017, in order to earn an Alabama High School Diploma from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:**

<b>Standard Diploma</b>			
<b>Beginning with the class of 2017, in order to earn an Alabama High School Diploma from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:</b>			
<b>English Language Arts</b>	<b>Four credits to include the equivalent of:</b>		<b><u>Credits</u></b>
	English 9		<b>1</b>
	English 10		<b>1</b>
	English 11		<b>1</b>
	English 12		<b>1</b>
<b>English Language Arts Total Credits</b>		<b>4</b>	
<b>Mathematics</b>	<b>Four credits to include the equivalent of:</b>		<b><u>Credits</u></b>
	Algebra I		<b>1 or 2</b>
	Geometry		<b>1</b>
	Algebra II		<b>1</b>
	Additional Math Course		<b>1</b>
<b>Mathematics Total Credits</b>		<b>4</b>	
<b>Science</b>	<b>Four credits to include the equivalent of:</b>		<b><u>Credits</u></b>
	Biology		<b>1</b>
	A Physical Science Course		<b>1</b>
	Additional Science Courses		<b>2</b>
<b>Science Total Credits</b>		<b>4</b>	
<b>Social Studies</b>	<b>Four credits to include the equivalent of:</b>		<b><u>Credits</u></b>
	World History		<b>1</b>
	United States History		<b>2</b>
	Government		<b>0.5</b>
	Economics		<b>0.5</b>
<b>Social Studies Total Credits</b>		<b>4</b>	
<b>Physical Education</b>		<b>1</b>	
<b>Health Education</b>		<b>0.5</b>	
<b>Career Preparedness</b>		<b>1</b>	
<b>Career Technical Course, Fine Arts, or Foreign Language*</b>		<b>3</b>	
<b>Electives</b>		<b>2.5</b>	
<b>Total Credits</b>		<b>24</b>	

\*Three courses must be from Career Technical Education, Fine Arts, or Foreign Language, either all from one area or any combination of the three.

# MOUNTAIN BROOK HIGH SCHOOL GRADUATION REQUIREMENTS

## Advanced Diploma

**Beginning with the class of 2017, in order to earn an Advanced Alabama High School Diploma from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:**

Advanced Diploma		
Beginning with the class of 2017, in order to earn an Advanced Alabama High School Diploma from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:		
<b>Four credits to include the equivalent of:</b>		<b>Credits</b>
<b>English Language Arts</b>	English 9	1
	English 10	1
	English 11	1
	English 12	1
<b>English Language Arts Total Credits</b>		<b>4</b>
<b>Four credits to include the equivalent of:</b>		<b>Credits</b>
<b>Mathematics</b>	Algebra I	1
	Geometry	1
	Algebra II with Trigonometry	1
	Additional Math Course	1
<b>Mathematics Total Credits</b>		<b>4</b>
<b>Four credits to include the equivalent of:</b>		<b>Credits</b>
<b>Science</b>	Biology	1
	Chemistry or Physics	1
	Additional Life and/or Physical Science Courses (1 credit at a higher level)	2
<b>Science Total Credits</b>		<b>4</b>
<b>Four credits to include the equivalent of:</b>		<b>Credits</b>
<b>Social Studies</b>	World History	1
	United States History	2
	Government	0.5
	Economics	0.5
<b>Social Studies Total Credits</b>		<b>4</b>
<b>Physical Education</b>		<b>1</b>
<b>Health Education</b>		<b>0.5</b>
<b>Fine Arts</b>		<b>1</b>
<b>Career Preparedness</b>		<b>1</b>
<b>Career Technical Course, Fine Arts, or Foreign Language</b>		<b>1</b>
<b>Foreign Language**</b>		<b>2</b>
<b>Electives</b>		<b>2.5</b>
<b>Total Credits</b>		<b>25</b>

\*\*Two Foreign Language credits must be consecutive in the same language.

# MOUNTAIN BROOK HIGH SCHOOL GRADUATION REQUIREMENTS

## Advanced Diploma with Honors

**Beginning with the class of 2017, in order to earn an Advanced Alabama High School Diploma with Honors from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:**

<b>Advanced Diploma with Honors</b>		
<b>Beginning with the class of 2017, in order to earn an Advanced Alabama High School Diploma with Honors from Mountain Brook High School, students must take a course which includes an online experience AND meet the following requirements:</b>		
<b>English Language Arts</b>	<b>Four credits to include the equivalent of:</b>	<b><u>Credits</u></b>
	English 9	<b>1</b>
	English 10	<b>1</b>
	English 11	<b>1</b>
	English 12	<b>1</b>
<b>English Language Arts Total Credits</b>		<b>4</b>
<b>Mathematics</b>	<b>Four credits to include the equivalent of:</b>	<b><u>Credits</u></b>
	Algebra I	<b>1</b>
	Geometry	<b>1</b>
	Algebra II with Trigonometry	<b>1</b>
	Pre-Calculus or Equivalent	<b>1</b>
<b>Mathematics Total Credits</b>		<b>4</b>
<b>Science</b>	<b>Four credits to include the equivalent of:</b>	<b><u>Credits</u></b>
	Biology	<b>1</b>
	Chemistry or Physics	<b>1</b>
	Additional Life and/or Physical Science Courses (2 credits at a higher level)	<b>2</b>
<b>Science Total Credits</b>		<b>4</b>
<b>Social Studies</b>	<b>Four credits to include the equivalent of:</b>	<b><u>Credits</u></b>
	World History	<b>1</b>
	United States History	<b>2</b>
	Government	<b>0.5</b>
	Economics	<b>0.5</b>
<b>Social Studies Total Credits</b>		<b>4</b>
<b>Physical Education</b>		<b>1</b>
<b>Health Education</b>		<b>0.5</b>
<b>Fine Arts</b>		<b>1</b>
<b>Career Preparedness</b>		<b>1</b>
<b>Career Technical Course, Fine Arts, or Foreign Language</b>		<b>1</b>
<b>Foreign Language**</b>		<b>3</b>
<b>Electives</b>		<b>2.5</b>
<b>Total Credits</b>		<b>26</b>

\*\*Three Foreign Language credits must be consecutive in the same language.