

## 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

1. 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.
2. 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.
3. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. \*
2. 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.
3. 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

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” standards relevant to gathering, assessing, and applying information from print and digital sources.

Reading Standards for Literacy in History/Social Studies, Grades 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.

**Grades 6-8 Students:****Grades 9-10 Students:****Grades 11-12 Students:****Key Ideas and Details**

- |  |   |  |
|--|---|--|
| 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.    |

**Craft and Structure**

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| 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.   |

**Integration of Knowledge and Ideas**

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|--|---|---|
| 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.   |

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

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|--|--|--|
| 1<br>0. By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently. | 1<br>0. By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently. | 1<br>0. 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, Grades 6-12

| Grades 6-8 Students:  | Grades 9-10 Students:   | Grades 11-12 Students:   |
|---|---|--|
| <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>  |   |  |
| 1. By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.  | 1. By the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.  | 1. By the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.   |

## **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**

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

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

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

### **Range of Writing**

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.

## Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 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, Grades 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> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> | <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> |
| 3. (See note; not applicable as a separate requirement)   | 3. (See note; not applicable as a separate requirement)  | 3. (See note; not applicable as a separate requirement)   |

**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, Grades 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.   |

# Appendix B GRADUATION REQUIREMENTS

## 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: |   |                |
| English Language Arts   | <b>Four credits to include the equivalent of:</b> | <b>Credits</b> |
|   | English 9   | 1              |
|   | English 10  | 1              |
|   | English 11  | 1              |
|   | English 12  | 1              |
| <b>English Language Arts Total Credits</b>  |   | <b>4</b>       |
| Mathematics   | <b>Four credits to include the equivalent of:</b> | <b>Credits</b> |
|   | Algebra I   | 1 or 2         |
|   | Geometry  | 1              |
|   | Algebra II  | 1              |
|   | Additional Math Course                            | 1              |
| <b>Mathematics Total Credits</b>  |   | <b>4</b>       |
| Science   | <b>Four credits to include the equivalent of:</b> | <b>Credits</b> |
|   | Biology   | 1              |
|   | A Physical Science Course                         | 1              |
|   | Additional Science Courses                        | 2              |
| <b>Science Total Credits</b>  |   | <b>4</b>       |
| Social Studies  | <b>Four credits to include the equivalent of:</b> | <b>Credits</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>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  |  |                |
|---|--|----------------|
| <b>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> |  |                |
| <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>English Language Arts</b>   | <b>Four credits to include the equivalent of:</b>                             | <b>Credits</b> |
|  | English 9   | 1              |
|  | English 10  | 1              |
|  | English 11  | 1              |
|  | English 12  | 1              |
| <b>English Language Arts Total Credits</b>   |   | <b>4</b>       |
| <b>Mathematics</b>   | <b>Four credits to include the equivalent of:</b>                             | <b>Credits</b> |
|  | Algebra I   | 1              |
|  | Geometry  | 1              |
|  | Algebra II with Trigonometry  | 1              |
|  | Pre-Calculus or Equivalent  | 1              |
| <b>Mathematics Total Credits</b>   |   | <b>4</b>       |
| <b>Science</b>   | <b>Four credits to include the equivalent of:</b>                             | <b>Credits</b> |
|  | Biology   | 1              |
|  | Chemistry or Physics  | 1              |
|  | Additional Life and/or Physical Science Courses (2 credits at a higher level) | 2              |
| <b>Science Total Credits</b>   |   | <b>4</b>       |
| <b>Social Studies</b>  | <b>Four credits to include the equivalent of:</b>                             | <b>Credits</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>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.

## Resources

### General Information

[Action for Healthy Kids](#)

Adapted Physical Education

Adapted Physical Education Best Practices Quick Reference Guide

Adventure and Cooperative Activities

[Adventure2Learning](#)

[Alabama Adapted Physical Education and 504 Process Guidelines 2014](#)

[Alabama State Association of Health, Physical Education, Recreation and Dance \(ASAHPERD\)](#)

Discover Inclusive Physical Education

- <http://www.alsde.edu/sec/isvcs/hpe/Process/APE%20and%20504%20State%20Guidelines.pdf>
- <http://www.humankinetics.com/products/all-products/quality-lesson-plans-for-outdoor-education>
- <https://www.aee.org/outdoor-adventure-education-program>
- <https://www.nchpad.org/1402/6261/Discover~Inclusive~Physical~Education>
- [https://www.nchpad.org/fppics/NCHPAD\\_Resources%20for%20Inclusion%20in%20Youth\\_UPDATE\\_D\\_WEB.pdf](https://www.nchpad.org/fppics/NCHPAD_Resources%20for%20Inclusion%20in%20Youth_UPDATE_D_WEB.pdf)
- <https://www.pecentral.org/lessonideas/searchresults.asp?category=190>

[Iron Kids Program](#)

Kindness Works [stopbullying.gov](http://stopbullying.gov)

[Phyседagogy](#)

Play Well With Others ([Activity Based Bullying](#) and [Education Program](#))

Resources for Inclusion in Physical Activity & Youth with Disability

[SHAPE America](#)

[SPARK PE](#)

*Spark: The Revolutionary New Science of Exercise and the Brain* by [John Ratey](#) - [video](#) (connection between physical activity and learning)

[Sworakit Youth Initiative](#)

## Assessment Tools

Class Dojo

Plickers/Plagnets

Socrative

Twitter Hashtags/People to Follow

#alphysed

#espechat

#physed

@activeschoolsus

@adaptpekim

@AdventureEdGuy

@alabamadeptofed

@al\_champions

@artiekamiya

@asahperd

@auburn1024

@baugha

@capnpetespe

@carmelhealth

@coacho27

@coachpirillo

@collinbrooksie

@cpola17

@cwrighthpe

@foes4sports

@gingeraaron

@jimsgymtx

@joeyfeith

@lynnhefele

@mlspe

@mr\_c\_pe

@mrroospe

@nchpad

@pe2themax

@pe4everykid

@pebymre

@pelhamoakspe

@perkettpe

@physed\_pomeroy

@physedagogy

@physedapps

@physEd.D.epot

@rich\_wiles

@sarawoodpe

@schleiderjustin

@shape\_america

@shuff13

@smartintahoe

@smsandino

@thefirsttee

YouTube Physical Education Channels

[Ben Pirillo](#)

[EspeChat](#)

[National Center for Health, Physical Activity and Disability](#)

[Open Phys Ed](#)

[Pe Specialist](#)

[Ross Chakrian](#)

[Scott Williams](#)

## Lesson Plan Assistance

[Shape Teacher's Toolbox](#)

[Open Phys Ed](#)

[Physical Education Specialist](#)

[The Physical Educator](#)

[Teach Physed](#)

<https://physedreview.weebly.com/>

<http://www.nea.org/tools/lessons/promotingphysical-fitness-9-12.html>

<https://sparkpe.org/physical-education/lesson-plans/high-school/>

[https://www.myips.org/cms/lib8/IN01906626/Centricity/Domain/8123/weighttraining\\_curriculum.pdf](https://www.myips.org/cms/lib8/IN01906626/Centricity/Domain/8123/weighttraining_curriculum.pdf)

<https://study.com/academy/topic/individual-dual-team-sports-games.html>

[Muscle Diagram](#) with major muscle groups

[Brain Boosters](#)

F.I.T.T. Principle\_

[Health Related Fitness](#)

## Apps to Assist in Class

5Sgif

Aims

Balance It

Carousel

Classroom Roulette

Classroom Teammates

Decide Now

DoInk

GoNoodle

Interval Timer

Just jump

Lazy Monster

Make Dice

Map My Walk/Run

My Fitness Pal

Remind

Ripl

Spin Da Wheel

Sworkit – Kids

Tabata Timer

Team Shake

# Bibliography

20 Indicators of Effective Physical Education Instruction

<https://www.shapeamerica.org/events/upload/20-Indicators-Brochure-WEB-003-2.pdf>

2017 Physical Education Standards - DC office of the State Superintendent of Education

K-12 PE Standards, May 2017. Michigan Department of Education

Adapted Physical Education National Standards (APENS) - [www.apens.org](http://www.apens.org)

Alabama Developmental Standards for Preschool Children, January 2012, Alabama Department of Children's Affairs and the Alabama State Department of Education,

[http://www.alsde.edu/sec/ses/Preschool/Developmental\\_Standards\\_handbook.pdf](http://www.alsde.edu/sec/ses/Preschool/Developmental_Standards_handbook.pdf)

Alabama Physical Fitness Assessment - <https://www.alsde.edu/sec/isvcs/hpe/pages/physicalfitness-all.aspx>

Centers for Disease Control -

[https://www.cdc.gov/cancer/dcpc/prevention/policies\\_practices/physical\\_activity/guidelines.htm](https://www.cdc.gov/cancer/dcpc/prevention/policies_practices/physical_activity/guidelines.htm)

Children's Health Survey - <http://childhealthdata.org/learn/NSCH>

Comprehensive School Physical Activity Program (CSPAP), Centers for Disease Control and Prevention -

<https://www.cdc.gov/healthyschools/physicalactivity/cspap.htm>

Every Student Succeeds Act (ESSA) - <https://www.alsde.edu/dept/essa/Pages/home.aspx>

Gopher- Maximizing participation. <http://www.gophersport.com/blog/how-to-maximizing-participation-in-physical-education/>

Move with Purpose, GoNoodle - <https://www.gonoodle.com/>

National Physical Education Standards <https://www.shapeamerica.org/events/upload/20-Indicators-Brochure-WEB-003-2.pdf>

Physical Activity Facts, Centers for Disease Control and Prevention -

<https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>

Ratey, John. Can exercise help people learn? Exercise Revolution. <http://johnratey.typepad.com/>

Ratey, John J. *Spark: The Revolutionary New Science of Exercise and the Brain*, Little, Brown and Company, Hachett Book Group. January 2013.

Society of Health and Physical Educators (SHAPE America) – <https://www.shapeamerica.org/>

Strategies for Planning Recess - <http://cdc.gov/healthyschools/physicalactivity/recess.htm>

Terada , Youki. Research-Tested Benefits of Breaks. March 9, 2018, George Lucas Educational Foundation, Edutopia .

<https://www.edutopia.org/article/research-tested-benefits-breaks>

<http://www.alsde.edu/sec/isvcs/hpe/Physical%20Education/Laws-Resolutions%20Pertaining%20to%20Physical%20Education.pdf>

Whole School, Whole Community, Whole Child (WSCC), Center for Disease Control and Prevention–  
<https://www.cdc.gov/healthyouth/wscclmodel.htm>

Learning Focused Lessons

<http://achievenowpd.com/>

What PE Teachers Should Know about Concussion-SHAPE America

<https://www.shapeamerica.org/standards/guidelines/Concussion/default.aspx?hkey=89da4a6f-5b59-4e72-ae18-a8b892d8fef1>

A Fact Sheet for Teachers, Counselors and Professionals on Concussion from the Center for Disease Control

[https://www.cdc.gov/headsup/pdfs/schools/tbi\\_factsheet\\_teachers-508-a.pdf](https://www.cdc.gov/headsup/pdfs/schools/tbi_factsheet_teachers-508-a.pdf)

Alabama High School Athletic Association Concussion Policy

<http://dnn.ahsaa.com/Portals/0/pdf/other/AHSAA%20Concussion%20Policy.pdf>

# Glossary

**Accessible** - Easy for individuals with disabilities to enter or use.

**Accommodation** - Instructional or test adaptations. They allow the student to demonstrate what he or she knows without fundamentally changing the target skill that is being taught in the classroom or measured in testing situations. More specifically, they change the manner or setting in which information is presented or the manner in which students respond. They do not change the target skill or the testing construct.

**Adapted Physical Education (APE)** - Physical education which has been adapted or modified so that it is appropriate for the person with a disability as it is for a person without a disability.

**Active lifestyle** – A lifestyle that contributes positives to physical, mental and social well-being, and includes regular exercise.

**Assistive technology devices** - Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

**Aerobic activity**—Exercise allowing the body to replenish needed oxygen to muscles. Examples are swimming, cycling, and jogging.

**Anaerobic activity**—Strenuous exercise requiring more oxygen than the body is able to supply, resulting in oxygen debt. Examples are sprinting and weight training.

**Apparatus**—Equipment used for a particular purpose. Examples include scooters, stability balls, and balance buckets.

**Body awareness**—Knowledge regarding body performance, including actions of the whole body and specific body parts, activities of the body, and shapes the body is able to assume.

**Body extensions** – A movement increasing the angle between two body parts.

**Body movement**—How the body moves; quality of movement, including time, space, force, and flow.

**Brain boosters** – [Brain Boosters](#), physical/bodily/kinesthetic activities led by the classroom teacher, are useful tools to help activate, energize, and stimulate a student's brain. It's recommended that Brain Boosters occur for at least 5 minutes for each hour that the student sits.

**Cardiorespiratory efficiency**—Ability of lungs, heart, and blood vessels to deliver adequate amounts of nutrients to meet demands of prolonged physical activity.

**Case manager** - Coordinates and oversees the compliance and implementation of the IEP.

**Cognitive development**—Acquisition of knowledge and understanding of movement concepts, rules, and strategies related to physical activity.



**Cue**—Key word used to quickly communicate a desired technique or skill. Examples of cues used for skipping are *step-hop*, *step-hop*.

**Direct service** - Direct instruction and services are those provided directly to a child by an adapted physical education specialist. Direct service can be provided to an individual child or to a small group of children with similar needs.

**Disability** - Physical or mental impairment that substantially limits one or more major life activities.

**Dynamic environment**—An environment that fosters constant change, activity, or progress.

**Eligibility** - Refers to children who may receive special education services because of learning needs as they qualify within regulations.

**Flexibility**—Ability to move joints through a full range of motion.

**Force** – A push or pull that alters the state of motion of the body or an object.

**Free Appropriate Public Education (FAPE)** -Special education and related services are provided at public expense, without charge to the parents.

**Frequency, intensity, time, and type (FITT)** —Exercise factors identified as necessary for the development of cardiorespiratory endurance; known as the FITT principle.

**Fundamental movement**—Basic or functional skills that form the foundation for lifelong physical activity. Categories include locomotor, non-locomotor, and manipulative skills.

**General space** – Open space that one can travel through.

**Geocaching** – A game in which players are given the geographical coordinates of a cache of items which they search for with a GPS device.

**Hand held assistance** – Contact to maintain balance or dynamic stability.

**Hand over hand** – By grasping with the hands moving alternately one before or above the other

**Health-related fitness**—Ability to perform physical activities to enhance cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition.

**Heart rate monitor** – Instrument used to measure heart rate.

**Individuals with Disabilities Education Act (IDEA)** - The original legislation was written in 1975 guaranteeing students with disabilities a free and appropriate public education and the right to be educated with their non-disabled peers. Congress has reauthorized this federal law. The most recent revision occurred in 2004.

**Individualized Education Program (IEP)** - An Individualized Education Program is the written document that states the disabled child's goals, objectives, and services for students receiving special education.

**IEP team** - The committee of parents, teachers, administrators, and school personnel that provides services to the student. The committee may also include medical professionals and other relevant parties. The team reviews assessment results and determines goals and objectives and program placement for the child needing services.

**Indirect Service** - Consultation or resources provided by an adapted physical education specialist to a general physical education specialist who works directly with a student with disabilities.

**Individual with a disability** - Section 504 defines an individual with a disability as any individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

**Intensity**—Degree of exercise strength, force, or energy necessary to improve personal physical fitness. Exercise intensity ranges from moderate to vigorous.

**Kinesiology** – The study of the principles of mechanics and anatomy in relation to human movement.

**Lifetime activity**—Exercise performed daily throughout a life span. Examples include working in the yard and walking up a set of stairs.

**Locomotor movement**—Traveling movement that includes walking, running, skipping, jogging, galloping, sliding, hopping, leaping, and jumping.

**Long-handled implement**—Equipment with a long handle such as a hockey stick, softball bat, or golf club.

**Major life activity** - A major life activity under Section 504 includes, but is not limited to, activities such as caring for one's self, seeing, breathing, walking, hearing, speaking, learning, reading, concentrating, thinking, communicating, and performing manual tasks.

**Manipulative skill**—Movement involving control of an object by hands, feet, or other body parts. Examples of manipulative skills are throwing, catching, and kicking.

**Moderate to vigorous activity** – Physical activity that is intense enough to result in a significant increase in heart and respiration rate.

**Modification** - A modification is a change made to the content of the curriculum due to the unique needs arising from the student's disability. When course content is modified, the student is not pursuing the content prescribed in the applicable course of study and cannot earn course credit. A student's IEP may designate that he/she be assigned to a particular paraprofessional on a one-on-one basis.

**Movement vocabulary**—Terms used to describe how a skill is performed. Examples of terms used to describe walking include *fast*, *slow*, *around*, and *between*.

**Muscular endurance**—Ability of muscles to contract many times without tiring or ability of muscles to hold a contraction for a long period of time.

**Muscular strength**—Ability of muscles to exert a force one time.

**MVPA**—Moderate to vigorous physical activity

**Non-locomotor**- Movement a person performs while remaining stationary. Non-locomotor skills include bending, stretching, twisting, pushing, pulling, and balancing.

### **Paraprofessional/Para-educator/Aide**

- A **paraprofessional/para-educator**, defined by No Child Left Behind (NCLB), is an individual who has completed at least two (2) years of study at an institution of higher education that has met a rigorous standard of quality and who can demonstrate knowledge that he/she has the ability to assist in instruction under the direct supervision of a certified teacher.
- An **aide** is an instructional assistant employed by a school/LEA that will work under the direction of a certified staff member to support and assist in providing instructional programs and services to children with disabilities.

**Pedometer**—Instrument used to measure movement such as number of steps taken during a specific activity.

**Personal space** – The physical space immediately surrounding a person extending as far as the body and body parts can reach without traveling.

**Physical activity**—Use of large body muscles through movement in sports, dances, daily routines necessary to accomplish a task, and physical fitness exercise programs.

**Physical education** – The class in which all students learn the importance to be physically active for a lifetime. In physical education, students learn how to move their bodies fluently and develop the knowledge, fitness, physical skills, and personal social skills necessary for a lifetime of health and physical activity.

**Physical fitness**—State in which a person can successfully engage in and enjoy physical activity without discomfort both during and after the activity.

**Physically literate individual** – A person who can move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.

**Physiological change**—Modification in the body specific to type of exercise performed. Examples include lower heart rate and decrease in blood pressure.

**Progression**—Sequential presentation of a skill. Progressions may be from simple to complex or from cooperative to competitive.

**Quality of movement**—How the body moves in relationship to time, space, force, and flow.

**Referral** - Notice to a school district that a child may need special education.

**Recreational activity**—Exercise involving vigorous bursts of activity with brief periods of rest.  
Examples include basketball, tennis, and soccer.

**Related service** - A service to a student with a disability that he or she needs to benefit from and/or access a school's education program (occupational therapy, physical therapy, speech language pathology).  
Related service may not take the place of adapted physical education.

**Relationships**—Interactions among body parts, people, and equipment.

**Rhythmic expressions** –Skills that develop an understanding and a feeling for the elements of rhythm and expressed in a regular repeated pattern of sounds or movement.

**Section 504** - Section 504 guarantees that a child with a disability (substantially limited) has equal access to an education and that it is comparable to an education provided to those who do not have a disability.  
**Sedentary lifestyle** – A lifestyle with little or no physical activity.

**Short-handled implement**—Equipment with a short handle such as a tennis racket or a ping-pong paddle.

**Skill-related fitness** – Components of physical fitness related to enhanced performance such as agility, balance, coordination, power, speed, and reaction time.

**Small group activities/Small-sided games** – Games or activities played to allow maximum opportunity for all participants typically in teams of two to four people.

**Spatial awareness**—Where the body moves, including direction, pathway, level, plane, and extension.

**Static environments** – An environment that is stationary, fixed, or lacking in action or change.

**Supplementary Aids and Services** - Aids, services, and other supports that are provided in general physical education classes to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate.