

# **Mountain Brook Junior High**



## **Grade 8 Course Selection Guide 2021-2022**

**MOUNTAIN BROOK JUNIOR HIGH**  
**205 OVERBROOK ROAD**  
**MOUNTAIN BROOK, ALABAMA 35213**  
**OFFICE: (205) 871-3516 COUNSELING OFFICE: (205) 877-8346**

All students in 8<sup>th</sup> grade will be enrolled in the following courses: English, Social Studies, Math, Science, PE, and electives. Since course selection is based on pre-registration, please read the course descriptions carefully and make a firm commitment to the courses marked on the course selection form. Students' course selection verification forms will be mailed home April 30th. A student may request a course change through **May 21st**. **Parents will need to submit a course request change via the Google Form located on the MBJH website.** All courses, including alternates, listed on the course selection sheet will be scheduled in priority order.

**Course selection sheets are due back to History teachers by February 26<sup>th</sup>.**

### **Schedule Changes**

Students will receive a copy of their **TENTATIVE** schedule in late July. Students may request a schedule change until August 6<sup>th</sup>. The schedule change request form can be picked up in the counseling office. A parent signature is required and a \$25 processing fee is charged for all changes. Students will receive a **FINAL** copy on the first day of school.

## **ENGLISH**

### **ENGLISH 8**

English 8 is the study of writing, grammar, vocabulary, and literature. Students read a variety of literary genres such as short stories, novels, plays, poetry, and students continue to practice and enhance their active reading skills. Student engagement with the texts continues to focus on critical thinking and literary analysis. Selected novels enhance the curriculum beyond the textbook provided, including extension projects related to the reading. In addition, students focus on reading for information in non-fiction texts. Students will write formally within a variety of styles to include analysis, research, and personal reflections.

### **ENGLISH 8 ADVANCED**

English 8 Advanced is designed to prepare students for the level of rigor they will experience in high school advanced English courses. This course integrates different and sometimes more complex texts than what is provided in English 8. Students focus on reading for understanding, just as with English 8, but literary analysis and deeper-level exploration of texts are foundational principles upon which this course has been designed. Students who enjoy reading and who have a genuine interest in becoming more critical readers thrive in this environment. Being able to correctly and effectively use previously-taught grammar concepts, rather than having to review and relearn them, is essential in being able to learn and apply more advanced usage techniques. Writing is focused on formal, academic writing, and students should have a strong foundation of writing skills in order to more confidently and comfortably approach the level of writing this course requires. *Recommendation made by school.*

## MATH

### **MATHEMATICS, GRADE 8**

Grade 8 Mathematics is the continuation of the Pre-Algebra standards from Grade 7. The curriculum addresses the 8th grade math standards. Concepts will include, but are not limited to number theory, laws of exponents, algebraic expressions, slope-intercept method, linear functions, Pythagorean Theorem, irregular and composite plane figures, data collection and analysis, and statistics. This course also deepens conceptual understanding through the Standards of Mathematical Practice.

### **GRADE 8 ACCELERATED MATHEMATICS**

The Grade 8 Accelerated course has been carefully aligned and designed for middle school students who have completed the Grade 7 Accelerated course and show particular motivation and interest in mathematics. In Grade 8 Accelerated, there are 4 clusters: 1) Number Systems and Operations, 2) Algebra and Functions, 3) Geometry and Measurement and 4) Data Analysis, Statistics, and Probability. The algebra focus is on quadratic relationships. Students who successfully complete this course will be prepared to enter Geometry and Descriptive Statistics in Grade 9 and then accelerate directly into Algebra II with Inferential Statistics in Grade 10. *Recommendation made by the school.*

## SCIENCE

### **SCIENCE 8**

Science 8 focuses on physical science. The scientific process is used throughout the year with students developing laboratory skills and techniques through discovery-oriented experiments. The curriculum includes the study of atoms and bonding, patterns of the periodic table, chemical reactions, Newton's laws of motion, the study of relationships between matter and energy, and mechanical and electromagnetic waves. The focus of this course is designed to prepare students for the physics and chemistry courses taken in high school.

## SOCIAL STUDIES

### **WORLD HISTORY I**

World History I is a survey course taken by 8<sup>th</sup> graders and covers world history from the beginning of time to the year 1500. Content standards for this grade incorporate the strands of economics, geography, history, and political science. The curriculum encompasses the migrations of early peoples, the rise of civilizations, the establishment of governments and religions, the growth of economic systems, and the ways in which these events shaped Europe, Asia, Africa, and the Americas. During 9<sup>th</sup> grade, these students will take World History II, which covers world history from 1500 to the present.

### **WORLD HISTORY I ADVANCED**

This advanced course is designed to prepare students for the advanced 9<sup>th</sup> curriculum. The following requirements are considered for placement: any available assessment data, current grades, work ethic and teacher recommendation. Students taking this course are expected to explore more complex material, and display critical thinking skills in discussion and writing. This class is designed to teach world history from the beginning of time to the year 1500. It is a more in-depth study of the concepts taught in regular World History I and is taught at a higher level of rigor. Content standards for this class incorporate the strands of economics, geography, history, and political science. The curriculum encompasses the migrations of early peoples, the rise of civilizations, the establishment of governments and religions, the growth of economic systems, and the ways in which these events shaped Europe, Asia, Africa, and the Americas. During 9<sup>th</sup> grade, these students will take World History II or World History II Advanced, which covers world history from 1500 to the present. *Recommendation made by school.*

## **PHYSICAL EDUCATION**

According to the Code of Alabama, 16-40-1, *daily physical education is required in Grades K-8. No exceptions, no substitutions.*

### **P. E. BOYS/ P. E. GIRLS**

Physical Education provides participation in a variety of team and individual sports with an emphasis on developing sports skills. Fitness and health principles are incorporated into the curriculum to build a foundation for lifetime fitness. Regulation gym suits are required and students are assigned P.E. lockers.

### **P.E. CO-ED**

Physical Education Co-ed provides participation in a variety of team and individual sports with an emphasis on developing sports skills. Fitness and health principles are also incorporated into the curriculum to build a foundation for lifetime fitness. Regulation gym suits are required and students are assigned P.E. lockers. **This class meets from 7:15 AM to 7:50 AM daily.**

## **WORLD LANGUAGES - (YEAR)**

### **FRENCH I**

French I is designed to give students the basics for using French appropriately in real-life situations, to build listening, reading, speaking, and writing skills, and to develop an appreciation of the culture and civilization of the Francophone world. Students taking this course as 8<sup>th</sup> graders are expected to take higher-level French courses in the future. *The semester averages are calculated into the student's high school GPA. Upon passing French I, the student receives a Carnegie Unit in World Language towards graduation.*

### **FRENCH I ADVANCED**

#### **Prerequisite: Immersion French**

This is an advanced course designed for students who excelled in Immersion French as a 7<sup>th</sup> grader. It builds on students' understanding of the basics for using French appropriately in real-life situations, broadens listening, reading, speaking, and writing skills, and further develops an appreciation of the culture and civilization of the Francophone world. The higher level of rigor at which the material is presented allows students the opportunity for a broader and more in-depth course of study. Students taking this course as 8<sup>th</sup> graders are expected to take higher-level French courses in the future. Most students who successfully complete this course continue to French II Advanced. *The semester averages are calculated into the student's high school GPA. Upon passing Advanced French I, the student receives a Carnegie Unit in World Language towards graduation. Recommendation made by school.*

### **LATIN I**

This one-year course is for students with no experience in Latin. Latin I focuses on mastery of basic Latin grammar and vocabulary. Acquiring knowledge and skills at Latin II also helps students to understand the English language and use it more effectively. Oral and written drills of all kinds (vocabulary, grammar, etc.) as well as group work on translation and comprehension are common activities. The ability to memorize endings and forms and to organize and use these forms is essential to success in this course. *The semester averages are calculated into the student's high school GPA. Upon passing Latin I, the student receives a Carnegie Unit in World Language towards graduation.*

## **LATIN I-B**

### **Prerequisite: Latin 1-A**

Latin I-B is the second half of a traditional Latin I course for students who have successfully completed Latin I-A in the 7<sup>th</sup> grade. It is designed to deepen the understanding of grammar and vocabulary with an emphasis on Latin root meanings and English derivatives. Upon successful completion, students can progress to Latin II. The ability to recall and synthesize endings and forms from Latin IA and to organize and use these forms is essential to success in this course. *The semester averages are calculated into the student's high school GPA. Upon passing Latin I-B, the student receives a Carnegie Unit in World Language towards graduation.*

## **SPANISH I**

Spanish I provides a basic foundation in the four language skills--reading, writing, listening, and speaking--with special emphasis on the communicative skills. Basic grammar and vocabulary are taught in the context of cultural and practical knowledge content areas. Authentic audio, video and print texts are integrated into the curriculum, thereby enriching listening and speaking ability. *The semester averages are calculated into the student's high school GPA. Upon passing Spanish I, the student receives a Carnegie Unit in World Language towards graduation.*

## **SPANISH I-B**

### **Prerequisite: Spanish 1-A**

Spanish I-B is the second half of a traditional Spanish I course for students who have successfully completed Spanish I-A in the 7<sup>th</sup> grade. It is designed to deepen the foundation in the four language skills: reading, writing, listening, and speaking, with an emphasis on the communicative skills. Basic grammar and vocabulary are taught in the context of cultural and practical knowledge content areas. Upon successful completion, students can progress to Spanish II or Advanced Spanish II. *The semester averages are calculated into the student's high school GPA. Upon passing Spanish I-B, the student receives a Carnegie Unit in World Language towards graduation.*

## **YEARLY ELECTIVES**

## **FINE ARTS**

### **BAND, BEGINNING (7, 8, 9)**

Beginning band is designed for students with no prior experience playing a wind band instrument. Throughout the years, students will learn all of the skills necessary to play one of the following band instruments: Flute, Oboe, Clarinet, Saxophone, Bassoon, Trumpet, Horn, Trombone, Baritone, Tuba, and Percussion. Band is a skills based course where you learn to play an instrument through participation in the activity. During the academic year, once students have achieved a certain level of proficiency, they are promoted to Concert Band. Participation in all performances is required.

### **BAND, SYMPHONIC (8, 9)**

#### **Prerequisite: Beginning Band, Concert Band, or director's approval**

Symphonic band is an advanced level band course designed for students with two or more years of experience in band. The Symphonic Band is the top performing ensemble at Mountain Brook Junior High. Students refine their music proficiency through a rigorous calendar of performance opportunities. Symphonic band performs regularly at concerts, competitive music festivals, veterans day, selected pep rallies, and a few home football games each year. Participation in all performances is required.

## **CHOIR JH**

Choir is a performance based class for beginning music students. Through the four artistic processes of creating, performing, responding and connecting, students work to develop the following musical concepts: proper tone, music theory, note reading, following a choral score, singing in 2-3 parts, and an introduction to sight singing. Participation in all performances is required.

### **CHOIR JH, HONORS**

#### **Prerequisite: JH Choir, Glee Club or Audition**

Honors Choir is a performance based class for music students. Students must audition or have prior approval from the teacher. The class is open to 8<sup>th</sup> and 9<sup>th</sup> grades. Throughout the four artistic processes, students will build on the following musical concepts: proper tone, music theory, note reading, following a choral score, singing in 2-4 parts with a focus on sight singing. The class helps to prepare students for further musical study at the high school.

### **CAREER TECH ELECTIVES**

#### **PROGRAM ROBOTICS TEAM (Year)**

##### **Prerequisite: Robotics**

Students are tasked with designing, building and programming a robot to compete against other teams from around the world in a game-based engineering challenge. STEM concepts are put to the test on the playing field as students focus on lifelong skills in teamwork, leadership and communication. Students will be required to maintain an engineering notebook, perform research and present on a STEM theme and complete online and virtual world challenges.

### **OTHER ELECTIVES**

#### **SPEECH AND DEBATE TEAM (Year)**

##### **Prerequisite: Introduction to Speech and Debate**

This is a rigorous course that allows students who have completed the introductory speech and debate course to further develop critical thinking skills through competition. Students will work as a team to advocate a plan or policy action to solve a current international crisis. Members of this course will join the National Forensics League, an honor society that provides the topics that will be debated. Students will apply logical reasoning and critical thinking as they grow their knowledge of current events, politics, and philosophy, through the practice of sound research and refutation. Tournament participation, which includes traveling and fees is required, and it does involve travel and costs.

### **SEMESTER ELECTIVES**

#### **CAREER TECH ELECTIVES**

**\*PLTW courses may be taken only once in 7<sup>th</sup> and 8<sup>th</sup> grades**

#### **CAREER PREPAREDNESS A (Semester) Graduation Requirement**

A one-half credit course that is taught in grades 8-12. The course prepares students with knowledge and skills in the areas of career development, academic planning and computer skill application. This course is a prerequisite to Career Preparedness-B. The required 20-hour online experience can be met by successfully completing both Career Preparedness A and Career Preparedness B. *Upon passing, the student receives an elective ½ Carnegie Unit towards graduation.*

#### **PLTW DESIGN AND MODELING (Semester)**

Design and Modeling is an academic elective that *challenges* students to apply the engineering design process to

solve real-world problems. Working individually and in teams, students learn the fundamentals of sketching and dimensioning. They also brainstorm to create innovative solutions using 3-D models and computer programs. Students are required to maintain a digital engineering notebook.

### **ENERGY AND ENVIRONMENT (DESIGN AND MODELING II)**

#### **Prerequisite: Design and Modeling**

The Environmental Engineering and Architecture course is an academic elective that will challenge students to build structures that support sustainability and ecological design. Using the engineering design process students invent and model new solutions to the global challenges of resource depletion and environmental degradation resulting from current development practices. They will explore and develop sustainable architecture, minimizing the negative impact of buildings by enhancing efficiency and supporting moderation in the use of materials, energy, and space.

### **PLTW AUTOMATION AND ROBOTICS I (Semester)**

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

### **INNOVATORS AND MAKERS - PLTW (Semester)**

Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. While designing algorithms and using computational thinking practices, students code and upload programs to microcontrollers that perform a variety of authentic tasks. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices. This course is a perfect entry-level class for students interested in coding but have relatively little experience in writing meaningful code.

### **APP CREATORS - PLTW (Semester)**

#### **Innovators and Makers**

Students will discover the principles of this fast-growing field by focusing on creativity and an interactive design process as they create their own basic apps using MIT App Inventor. The coding environment for this class is rigorous but entry-level students will grow quickly in their knowledge of coding.

## **FINE ART**

### **EXPLORATORY MEDIA ARTS (Semester)**

Exploratory media arts will provide students with the opportunity for self-reflection and self-expression to become outlets for developing media arts productions. The students are guided and encouraged to make informed judgements about quality and improvement of media productions. This class explores an understanding through media using writing, videography, editing, social media, deadlines and presentations.

### **CHOIR JH (Semester)**

JH Choir is a performance based class for beginning music students. Through the four artistic processes of creating, performing, responding and connecting, students work to develop the following musical concepts: proper tone, music theory, note reading, following a choral score, singing in 2-3 parts, and an introduction to sight singing. Participation in all performances is required.

### **CHOIR JH, HONORS (Semester)**

**Prerequisite: JH Choir, Glee Club or Audition**

Honor Choir is a performance based class for music students. Students must audition or have prior approval from the teacher. The class is open to 8<sup>th</sup> and 9<sup>th</sup> grades. Throughout the four artistic processes, students will build on the following musical concepts: proper tone, music theory, note reading, following a choral score, singing in 2-4 parts with a focus on sight singing. The class helps to prepare students for further musical study at the high school.

**MUSIC GRADE 8 (Semester)**

Students will engage, through self-informed, personally-developed criteria, in meaningful and purposeful music-making within the four Artistic Processes; creating music (improvising, composing, arranging); performing music (singing or with instruments); responding to music (listening to and analyzing); connecting music learning and experiences to the larger curriculum, other cultures and disciplines within and outside of the arts. In doing so, students will experience the following concepts of music: rhythm, melody, form, timbre, texture and harmony, style, unity and variety, tension and release, balance, and expression.

**DRAMA INTRO (Semester)**

Drama Intro semester course is designed for students who want to perform on stage. Intro to Drama offers a variety of theatre experiences including monologues, improvisation, pantomime, technical theatre, the history of theatre, duo scenes, and a one-act play to study the vocal, kinesthetic, emotional, analytical and intellectual elements of theatrical training.

**ART FOUNDATIONS (Semester)**

Art Foundations is offered to 7<sup>th</sup> and 8<sup>th</sup> grade art students who are interested in advancing their knowledge in the visual arts. In this course, students will be introduced to the fundamentals of art by creating original works of art using a variety of media. Students will learn basic art vocabulary, techniques for drawing, painting, printmaking, ceramics, and sculpture, as well as basic concepts for building a strong composition. Art history, aesthetics, criticism and career opportunities are explored.

**ART INTRO (Semester)****Prerequisite: Art Foundations**

Intro to Art is offered to 8<sup>th</sup> grade students who have completed Art Foundations and are interested in the visual arts. In this course, students will refine their skills, as well as begin an understanding of the building blocks of visual art through the use of a variety of processes, techniques, and media.

**OTHER ELECTIVES****CREATIVE WRITING JH (Semester)**

Creative Writing is designed for 7<sup>th</sup>-9<sup>th</sup> graders who enjoy writing and desire the opportunity to write poetry, short stories, advertisements, personal narratives, and reviews. Students will become authors by publishing a book of autobiographical essays on their life. Students will have the opportunity to work on their own writing projects or to join a web based writing project. Emphasis in the course is on the process and product.

**INTRO TO SPEECH AND DEBATE JH (Semester)**

This is an exploratory course that exposes 7<sup>th</sup> and 8<sup>th</sup> grade students to public speaking and debate events. Students will develop speaking skills by actively participating in classroom speeches and debates of varying types. Students in this course will be exposed to competitive speech and debate events, such as interpretation of literature, public forum debates, Lincoln Douglas debates, and team cross examination debate. Tournament participation and observations are encouraged, but not required. Introductory debate courses should be limited to first-year debate students.

**YEARBOOK JH (Semester)**



This course is designed for highly-motivated and independent students to complete and publish the MBJH yearbook. This includes planning the yearbook, designing pages, copywriting, taking pictures, and editing. The students will work with "Monarch", an online site that uses Indesign® and Photoshop®. The course may be repeated the following year. Scheduling priority is given to 9<sup>th</sup> graders.

### **READING 7/8 (Semester)**

This elective is student driven. It allows students the opportunity to deeply understand narrative, short story, persuasive, argumentative, non-fiction, fiction, and informational reading texts, and how they are constructed. Students will read various novels. Students will watch a related movie for each novel to set it in context. The course allows for students to be exposed to all literary elements in the texts as well as learning various reading strategies.

### **WRITING ENRICHMENT (Semester)**

This course is designed for serious writers and readers who want to do in-depth writing in research based essay formats, short story formats, various poetry genres and also journalistic writing. Students will work in depth and different writing formats for 2 week periods of time, over the course of a semester, perfecting each form with a final product that will be published online as well as in hard cover format. As we write, we will also read selections in the various genres and modes of writing. All work will be done in class, with some reading assignments as homework. Students will read short stories, poetry, essays, journal articles, persuasive and information articles, myths and fables, and fiction and non-fiction. This course will also include some instruction in grammatical elements as well as in syntax and style of writing.

#### *GRADING SCALE*

#### **GRADE REPORTS**

U<sub>F</sub>

**A = 90-100**

**B = 80-89**

**C = 70-79**

The MBS school year is divided into 4 quarters/2 Semesters

Progress Reports and a current transcript can be viewed at any time through the Parent Home Portal.

**GRADE AVERAGER FOR SEMESTER COURSES**

1<sup>st</sup> Nine Weeks – 40%

2<sup>nd</sup> Nine Weeks – 40%

Semester Exam – 20%

*Semester Course Average*

3<sup>rd</sup> Nine Weeks – 40%

4<sup>th</sup> Nine Weeks – 40%

Semester Exam – 20%

*Semester Course Average*

**NOTICE OF NONDISCRIMINATION**

The Mountain Brook school system does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, or age in any of its programs and activities, or in matters of employment, and provides equal access to the Boy Scouts and other designated youth groups. It is against the policy of the Mountain Brook Board of Education to have different rules or regulations on the basis of sex in employment, including recruitment, hiring classification, and other terms, conditions or privileges of employment. The Board, in accordance with Title IX (20 U.S.C. S1681, et seq.), strictly prohibits discrimination on the basis of sex or gender in its programs or activities, or any matters of employment. The prohibition includes sexual harassment based on sex, sexual assault, as defined by law and Board policy. Sexual harassment and sexual assault complaints should be filed and reviewed under the Board’s sexual harassment policies (G-32, J-49). All other complaints under Title IX will be filed and reviewed according to the Board’s general complaints and grievance procedures (G-34, J-41). The Superintendent is authorized and directed to designate a Title IX Coordinator, whose duties will include, but not be limited to receiving and responding to Title IX inquiries and complaints. The following person has been designated to handle inquiries regarding nondiscrimination policies. Dr. Susan Cole-Director of Personnel. Contact Information: 32 Vine Street, Mountain Brook, AL 35213, 205-871-4608. Rev. July 2018

The Mountain Brook Board of Education recognizes the value of athletics and other extracurricular activities as they relate to the total education of students. The Mountain Brook Board of Education also recognizes and supports high academic standards and the necessity of developing a framework to annually assess each athletic and extracurricular student's progress toward graduating from high school on schedule with his/her class.

The Mountain Brook Board of Education prescribes the following regulations for eligibility by students to participate in athletics and/or extracurricular activities:

1. Each student entering grades 10, 11, and 12 must have passed during the last two semesters in attendance and summer school, if applicable, at least six (6) Carnegie units of credit, including one credit each in English, science, social studies, and mathematics (core courses). A composite numerical average of 70 must be attained in those six subjects. Each student entering grades 8 and 9 must have passed during the last two semesters in attendance and summer school, if applicable, at least five (5) new subjects with a composite numerical average of 70 in those five subjects.
2. Physical education may count as only one (1) unit per year.
3. No more than two (2) Carnegie units may be made up during summer school. Summer school work may substitute for regular school work failed in computing the 70 average. Eligibility may be determined before the start of each new school year or at the beginning of the second semester. A student who is academically eligible at the beginning of the school year remains eligible for the remainder of that school year so far as grades are concerned. A student who regains eligibility at the beginning of the second semester remains eligible for the remainder of the second semester.
5. Each eligible student must meet the definition of a regular student as defined by the Alabama High School Athletic Association. To be eligible, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students must be carrying at least six new units. 12<sup>th</sup> graders on track for graduation with more than the required number of units earned must be carrying at least four new units for the year. 7<sup>th</sup> and 8<sup>th</sup> graders must be carrying at least five new subjects.
6. This policy applies to all athletic and extracurricular activities.

Students deemed ineligible for participation under rules of this policy may continue in coursework but shall not be allowed to participate in extracurricular activities or athletic events. Events (examples only) such as club conventions, Christmas parade, amusement park trips, and competitions, trips by tour companies, performances at various meetings, etc. are extracurricular and students academically ineligible under this policy shall not be allowed to participate.

#### **National Beta Club at MBJH**

Induction to the National Beta Club is to be held in the Fall semester. Ninth grade students selected for membership in the National Beta Club are eligible if they meet the four ideals for selection. These ideals are scholarship, leadership, service and character. No student is selected simply because of a high academic average. The National Beta Club strives to recognize the total student - one who excels in all of these areas. Students must also have completed at least one semester of academic work at MBJH during their 7<sup>th</sup> or 8<sup>th</sup> grade year and meet the academic eligibility requirements. Academic eligibility is based on the average of both 7th and 8th grade academic coursework, which must average to 90.0.

For a student to be selected for membership in the NBC at MBJH, he/she must maintain an academic coursework cumulative average of 90.0, demonstrate leadership skills, participate in service opportunities, and display strong character. Students will be notified of their tapping into NBC through a letter requesting that he/she attend an Induction Ceremony. The Induction Ceremony is held in the evening so that family members may attend.

Membership Requirements: Students who have been inducted into NBC must maintain a 90.0 cumulative average in academic coursework and complete eight (8) service hours per semester of work that benefits the community. Members of NBC who were inducted at other schools and have transferred to MBJH may submit their membership paperwork to the sponsor. These students are required to maintain the membership requirements for MBJH. Students who do not complete the membership requirements are placed on a one semester probation. Students who fail to regain academic averages or service hours at the end of the probation period are dropped from membership.