Mountain Brook Junior High

Grade 9
Course Selection Guide
2021-2022

Updated: 2/7/21

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

All students in 9th grade will be enrolled in the following courses: English, Social Studies, Math, Science, 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 26th.

Schedule Changes
Students will receive a copy of their **TENTATIVE** schedule in late July. Students may request a schedule change until August 6th. 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 9 (Year)
English 9 is a high school course taken by the majority of freshmen, which focuses on the study of literature, informational texts, writing, grammar, and vocabulary. Students read a variety of genres including short stories, novels, plays, and poetry, and students continue to practice and enhance their active reading skills. Student engagement with the texts continues to enhance students' critical thinking and literary analysis. Teachers select novels to enhance the curriculum beyond the provided textbook. Students continue to explore more critical, interpretive meanings of the texts they read, and students begin to explore different ways to read texts. Students in 9th grade English are assessed in a variety of ways, including formal essays, which require textual support and evidence. Students write argumentative, descriptive, narrative, and expository essays that continue to focus on formal, academic standards. Students review the fundamentals of English grammar with a shift toward practical application in writing. This course prepares students for work in high school English courses.

ENGLISH 9 ADVANCED (Year)
English 9 Advanced is an advanced high school course for ninth graders. This course helps students to become more critical readers and more reflective writers. The following requirements are considered for placement: any available assessment data, class participation and performance results (which includes grades), work ethic and teacher recommendations. This course is designed to build on students' skills from 7th and 8th grade English courses. Students read texts that require active reading strategies such as annotating, note-taking, and reflecting. Students who are successful in this course enjoy reading challenging fiction and non-fiction texts and are committed to becoming more critical readers. Success in 9th Advanced English requires considerable aptitude and a strong work ethic. Through their writing, students explore advanced grammar and usage techniques. Students' compositions focus on formal, academic writing, including critical analysis, meaningful research and responsible documentation. Students also practice writing different pieces of different lengths for different purposes. This course prepares students for work at the advanced and AP levels in high school. *Recommendation made by school.*

MATH

GEOMETRY WITH DATA ANALYSIS (Year)
Geometry with Data Analysis is a course designed to build on the students' experiences in the middle grades. It is the first of three required courses in high school mathematics, providing a common Grade 9 experience for all students entering high-school-level mathematics.

In Geometry with Data Analysis, students incorporate knowledge and skills from several mathematics content areas, leading to a deeper understanding of fundamental relationships within Geometry & Measurement, Algebra & Functions, Data Analysis, Statistics, and Probability. Students will build on and deepen prior understanding of transformations, congruence, similarity, and coordinate geometry. With a foundation in reasoning and critical thinking, this course will require students to informally justify and formally prove arguments and conjectures. Regular Geometry will incorporate only those algebra skills acquired in Math 7 and Math 8.

ADVANCED GEOMETRY WITH DATA ANALYSIS (Year)
Geometry with Data Analysis is a course designed to build on the students' experiences in the middle grades. It is the first of three required courses in high school mathematics, providing a common Grade 9 experience for all students entering high-school-level mathematics. *Recommendation made by school*

In Geometry with Data Analysis, students incorporate knowledge and skills from several mathematics content areas, leading to a deeper understanding of fundamental relationships within Geometry & Measurement, Algebra & Functions, Data Analysis, Statistics, and Probability. Students will build on and deepen prior understanding of transformations, congruence, similarity, and coordinate geometry. With a foundation in reasoning and critical thinking, this course will require students to informally justify and formally prove arguments and conjectures. Advanced Geometry will provide a more intensive study of these Geometric concepts while incorporating higher algebra skills that have been acquired in Accelerated 7 and Accelerated 8 math courses.

ALGEBRA I WITH PROBABILITY (Year) prerequisite: currently enrolled in Geometry
Algebra I with Probability builds upon algebraic concepts studied in the middle grades. It provides students with the necessary knowledge of algebra and probability for use in everyday life and in the subsequent study of mathematics. Main areas of focus: (1) mathematical modeling and real world statistical problem-solving (2) probability (3) graphing (4) functions including linear, quadratic, absolute value, and exponential. This course will be taken concurrently with Geometry.

SCIENCE

BIOLOGY (Year)
Biology is a high school level course taken by the majority of freshmen. The curriculum includes study of the following concepts: basic biochemistry, cytology, genetics, evolution, ecology, and a survey of the six kingdoms of living things. Students develop laboratory skills and techniques through discovery-oriented experiments. Integrated within the disciplinary core ideas of Biology are the engineering, technology, and applications of science.

BIOLOGY-ADVANCED (Year)
Advanced Biology is an advanced high school course for freshmen. The following requirements are considered for placement: any available assessments, current grades, work ethic and teacher recommendation. The curriculum includes study of the following concepts: basic biochemistry, cytology, genetics, evolution, ecology, and a survey of the six kingdoms of living things. Students develop laboratory skills and techniques through discovery-oriented experiments. Integrated within the disciplinary core ideas of Biology are the engineering, technology, and applications of science. The course content is similar to that of regular biology, but involves a more in-depth study of the concepts in order to continue development of critical reading, thinking, and scientific writing skills. This course is geared for students who plan to take any of the Advanced Placement Science courses at the high school. *Recommendation made by school.*

SOCIAL STUDIES

WORLD HISTORY II (Year)
World History II is a high school survey course taken by the majority of freshmen and covers World History from 1500 to the present. Content standards for this grade incorporate the strands of economics, geography, history, and political science. This curriculum provides opportunities for students to analyze development and changes in the European, Asian, African, and American civilizations and the ways in which the interactions of these cultures have influenced the formation of today's world.

WORLD HISTORY II-ADVANCED (Year)
This is an advanced high school course for freshmen. The following requirements are considered for placement: available assessment data, current grades, work ethic and teacher recommendation. This high school survey course covers world history from 1500 to the present. It uses a more in-depth study of the same World History II curricular concepts to continue the development of critical reading, thinking, and writing skills. This course is geared for students who plan to take any of the Social Studies Advanced Placement courses at the high school. The ability to read critically and write is an important part of a student's success in this class. *Recommendation made by school.*

WORLD LANGUAGES

FRENCH I (Year)
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.

FRENCH II (Year)
Prerequisite: French I or Advanced French I
French II continues the development of a foundation in listening, speaking, reading, and writing French. The goal of this sequence of courses is to enable students to use French appropriately in real-life situations and to teach and develop an appreciation of the culture and civilization of the Francophone world. The courses progressively build language skills and regularly review material previously learned in order to help the student achieve a high level of proficiency.

FRENCH II– ADVANCED (Year)
Prerequisite: French I and Teacher Recommendation
A pre-AP, accelerated rate course, French II-Advanced continues the development of a foundation in listening, speaking, reading, and writing French. The goal of this sequence of courses is to enable students to use French appropriately in real-life situations and to teach and develop an appreciation of the culture and civilization of the Francophone world. The courses progressively build language skills and regularly review material previously learned in order to help the student achieve a high level of proficiency.

LATIN I (Year)
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 lI 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.

LATIN II (Year)
Prerequisite: Latin I
In Latin Level II, students build upon what they have learned in Level I, and begin more advanced study of Roman like, history, and mythology. Level II includes the study of advanced grammar, an expansion of students' Latin vocabulary, and the reading of authentic Roman writers. As student's progress from adapted to authentic texts, they deepen and expand their familiarity and knowledge of the ancient world. Successful completion of Level I is a prerequisite for enrollment in Level II.

LATIN II – ADVANCED (Year)
Prerequisite: Latin I and Teacher Recommendation
While the course of study standards in regular and advanced Latin Level II are the same, students in the advanced-level class will have a different learning experience. There is an expectation that comprehension and proficiency will be more profound. Students will use higher level thinking skills as they explore the content and more abstract thinking will be necessary. Students in the advanced class may be required to complete more work outside of class than in the regular class. Assessments may be more complex and may require that the student make connections and organize thoughts more efficiently.

SPANISH I (Year)
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.

SPANISH II (Year)
Prerequisite: Spanish I
Spanish II continues the development of communicative skills with increased emphasis on grammar study. Reading for comprehension and writing skills in the context of cultural studies are also included.

SPANISH II – ADVANCED (Year)
Prerequisite: Spanish I and Teacher Recommendation
Advanced Spanish II is designed for selected students who are expected to comprehend the grammar at a faster rate, to demonstrate a more advanced level of oral competency, and to be able to retain the material learned in the first level of the language. While the course of study standards are the same, students in advanced-level classes will have a different learning experience. There is an expectation that comprehension and proficiency will be more profound. Students will use higher level thinking skills as they explore the content and more abstract thinking will be necessary. Students in advanced classes are often required to complete more work outside of class than in a regular class. Assessments will be more complex and will require that the student make connections and organize thoughts more efficiently.

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. *This course fulfills 1.0 credits of the Fine Arts diploma requirement for graduation.*

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. *This course fulfills 1.0 credits of the Fine Arts diploma requirement for graduation.*

CHOIR JH (Year)
Choir is designed for students who are eager to explore choral music instruction. Emphasis is placed on the fundamentals of singing and the fundamentals of music theory. They are exposed to various musical styles and cultures. The MBJH Choir is a performing group. Participation in all performances is required. *This course fulfills 1.0 credits of the Fine Arts diploma requirement for graduation.*

CHOIR JH, HONORS (Year)
Prerequisite: JH Choir, Glee Club or Audition
Honors Choir is an advanced, performing choir for MBJH students. Sight-singing abilities and music theory are strengthened, enabling students to proficiently perform two- and three-part literature in treble and bass clef. Students continue to sing a varied repertoire of music, including selections in two languages. Participation in all performances is required. *This course fulfills 1.0 credits of the Fine Arts diploma requirement for graduation.*

THEATRE ARTS I (Year)
*** Meets at Mountain Brook High School from 2:29-3:19 PM**
Theatre Arts I is a year long course introducing students to the art of theatre, methods of acting, eras of theatre history and even some fundamentals of technical theatre. Emphasis is placed upon critical thinking, self-actualization, observation, vocal and physical work. Students learn through creative, hands-on projects as well as individual and group activities. Class activities include improvisation, movement, monologues, scene work, pantomime, script analysis and character development. Students are expected to demonstrate what they have learned in a variety of ways, including performing their work in class. Students are also encouraged to participate in theatre competitions. *This course fulfills 1.0 credits of the Fine Arts diploma requirement for graduation.*

CAREER TECH ELECTIVES

PLTW AUTOMATION AND ROBOTICS II TEAM (Year)
Prerequisite: Robotics
Students are tasked with designing, building and programming a robot to play 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; Complete and submit attached application
This is a rigorous course that allows students who have completed the introductory speech and debate course or have attended summer camp to supplement learning 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 costs.

AP HUMAN GEOGRAPHY (Year)
Grade 9
AP Human Geography is a year long elective course. Students will have the opportunity to earn AP credit upon successful completion of the course material. Human Geography explores the relationships between place and culture. Topics include Perspectives in Geography, Population, Migration, Cultural Patterns and Processes, Political Organization of Space, Agriculture, Food Production, Rural Land Use, Industrialization, Economic Development, Cities and Urban Land Use. Students should have a strong interest in world topics and current events. In the spring, students are expected to attend study sessions in preparation for the Advanced Placement exam administered in May.

SEMESTER ELECTIVES

CAREER TECH ELECTIVES

CAREER PREPAREDNESS – A (Semester)
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 the required ½ Elective Credit towards graduation*

CAREER PREPAREDNESS – B (Semester)
Prerequisite: Career Preparedness - A
A one-half credit course that is taught in grades 9-12. The course prepares students with knowledge and skills in the areas of career development, academic planning and financial literacy. The prerequisite for this course is Career Preparedness-A. 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 the required ½ Elective Credit towards graduation*

ENGINEERING ROBOTICS (Semester)
Foundations of Engineering-Robotics is a high school level course that is appropriate for students who are interested in exploring robotics. The major focus of the Foundations of Engineering-Robotics course is to expose students to the design process, research and analysis, teamwork, communication methods and technical documentation. Foundations of Engineering-Robotics gives students the opportunity to develop skills and understanding of course concepts through a project based learning model and competition robotics. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community through their engineer's notebook and robotics competitions.

FOUNDATIONS OF ENGINEERING (DESIGN AND MODELING) (Semester)
Foundations of Engineering-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.

IMPACTS OF SCIENCE AND TECH (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.

CREATIVITY & INNOVATIONS (Semester)
Creativity & Innovations 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.

COMPUTER SCIENCE ESS - PLTW (Semester)
Prerequisite: Innovators and Makers (7th & 8th grade) or Creativity and Innovations (9th grade)
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.

EXPLORING COMPUTER SCIENCE (Semester)
This course takes a wide lens on computer science by covering topics such as the internet, computing, programming (HTML/CSS, Python, Javascript), physical computing, and data. The course inspires students as they build their own websites, apps, games, and physical computing devices. Some coding experience is beneficial but not necessary for being successful in this class.

FINE ARTS

MEDIA ARTS I (SEMESTER) Complete and submit attached application for Broadcast Team

Media Arts I is artwork created with the use of technology. Students build skills necessary to problem solve and prepare purposeful media products for presentation. Students are given the opportunity to connect their personal growth, history, community culture, and learning through broadcasting in media arts. The class focuses on the ethical use of media arts and development of writing skills, storyboarding videography skills, deadlines and presentations. *This course fulfills 1/2 credit of the Fine Arts diploma requirement for graduation.*

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. *This course fulfills 1/2 credit of the Fine Arts diploma requirement for graduation.*

CHOIR JH, HONORS (Semester)

Requirement: 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 8th and 9th 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. *This course fulfills 1/2 credit of the Fine Arts diploma requirement for graduation.*

ART I (Semester)

Art I is offered to 9th grade students who are interested in the visual arts. In this course, students will refine and advance their skills as well as gain a deeper understanding of the building blocks of visual art by learning to manipulate the elements of art and the principles of design through the use of a variety of processes, techniques, and media. *This course fulfills 1/2 credit of the Fine Arts diploma requirement for graduation.*

ART II (Spring Semester)

Grade 9

Prerequisite: Art I

Art II is designed for art students who have completed Art I and want to continue taking art for the full year. This course continues with more advanced techniques of a variety of art media and art forms. Emphasis is placed on understanding how to communicate concepts and intentions through manipulation of subject matter, organizational components, media, and processes, as well as exploring art criticism and analysis of their own works of art and the art of others. *This course fulfills 1/2 credit of the Fine Arts diploma requirement for graduation.*

OTHER ELECTIVES

CREATIVE WRITING JH (Semester)

Creative Writing course is designed for 7th-9th 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.

HEALTH (Semester)
Health utilizes Canvas and other forms of technology to fulfill the state department requirements for an on-line learning experience. It is a combination of direct teacher instruction and on-line learning. This course teaches CPR, first aid, nutrition, exercise, and abstinence from drugs, alcohol, and smoking. *Upon passing, the student receives the required ½ Health Credit towards graduation.*

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 9th graders.

READING (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.

PHYSICAL EDUCATION ELECTIVES

PE: ATHLETICS JH (Semester)
Grade 9 This course is designed for students who participate in a school sponsored varsity or in some cases junior varsity sport that meets at Mountain Brook High School from 2:29-3:19 PM. **Approval of the coach is required.*

PE WEIGHT TRAINING JH (Semester)
Grade 9
This course is designed for football players who want to continue weight training during the off season. This course meets at Mountain Brook High School at 7:30 AM.

GRADING SCALE

A = 90-100
B = 80-89
C = 70-79
D = 65-69
F =Below 65

GRADE REPORTS

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

1st Nine Weeks – 40%
2nd Nine Weeks – 40%
Semester Exam – 20%
Semester Course Average

3rd Nine Weeks – 40%
4th Nine Weeks – 40%
Semester Exam – 20%
Semester Course Average

GRADE POINT AVERAGE (GPA)

MBS calculates two GPAs. The unweighted GPA includes all courses a student has completed. The weighted GPA includes only academic courses and gives additional points for advanced or AP classes. Academic courses are listed on the following page. GPA's are available at the end of each semester and final GPA is computed at the end of 8 semesters. Both the weighted and unweighted GPAs are included on a student's transcript.

The courses listed on the next page will be used to compute weighted grade point average (GPA). On the weighted 100 point numerical system, ten points are added to final grades earned in AP classes; five points are added to final grades earned in advanced classes. (Example: English AP=90. This grade of 90 will appear on the transcript as the raw and unweighted grade. The computer will add ten points to the grade so that it will be computed as 100. English Advanced=90. The computer will add five points so that it will be computed as 95, but once again, the raw, unweighted grade of 90 will appear on the transcript). An extra point will be added on the 4.0 scale for AP courses, and 0.5 point will be added on the 4.0 scale for advanced courses for college application purposes.

A=5.0 (AP)	B=4.0 (AP)	C=3.0 (AP)	D=1.0 (AP)
A=4.5 (Adv)	B=3.5 (Adv)	C=2.5 (Adv)	D=1.0 (Adv)
A=4.0 (Reg)	B=3.0 (Reg)	C=2.0 (Reg)	D=1.0 (Reg)

Students who plan to attend highly selective or competitive colleges are encouraged to challenge themselves with a rigorous curriculum consisting of Advanced and AP courses according to their ability. Completion of these courses is a significant factor in the college admissions decision.

If you have any further questions regarding GPA, please see a counselor.

MOUNTAIN BROOK CITY SCHOOLS
ATHLETIC AND EXTRACURRICULAR ELIGIBILITY POLICY

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, 9th, 10th, and 11th grade students must be carrying at least six new units. 12th 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. 7th and 8th 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 7th or 8th 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.