



# **MOUNTAIN Brook high school**

## **course guide**

**2023-2024**

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**Cover Art Provided by Becton Morgan**

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### **Notice of Non-discrimination:**

The Mountain Brook school system does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in any of its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding nondiscrimination policies:  
Dr. Missy Brooks—Director of Instruction and Special Education, ([brooksm@mtnbrook.k12.al.us](mailto:brooksm@mtnbrook.k12.al.us))  
Dr. Susan Cole—Personnel Director, ([coles@mtnbrook.k12.al.us](mailto:coles@mtnbrook.k12.al.us))  
Mrs. Amanda Hood—Director of Student Services, ([hooda@mtnbrook.k12.al.us](mailto:hooda@mtnbrook.k12.al.us))  
Contact Information: 32 Vine Street, Mountain Brook, AL 35213, 205-871-4608

# ◆MBHS Course Selection Guide◆

Welcome

January 2023

Dear Student:

Welcome to registration! It is a pleasure to provide you with this booklet to serve as a guide in choosing courses and activities for the next year. We urge you to read this information carefully and make choices wisely. If you will take time now to prepare, your upcoming year will go more smoothly.

The selection of high school courses is an important decision. This decision requires great thought, planning, and reflection in looking forward to future educational and career plans. Therefore, course selection choices should be taken seriously. Once the registration process has ended, decisions on staffing, equipment, and materials are made.

The course selection process begins with counselors distributing registration materials in your classroom. You should then talk with your parents about course selections for the next year as well as review your four year educational plan. In selecting courses, you should read the course descriptions to be sure all prerequisites have been met. Parents should sign the registration form indicating the approval of the student's choices and return it during the registration period.

We wish you great success in making these important decisions that will affect your future educational plans. We hope you will find your experience in high school to be enjoyable and fulfilling. If we can be of assistance to you in any way, please feel free to call on us.

Sincerely,

Philip Holley  
Principal  
Mountain Brook High School

## SCHEDULE FOR REGISTRATION FOR 2023-2024 SCHOOL YEAR

### For current 9<sup>th</sup> grade (Class of 2026)

Counselors meet with 9 <sup>th</sup> graders (rising 10 <sup>th</sup> graders)	February 14-15
Individual Conferences—counselors meet with 9 <sup>th</sup> grade students	February 21-22
Online Registration in PowerSchool	February 14-27
Course Selection forms due to Biology teachers	February 28

### For current 10<sup>th</sup> & 11<sup>th</sup> grades (Classes of 2025 and 2024)

Registration information given to students at High School	February 14
Online registration in PowerSchool	February 14-27
All request forms due to English Teachers	February 28
Individual conferences for students who request (sign up in counseling office)	February 21-24

**ALL COURSE REQUEST CHANGES MUST BE TURNED IN TO THE GUIDANCE OFFICE NO LATER THAN April 28, 2023.** No course request changes will be made after the May 3 deadline due to scheduling, curriculum purchases, and staffing for the upcoming school year. Schedule change requests may be submitted from 8:00-3:00 on two dates to be determined in July and during the first 4 days of school. Schedule change forms will be available online and in the counseling office at the high school. Schedule change fee is \$50. **Parent placement requests will not be accepted during July schedule change dates nor during the first days of school. Please make arrangements for parent placement by April 28.**

## **Parent Placement Guidelines**

For most academic core classes and for world language classes, placement is determined by a variety of student data and performance during the **current** school year. The current teacher will make a recommendation of the appropriate placement for each student. Parents have the right to decide against the teacher's recommendation and "parent place" a student. If you are considering a parent placement, **parents must schedule a meeting with the appropriate department chair** (Math – Wanda Burns, English – Shannon Marks, Social Studies – Leah Kilfoyle, Science – Michael McGovern, World Language – Heather Fitch). Parent placement forms are available online and in the Counseling office. Forms must be brought to the parent placement meeting. **Parent placement meetings and forms must be finalized and submitted by April 28, 2023.** Parent placement requests will not be accepted during the July schedule change dates. (Teachers are not contracted to be at school during the summer, and upon teachers' return in August, time requirements involve professional learning and instructional preparation for opening 2023-2024.)

### **SUMMER SCHOOL:**

**Summer School Registration forms may be turned in to the high school along with fee BEGINNING March 1. Summer School Registration forms will be available on the website, front desk, and Counseling Office.**

1<sup>st</sup> Session of Summer School

June 5– June 23, 2023

2<sup>nd</sup> Session of Summer School

June 26 – July 18, 2023 (no classes on July 3-4)

## **GENERAL COMMENTS**

In choosing your courses each year, it is important to keep several factors in mind.

- Look carefully at the prerequisites for courses you are interested in taking.
- Students who plan to apply to selective colleges and universities should have some advanced and/or AP courses during high school.
- Students need to research college and career opportunities and requirements for entrance early in their high school years.
- Computer skills are important to have in order to be successful in a number of courses in high school and college (papers, presentations, research).

### **Keys to Success** (*College and Careers Research Initiative Findings*):

- ◆ work ethic
  - willingness to work hard
  - ability to set and meet goals
  - organizational skills
  - self-discipline
  - ability to maintain focus and complete a task
- ◆ written and oral communication skills
  - ability to communicate with a variety of people at different work levels or of different cultures
  - ability to speak clearly and persuasively

- ◆ people skills
  - ability to get along with others
  - ability to work as a member of a team
  - ability to show empathy and compassion for others
- ◆ thinking skills
  - logic, conceptualization, “common sense”, etc.
- ◆ character
  - integrity, honesty, ethics, trust
- ◆ ability to use technology

PRE-REGISTRATION SELF INVENTORY
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***The following questions are designed to help you look realistically at your goals, your schedule, and your desires. If you will consider each answer and the way it affects you, you may be in a better position to register for next year’s courses. A good idea would be to go through these questions with your parents.***

## **I. ACADEMIC ISSUES**

- What kind of grades do you desire for yourself? What are your parents’ expectations?
- This year, were you sufficiently challenged, under challenged, or overwhelmed?
- Are grades and class rank very important or only somewhat important?
- Do you have an idea of what colleges may interest you and what their entrance requirements are?
- What degree of challenge do you desire in each subject area?
- How many, if any, advanced courses do you want? Have you taken advanced courses before? Look carefully at the number you choose and remember that each one will place heavy demands on you at the high school.
- How much time do you usually spend on homework? What would be the limit of time you are comfortable devoting to studying at home?
- Do you consider yourself disciplined in putting out daily, consistent effort toward goals, or do you like to wait to do things all at once?
- When do you do your school work? After school? After supper? Late evening?

## **II. PERSONAL/SOCIAL ISSUES**

- ◆ How much extra-curricular involvement do you plan for? List possible activities, clubs, and/or organizations. Have you investigated how much time is involved for each?
- ◆ Are you an officer or do you head a committee with increased responsibility?

- ◆ How much time do you generally expect for being with friends, talking on the phone, etc.?
- ◆ Are you involved in team sports or other activities with consistent after-school and weekend demands? How much time is involved here? Have you spoken to someone who can give you a true picture?
- ◆ Do you usually do school work during weekends, or do you feel that time should be saved for other activities?
- ◆ Do you plan to have a job? If so, how much time will be involved?
- ◆ Is TV a daily activity for you? If so, how much?
- ◆ How much sleep do you need to function at your best? Do you often work late at night on schoolwork? If you stay up late, how does it affect you?
- ◆ Are you generally healthy and present at school? What was your absence record this year? How would you react if your schoolwork took up most of your free time?

## ACADEMIC SERVICES & POLICIES

**High School Office 205-414-3800**

**Karen Svetlay, College Advisor (last names A-K): 205-414-3818**

**Whitney Voltz, College Advisor (last names L-Z):205- 414-3818**

**Ellanor Dukes, 12th grade: 205-414-3860**

**Elizabeth Tiley, 11th grade: 205-414-3861**

**Rebecca Goodson, 10th grade: 205-414-3863**

**Kenneth Harkless, Student Assistance: 205- 414-3875**

**Elizabeth Lowman, College Advisor Secretary: 205-414-3818**

**Susan Milliman, Counselor Secretary: 205-414-3847**

**Junior High Office: 205- 877- 8346**

**Katherine Williams, 9th gr.:205-529-6417**

**Kristin Walton- Secretary:205-871-3516**

### COUNSELING SERVICES

Mountain Brook Schools has six counselors who divide their duties to better assist high school students. *Karen Svetlay* and *Whitney Voltz*, MBHS College Advisors, help all students with the college application process, course selection advice, scholarships and financial aid. *Kenneth Harkless* is a specialist in addictions counseling and is available for personal counseling. *Katherine Williams* (9<sup>th</sup> grade), *Rebecca Goodson* (10<sup>th</sup> grade), *Elizabeth Tiley* (11<sup>th</sup> grade), and *Ellanor Dukes* (12<sup>th</sup> grade) serve students in the areas of registration, career/vocational development, testing, and general counseling.

All counselors work with students on issues affecting their academic performance and on issues of personal and social development. The counselors are available to parents for consultation and parents are encouraged to contact any counselor with questions regarding counseling services.

All counselors are available to students and parents to assist them with any concerns they may have during the school year. Mrs. Svetlay, Mrs. Voltz, and Mrs. Dukes also work during the summer to assist students. Additionally, MBHS provides interested students with tutorial assistance in virtually all subjects.

## ADVANCED PLACEMENT EXAMS

Advanced Placement exams are administered near the end of the school year. Students enrolled in AP courses are encouraged to sign up for the Advanced Placement exam in the spring. Scores range from 1 (no recommendation) to 5 (extremely well-qualified). Scores of 3 and above may lead to college credit and/or advanced placement in particular course areas. Students should check with the guidance office concerning a specific college's advanced placement policies.

## SCHEDULE CHANGES

**Scheduling is one of the most important aspects of school planning. Mountain Brook Schools works to provide a wide array of opportunities for our students. To prepare for the upcoming school year, it is important that student requests be used for staffing, scheduling, and the purchasing of textbooks. Please make sure that the courses you list on your course selection sheet are accurate. We will work diligently to ensure that you receive the requested courses, including alternates.**

Schedule change requests may be submitted on two dates to be determined in July and during the first three days of school. Schedule change request forms are available in the counseling office and online. A parent signature and a \$50 processing fee are required for all changes made on the July dates to be determined and the first four days of school. Changes will be based on 1) staffing and course enrollment; 2) fixing a school/computer error (no processing fee); or 3) principal approval. Upon completion of a schedule update, the student will receive an accurate schedule at summer registration.

### **MBHS GRADING SCALE**

**A = 90-100**

**B = 80-89**

**C = 70-79**

**D = 65-69**

**F = Below 65**

The MBS school year is divided into quarters.

Progress Reports can be viewed at any time through PowerSchool. Transcripts can be requested from the Counseling Office at any time.

## GRADE AVERAGER FOR SEMESTER COURSES

1<sup>st</sup> Nine Weeks – 40%

2<sup>nd</sup> Nine Weeks – 40%

Semester Exam – 20%

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**Semester Course Average**

3<sup>rd</sup> Nine Weeks – 40%

4<sup>th</sup> Nine Weeks – 40%

Semester Exam – 20%

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**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 and dual enrollment 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 in weighted GPA calculations. 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 and dual enrollment 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.



## Courses Included in MBHS Weighted GPA

<p><b>Weighted English Courses</b>                  Bible as Literature                  Debate                  English 10 (Reg, Adv)                  English 11 (Reg, Adv)                  English 12 (Reg, Adv, DE)                  English 9 (Reg, Adv)                  English Lang &amp; Comp (AP)                  English Lit &amp; Comp (AP)</p>	<p><b>Weighted Math Courses</b>                  Accelerated Alg. II w/Stats and Precal                  Algebra I w/Probability                  Algebra II w/Stats (Reg, Adv)                  Appl. of Finite Mathematics                  Calculus (Reg, AP-AB, AP-BC)                  Calculus III (DE)                  Career Mathematics                  Comp Sci Principles (AP)                  Computer Science A (AP)                  Geometry w/Stats (Reg, Adv)                  Linear Algebra (DE)                  Precalculus (Reg, Adv, DE)                  Statistics (AP)</p>	<p><b>Weighted Science Courses</b>                  Biology (Reg, Adv, AP)                  Chemistry (Reg, Adv, AP)                  Earth and Space Science                  Environmental Science (Reg, AP)                  Forensic Sci &amp; Crim Sci Inves                  Human Anat &amp; Phys (Gen, Adv)                  Physical Science                  Physics (Gen, AP – I; II; C)                  Zoology</p>	<p><b>Weighted Social Studies Courses</b>                  Comparative Gov &amp; Pol (AP)                  Critical Film Studies                  Economics                  European History (AP)                  Humanities                  Microeconomics (AP)                  Psychology (Reg, AP)                  U.S. Gov &amp; Politics (AP)                  U.S. Government                  U.S. History (AP)                  U.S. History I (Reg, Adv)                  U.S. History II (Reg, Adv)                  World History (Reg, Adv)</p>
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### Weighted World Language and Other Electives

Accounting  
 ALL World Languages (Reg, Adv, AP)  
 American Sign Language I, II  
 Ancient Philosophy  
 Business Software Applications I, II  
 Classical Mythology  
 Digital Marketing  
 Entrepreneurship  
 Found of Engineering and Tech.  
 Foundations of Business Leadership  
 Intro to Law and American Legal System  
 Music Theory (AP)  
 Personal Finance  
 Photography (AP)  
 Studio Art (AP – 2D; 3D, Drawing)

## NCAA Eligibility

Based on **NCAA regulations regarding eligibility**, the following courses are **NOT** considered academic and NCAA will **NOT** include them when determining student-athlete eligibility:

- Art (including Media Arts), Band, Choral, Photography, and Theatre classes
- Business classes
- Career Math/Essential Math classes
- Classical Mythology
- Computer Science AP
- Computer Science Principles AP
- Critical Film Studies
- Debate
- Journalism

*A student who is interested in participating in college athletics should see their College Advisor regarding details of high school course requirements and the NCAA application early in their high school career.*

## **MBHS HONOR CODE**

\*All junior high & high school students sign an honor code at the beginning of each school year.

### **Mountain Brook High School Honor Code**

Because I am a Mountain Brook Spartan, I will not lie, I will not cheat, and I will not steal.

### **Honor Statement**

On my honor, I have neither given nor received unauthorized assistance on this academic work, [then to be signed by the student agreeing to the statement].

### **Mountain Brook High School Policy on Academic Honesty**

The purpose of this policy is to establish a consistent understanding among students, parents, and faculty of situations that violate the Honor Code and to clarify the procedures to be followed when violations occur.

### **Philosophy**

Mountain Brook High School students are expected to do their own work at all times. Collaboration, working together, and/ or sharing information is appropriate only when directed by the teacher. This includes homework, class work, projects, quizzes and tests. All students will be held to this standard.

Personal and academic integrity are core beliefs of MBHS. To that end, the consequences for any violation of the Honor Code will be determined with the following objectives in mind:

- Developing positive character traits which lead to integrity
- Motivating students to follow the Honor Code
- Discouraging repeat violations
- Ensuring consistent application of the Honor Code

### **Areas of Academic Concern**

Mountain Brook High School will enforce the above policy according to the following definitions. All students and faculty should understand their responsibilities in the context of these definitions.

Cheating is defined as the following:

- Giving or receiving aid or information before, during, or after any test, quiz, or non-collaborative assignment,
- Misrepresenting someone else's work as your own,
- Taking credit for work not done on an assignment,
- Allowing another student to copy or take credit for work you have done.

Possession of unauthorized information that is in any way related to the material being tested without prior approval from the teacher/instructor is considered cheating. This

includes ANY electronic device that contains the material.

Plagiarism is defined as the following:

Using someone else's words, ideas, or thoughts without giving credit to the source is cheating. Teachers continually educate students on proper citation of sources, and students are responsible for following the guidelines outlined by the teacher in regards to plagiarism. When in doubt, the student must consult the teacher for guidance.

CLARIFICATION: Assignments that the teacher deems and communicates as Collaborative are excluded as these assignments are designed to be collaborative in nature. The teacher must outline and explain these assignments at the outset of the assignment.

### **Responsibilities**

Teachers have the obligation

to know and understand the Mountain Brook High School Honor Code,  
to make clear to students that cheating is not tolerated,  
to proctor in-class evaluations,  
to monitor assignments, and  
to behave with integrity and honor by complying with and enforcing the Mountain Brook High School Honor Code.

Students have the obligation

to know and understand the Mountain Brook High School Honor Code,  
to ask questions of the teacher in case of confusion, and  
to behave with integrity and honor by complying with the Mountain Brook High School Honor Code.

However, the responsibility for honorable behavior resides with the student.

### **Procedures**

Upon discovery, teachers are to report violations of this policy to the student, parents, department chair, and administration. Teachers are also to file a "Report of Academic Dishonesty" in the school office. The consequences are as follows:

Class I Violation – (First Offense)

Notification of parents, department chair, and administration  
A zero on the assignment  
Other disciplinary actions as outlined in the Code of Conduct Class I Sanctions

Class II Violation – (Second Offense)

Notification of parents, department chair, and administration  
A zero on the assignment  
Other disciplinary actions as outlined in Code of Conduct Class II Sanctions

Class III – (Third or Subsequent Offense)

Notification of parents, department chair, and administration

A zero on the assignment,  
Other disciplinary actions as outlined in Code of Conduct Class II or III Sanctions

**Note:** Honor Societies have separate and independent rules that govern student eligibility. Violation of the Honor Code at any level could result in sanctions from each Honor Society. Violations prior to acceptance or admission to an Honor Society could result in the student being ineligible for any or all Honor Societies. Violations after acceptance or admission could result in removal from an Honor Society.

## SENIOR EXEMPTIONS

A senior who has earned the privilege, may be exempt from the second semester exam in each class in which he/she meets the following criteria:

1. Any senior with an average of 90 or higher may be exempt from their exam.
2. The minimum average for exemption to be considered in any class is 80 for the second semester. In addition, a student cannot have dropped more than five (5) points from his first semester grade to his second semester grade (or from the third nine weeks to the fourth nine weeks in a semester course). For example, if a student has an 87 average for the first semester and drops to an 81 the second semester, he would be required to take the exam.
3. A student may have no more than ten (10) absences for the year, including their five (5) pre-arranged absences. (Absences for religious holidays and legal requirements are excluded.) An accumulation of three (3) tardies is equivalent to an absence. For purposes of exam exemption, tardies will apply only to the class in which the student is tardy.
4. Assignment of disciplinary consequences during the first or second semester will eliminate a student from consideration of exemption in all classes. Disciplinary consequences that are covered include, but are not limited to: Saturday School, suspension, and Alternative School assignment. Participation of senior class members in inappropriate behavior including, but not limited to, a "senior prank", will eliminate those members from exemption in all classes.
5. Exemption consideration is considered for semester classes at the conclusion of 1<sup>st</sup> semester.

**Note:** Any student taking an AP exam will be exempt from the semester exam in that class. The above criteria for exemption will apply to any AP student who chooses not to take the AP exam.

## DUAL ENROLLMENT/DUAL CREDIT

Sophomores, juniors and seniors with a "B" average are eligible under the Alabama State Board of Education Policy 801.03 to participate in dual enrollment/dual credit programs between public colleges and universities and Mountain Brook High School. Enrollment is contingent on Principal and Superintendent approval.

Dual Enrollment offers high school students the opportunity to earn both high school and college credit while in high school. Earned credit will be placed on the Mountain Brook High School transcript and will be given 5 additional points on the 100-point scale (.5 weight for GPA). Prior to registering for any class, you should check with the college(s) to which you are applying to verify that the course is transferable. For credit to be awarded at the student's attending university, the student must request for their transcript to be sent directly from the college issuing credit (JSCC or UAB) to the attending college. This step cannot be completed until the middle of June after a student graduates.

Students will receive instructions from the counseling office on what forms to complete, when to apply online to the college, and when to pay for the course. **Students are responsible for paying tuition directly to the attending college.**

Please speak with your counselor about more information on Dual Enrollment.

## **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 schoolwork 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.

## **MBHS LIBRARY SERVICES**

The library is the hub of the school where students can research, study, and read. Library hours are 7:00 a.m. to 3:30 p.m., Monday – Friday. The library includes books, eBooks, newspapers, magazines, computers, chromebooks, and chargers, all for student use.

To search for materials and access other links and resources, use *Destiny Discover*, our online catalog. *Destiny* is available from ClassLink, our website, or as an app.

Books may be checked out for three weeks and may be renewed either in person or online. The fine for overdue books is five cents per book per day, excluding weekends and school holidays. Electronic items must be returned by the end of each school day unless otherwise noted by the librarian. The fine for an overdue electronic item is \$2 for the first day and \$1 per day after that, not to exceed \$5.

Materials placed on reserve for course work and reference materials are checked out overnight. The librarian will let you know specifically when the material is due back.

# COURSE SELECTIONS

2023--2024

## ENGLISH

### ENGLISH REQUIRED COURSES

*To be considered for an advanced or AP placement in English, all students must meet the course's requirements (as listed on the English Course Placement Requirements sheet students receive during course selection season). Should a student who does not meet the requirements wish to take an advanced or AP course, parent placement is mandatory. The goal is to place students in a course that offers them the greatest level of growth and success.*

1. *Rising freshman students can be recommended for:*
  - ADVANCED 9
  - ENGLISH 9
2. *Rising sophomore students can be recommended for:*
  - ADVANCED 10
  - ADVANCED 10 with Reservations (requires student conference)
  - ENGLISH 10 – Conference Required for a Change in Placement
3. *Rising junior and senior students can be recommended for:*
  - ADVANCED 11
  - ADVANCED 11 with Reservations (requires student conference)
  - AP 11
  - AP 11 with Reservations (requires student conference)
  - ENGLISH 11
  - AP 12
  - AP 12 with Reservations (requires student conference)
  - ENGLISH 12
  - ADVANCED 12
  - ADVANCED 12 with Reservations (requires student conference)
  - DUAL ENROLLMENT ENGLISH 12

*Recommendations for incoming 10<sup>th</sup> graders will be communicated via their 9<sup>th</sup> grade English teacher. Recommendations for upcoming 11<sup>th</sup> and 12<sup>th</sup> grade students will be circled by their current teacher on the Course Request form. Any change in the recommendation requires parent placement. Students seeking parent placement should see their guidance counselor.*

#### **ENGLISH 10:**

English 10 is a year-long course for sophomores. Modern world literature (1600-present) serves as the foundation for thematic study and the interpretation and development of voice and literary analysis. Students will hone their writing skills through the study of multiple genres, including novels, plays, poetry, short stories, and

informational texts. Course content is designed to assist students becoming more sophisticated readers, writers, and speakers. This course is weighted on the 4.0 scale.

### **ADVANCED ENGLISH 10:**

Advanced English 10 may be taken in place of College Prep English 10. With a focus on modern world literature, this course addresses all the standards listed previously but is distinguished from the College Prep class by a quickened pace, higher expectation of self-motivation, independent reading, advanced comprehension and study skills. Finally, the curriculum contains rigorous development of writing skills and class discussion, as well as formal class presentations, using analytical reasoning skills. This course is weighted on a 4.5 scale.

### **ENGLISH 11:**

English 11 is a year-long course for juniors. American literature serves as the foundation for thematic study and the interpretation and development of voice and literary analysis. Students will hone their writing skills through the study of multiple genres, including novels, plays, poetry, short stories, and informational texts. Course content is designed to assist students in becoming sophisticated readers, writers, and speakers. This course is weighted on the 4.0 scale.

### **ADVANCED ENGLISH 11:**

Advanced English 11 is a year-long course that may be taken in place of College Prep English 11. With a focus on American literature, this course addresses all the standards required for College Prep English 11 in addition to heightened rigor and greater expectation of self-motivation, comprehension, and independent study skills. Additionally, there is more outside reading required than that of the College Prep course, more intensive development of writing, critical reading skills, and class discussion. This course is weighted on a 4.5 scale.

### **AP ENGLISH LANGUAGE AND COMPOSITION 11:**

AP English Language and Composition is a college-level course. With its focus on rhetoric and nonfiction writing (in addition to American literature), AP English 11 differs from the other courses through its heightened rigor, sophisticated readings, and intensive development of writing and critical reading skills. Students enrolled in AP English 11 are expected to work at the college level; thus, they must be mature scholars, prepared to read, write, and think critically. The course trains students to become aware of the interactions among a writer's purpose, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. This course is weighted on a 5.0 scale.

**AP Exam: Passing the AP Language exam with a score of 3-5 may earn a student three hours of college credit.**



## **ENGLISH 12:**

English 12 is a year-long survey of British literature for seniors. Students will hone their writing skills through the study of multiple genres, including novels, plays, poetry, short stories, and informational texts. Course content is designed to assist students in becoming sophisticated readers, writers, and speakers. This course prepares students for work in college English and writing courses. This course is weighted on the 4.0 scale.

## **ADVANCED ENGLISH 12:**

Advanced English 12 is a year-long survey of British literature that may be taken in place of College Prep English 12. This course addresses all the standards listed previously but is distinguished from the College Prep class by a quickened pace, higher expectation of self-motivation, independent reading, advanced comprehension and study skills. Finally, the curriculum contains rigorous development of writing skills and class discussion, as well as formal class presentations, using analytical reasoning skills. This course is weighted on a 4.5 scale.

## **DUAL ENROLLMENT ENGLISH 101 and 102 / ENGLISH 12:**

**Prerequisite: English 11 – B or higher (MBHS Requirement)**

**ACT English subscore of 18 and unweighted GPA of 2.5 (English 101)**

**C or higher in English 101 (English 102)**

**Requirement: A student must be enrolled in both courses of English 101 and English 102**

**\*An extra 0.5 point will added on the 4.0 scale for this dual enrollment course**

Dual Enrollment English is a year-long course that combines the Jefferson State courses, English 101 and 102, with the Mountain Brook course, College Prep English 12. In the fall, students will complete the ENG 101 course and write four essays that focus on rhetoric and non-fiction. In the spring, students will complete the ENG 102 course and write four essays that focus on the analysis of fiction. The 12th grade Mountain Brook portion of the course focuses on the study of British literature, which will overlap all year with the ENG 101 and 102 courses. Dual Enrollment requires students to enroll through Jefferson State Community College, is weighted on a 4.5 scale, and is designed to provide students with 6 college credit hours.

**\*An extra 0.5 point will added on the 4.0 scale for this dual enrollment course**

## **AP ENGLISH LITERATURE and COMPOSITION 12:**

AP English 12 is a college-level literature course that differs from the other courses through its heightened rigor, sophisticated readings, and intensive development of writing and critical reading skills. Students enrolled in AP English 12 are expected to work at the college level; thus, they must be mature scholars, prepared to read, write, and think critically. Though most of the works come from British literature, students will read a wider variety of literature (poems, stories, plays, and novels). This course is weighted on a 5.0 scale. **AP Exam: Passing the AP Lit exam with a score of 3-5 may earn a student three hours of college credit.**

## ENGLISH ELECTIVES

### **LITERARY MAGAZINE - *Muse* Staff (Year)**

**Grade 10-12**

**Requirement: Teacher Recommendation**

Literary Magazine is a course that focuses on writing, recognizing, and publishing quality creative writing. The first semester is devoted to personal creative writing and the critiquing of these works while simultaneously soliciting, evaluating, and publishing works by other MBHS writers for the literary magazine the *Muse*.

### **DEBATE/FORENSICS (Year)**

**Grade 10-12**

**Teacher Approval Required**

This is a rigorous course designed for students who wish to develop critical thinking and speaking skills through regular competition at speech and debate tournaments. Students in this course will apply logical reasoning as they deepen their knowledge of current events, politics, and philosophy, while enhancing research and writing skills. Tournament participation and team practices are required, and team membership does involve costs. Teacher reserves the right to hold tryouts, if necessary.

### **JOURNALISM – *Sword and Shield* Newspaper (Year)**

**Grade 10-12**

**Requirement: Teacher Recommendation**

Newspaper Journalism is the opportunity for practical experience in newspaper planning and production. This course is for staff members of the school newspaper only. Staff members are selected in the spring of the previous school year. The staff/class meets during the school day and is awarded elective credit.

### **OLYMPIAN Yearbook Staff (Year)**

**Grade 10-12**

**Requirement: Application and Selection**

The Olympian Staff is the opportunity for practical experience in yearbook planning and production using current technology for journalistic publications. This course is for staff members of the school yearbook only. Staff members are chosen in the spring according to these requirements: 1) Submission of written responses to questions and layout design problems for certain staff positions, 2) Interview by sponsors and editors for specific positions, 3) Teacher recommendations and record of school attendance, 4) Final selection by the sponsors and editors. The staff is awarded elective credit. Applications can be picked up in the counseling office, in the front office, in Room 417, or printed from the school website. Completed applications must be turned in to Room 417 on or before February 19, 2022.

### **WRITING CENTER (PEER TUTORIAL) (Year)**

**Grade 11-12**

**Requirement: Teacher Recommendation and Application**

Peer Tutorial is a semester/year-long course designed as a learning opportunity for 11<sup>th</sup> and 12<sup>th</sup> graders who like helping others, who have strong communication skills, and

who have a strong background in English language and composition. This course provides training in various areas related to peer tutoring for both group and individual tutoring and is applicable across disciplines. The goal of this course is to prepare tutors to help students from all grades and subjects with any kind of writing: essays, research papers, résumés, business letters, lab reports, scholarship applications, etc. Tutors can help with any stage of the writing process, from generating ideas to revising and polishing.

## **THE BIBLE AS LITERATURE (Semester)**

### **Grade 10-12**

Academic knowledge of the Bible is a valuable intellectual asset that can help in understanding human nature, the language of self-expression and metaphor, a mirror to hold up to culture, and also provide stories to stimulate the imagination. The Bible as Literature is a single semester course focused on the most influential works of the Bible and their place in history, literature, and culture. The goal is not simply to study the Bible as literature, but to understand the Bible's unparalleled influence on the whole Western tradition. Students engage in close reading and critical analysis mostly in class with some occasional short reading assignments as homework if needed for works too long to complete in the class time. At the end of each chapter, students will engage in discussion, exploration of historical background, and relevant music, art, and literature connections. At the end of each unit, students will have short projects to complete as their assessments. The class is designed as a dialogue course, not a lecture course. The course does not ignore that the Bible is sacred to many people, but the course presents Biblical material academically, without prejudice to a particular view, canon, or doctrine and treats the Biblical material as literature in itself as well as its influence in literature as the primary objective to be understood.

## **SOCIAL STUDIES**

***The following criteria are considered when recommending students for Advanced or AP Social Studies courses:***

- 1. Recommendation from a Regular Level course to Advanced or AP:***
  - Strong performance in current and past Social Studies courses (minimum grade of 90 at end of first semester to be recommended)***
- 2. Recommendation from an Advanced or AP course to a new Advanced or AP course:***
  - Students who earn an A (90 or above) at the end of the first semester will automatically be recommended to the next advanced or AP course***
  - Students who earn an 85-89 average at the end of the first semester may be recommended to the next advanced or AP course based on other evidence cited by the teacher.***

**Process for Parent Placement:** Students desiring to parent place into Advanced or AP Social Studies courses must schedule a required meeting between the department chair and/or Advanced or AP Social Studies teacher and the student.

**The social studies department chair should be contacted to schedule the meeting. All meetings for parent placement must take place by April 28, 2023.**

**Note:** Students may take the core Social Studies courses (12<sup>th</sup> grade Economics and 12<sup>th</sup> grade United States Government) during summer school prior to the year in which they would regularly take that course. **(Note: Course availability is contingent upon having enough students register to offer the course.)** These can be “get ahead” courses for rising seniors who need to lighten their course load or who want to take electives that they would not otherwise have the opportunity to take.

## **UNITED STATES HISTORY TO 1877 (Year)**

### **Grade 10**

#### **Prerequisite: World History**

US History to 1877 is a required course for sophomores. Students study the historic development of American ideals and institutions from the Age of Exploration to 1877. The place of the United States in the global community is traced through U. S. political and economic development with emphasis given to major intellectual and cultural trends and movements. Geography and Alabama history are incorporated in context. The continued development of technology skills, analytical skills, writing skills and research skills are all integral parts of this course.

## **UNITED STATES HISTORY TO 1877- Advanced (Year)**

### **Grade 10**

#### **Grade Requirement for Recommendation:**

- **Currently enrolled in Advanced World History – Minimum grade of 85 at the end of 1<sup>st</sup> semester.**
- **Currently enrolled in Regular World History – Minimum grade of 90 at the end of first semester.**

Advanced US History to 1877 may be substituted for United States History to 1877 by sophomores desiring a more in-depth study of the material. This course makes more extensive use of supplemental readings and interpretation of primary documents than in the regular course; therefore, students need high level reading and writing skills. The course is designed to offer students the opportunity to utilize analytical skills and factual knowledge to enhance their writing and rhetorical skills. Students intending to take (or considering taking) AP U.S. History as juniors should take this course as sophomores.

## **UNITED STATES HISTORY 1877 TO THE PRESENT (Year)**

### **Grade 11**

#### **Prerequisite: US History to 1877**

US History 1877 to Present is a required course for juniors. It is a survey of American political, economic, and cultural trends from 1877 to the present. Emphasis is given to major historical trends such as: industrialization, progressive political movements, growth of economic influence, social and cultural development, and America’s role in a global setting. The course strives to help students develop critical thinking skills through the analysis of challenges faced by the U.S. in both foreign and domestic policies. Students also develop research and writing skills through periodic research projects.

## **AP U.S. HISTORY 11 (Year)**

### **Grade 11**

**Prerequisite: US History to 1877**

**Requirement: Teacher Recommendation**

Advanced Placement US History 11 is a college-level course which may be substituted by juniors for United States History 1877 to the Present. AP U. S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Emphasis is placed on the significance of the political, economic, social, and intellectual life of the United States in contemporary times. The AP course is distinguished from the regular course by additional supplemental reading, interpretation of primary sources, further development of writing skills and classroom discussion. In the Spring, students are expected to attend study sessions in preparation for the Advanced Placement exam, which is administered in May.

## **ECONOMICS AND UNITED STATES GOVERNMENT (1 Semester Each)**

### **Grade 12**

**Prerequisite: US History 1877 to Present**

Economics is a required course for seniors and serves as an introduction to economic theories and their applications in the “real world.” The primary focus is on the U. S. economic system – capitalism. Students also gain practical understandings and skills in consumer economics through class activities and projects. American Government is also a required course for seniors and consists of a survey of the U. S. political system, focusing on the background, institutions and processes of our governmental system. Central to this course is a study of the Constitution, the branches of government, political party practices and elections, and civil rights. Both courses focus on some comparative studies; both help students develop critical thinking skills and involve activities and projects which encourage personal competencies and civic efficacy.

## **AP MICROECONOMICS (Semester)**

**Corequisite: AP US Government and Politics**

### **Grade 12**

**Prerequisite: US History 1877 to Present**

**Requirement: Teacher Recommendation**

Advanced Placement Microeconomics is a college-level course for seniors which may be substituted for regular level Economics. The purpose of AP Microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Attention is given at the beginning of the course to a study of basic economic concepts, with a special focus on the workings of demand and supply forces. Emphasis is also placed on the study of product and factor markets, of the business firm, and of the role of government and of the private sector in promoting greater efficiency in the economy. An AP exam is administered in May.

## **AP GOVERNMENT AND POLITICS: US (Semester)**

**Corequisite: AP Microeconomics**

### **Grade 12**

**Prerequisite: US History 1877 to Present**

**Requirement: Teacher Recommendation**

Advanced Placement Government is a college-level course for seniors that may be substituted for United States Government and is designed to give students a critical perspective on politics and government in the United States. This course involves both the study of general concepts and the analysis of primary sources. The six main topics of concentration are the constitutional underpinnings of American government, political beliefs and behaviors, political parties, interest groups and mass media, institutions of national government, public policy, and civil rights and civil liberties. The AP course is distinguished from the regular course by the increased opportunity for supplemental reading, interpretation of primary sources, development of writing skills, and more intensive and extensive classroom discussion. In the spring students are offered study sessions in preparation for the Advanced Placement exam administered in May.

## **SOCIAL STUDIES ELECTIVES**

### **AP GOVERNMENT & POLITICS: Comparative (Semester)**

#### **Grade 12**

#### **Requirement: Teacher Recommendation**

Advanced Placement Comparative Government is a college-level academic elective course for seniors; it is designed to provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices. This course will be offered during a zero period, before the regular school starting time. Students meet with the teacher at least twice a week, beginning in September through the end of April. The specific periods and days of the week will be arranged in August. Additional time may be required for students to view videos relevant to the individual countries. The course will encompass the study of both specific countries and their governments. It will also explore general concepts used to interpret the political relationships and institutions found in virtually all national politics. The College Board/AP directs which countries are covered for the AP exam. The countries forming the core of the course are Great Britain, China, Russia, Iran, Mexico, and Nigeria. An AP exam is administered in May.

### **AP EUROPEAN HISTORY (Year)**

#### **Grade 11-12 (10<sup>th</sup> grade – Committee recommendation only)**

#### **Requirement: Teacher Recommendation**

Advanced Placement European History is a full year academic elective course open to all grade levels. It may not be substituted for any required course. AP European History is the study of the development of major cultural, social, economic, and intellectual concepts as well as a study of traditional political and military trends. Examples from each of the above categories are, respectively, the Renaissance, the Protestant Reformation, the witch craze, the development of the modern industrial system, the development of political theory, the rise of the modern state, the French Revolution, Imperialism, and World Wars I and II. In essence, the course covers the modernization of many aspects of European history, plus their impact on the world from 1450 to the present. Several important European leaders will be featured, including Martin Luther, Henry VIII, Catherine the Great, Napoleon, Bismark, Clemenceau, Hitler, Churchill, and Stalin. As in other AP courses there is the increased opportunity for supplemental reading, historical films, interpretation of primary sources, development of writing skills, and the opportunity for college credit. An AP exam is administered in May.

## **CRITICAL FILM STUDIES (Semester)**

### **Grade 11-12**

Critical Film Studies is a one semester course that traces the history of American motion picture, as film became the leading popular cultural art form of the 20th Century. The course examines film and film genres in a historical context. The content of the course will mainly focus on how movies reflect the history, culture, mores and fascinations of American society. Emphasis is also placed on film techniques such as use of camera, sound, lighting, special effects, and the impact of the medium's technological advances over the last century.

## **PSYCHOLOGY (Semester)**

### **Grade 10-12**

Psychology is an academic elective that introduces the student to the world of human behavior and mental processing. In this one semester elective students will be engaged in a variety of hands-on experiments and classroom activities, including online experiences, video presentations and the use of Oculus virtual reality glasses. The general content of the class will focus on the history of psychology, as well as its uses and functions in today's world. Other topics include a selection of famous psychologists and their well-known experiments, a unit on mental disorders and mental health, as well as an overview of the seven main approaches to psychological study. For students interested in taking AP Psychology in a subsequent year, regular psychology will provide an introductory foundation in the subject area, before taking the more challenging college level content

## **AP PSYCHOLOGY (Year)**

### **Grade 10-12**

This Advanced Placement course is a college-level, full year, academic elective course. It is open to all grade levels and is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology, including neurology, sensory and perception, personality, social psychology, learning, cognition, and abnormal psychology and treatments. Students will also learn about the ethics and methods psychologists use in their research and practice.

## **HUMANITIES**

### **Grade 10-12**

This course involves the study of the cultural arts as they reflect historical trends of Western Civilization. An interdisciplinary, thematic approach is used to explore societal transitions. Emphasis is placed on the study and analysis of art, literature, philosophy, and music. In the first semester (fall) topics such as the Middle Ages, Renaissance, Reformation, The Age of Reason, and the Rise of 18<sup>th</sup> Century Revolutions will be covered. In the second semester (spring) Napoleon and 19<sup>th</sup> Century Nationalism, Industrialization, The World War Era, and Post-War modernism will be covered.

\*\*Students may register for both semesters (1 credit) or either semester (.5 credit). Semesters do not have to be taken consecutively.

# MATHEMATICS

*Registration in advanced classes, and some upper level classes, requires students to meet specific prerequisites. Completion of appropriate prerequisites ensures students are well prepared for the content covered in upper level courses. The requirements for each course are detailed below each course name.*

## **ALGEBRA I WITH PROBABILITY (Year)**

**Grade 10**

**Prerequisite: Geometry with Data Analysis or Advanced Geometry with Data Analysis**

The study of algebra is inextricably linked to the study of functions, which are fundamental objects in mathematics that model many situations in life that involve change, allowing students to see how mathematics can be used systematically to represent patterns and relationships among numbers and other objects, analyze change, and model everyday events and problems of life and society. Algebra I with Probability emphasizes functions including linear (as introduced in Grades 7 and 8), absolute value, quadratic, and exponential; and functions as explicit (relation between input and output) and recursive (relation between successive values). Properties of algebra are applied to convert between forms of expressions and to solve equations (factoring, completing the square, rules of powers and radicals). Graphs of equations and inequalities consist of all points (discrete or continuous) whose ordered pairs satisfy the relationship within the domain and range. Students find points of intersection between two graphed functions that correspond to the solutions of the equations of the two functions, and transform graphs of functions (through translation, reflection, rotation, and dilation) by performing operations on the input or output. Probability shows the logic of uncertainty and randomness which occur in almost every aspect of daily life, enhances students' ability to organize information and improve decision-making, undergirds the understanding of ratio and proportion in algebra, and encourages inferential reasoning about the likelihood of real-life events. A scientific calculator (model TI-30X IIS preferred) is required for this course. A four-function calculator will be provided for specific units throughout the course.

## **ALGEBRA II WITH STATISTICS (MB COS) - Mountain Brook City Schools Standards (Year)**

**Grade 10-11**

**Prerequisite: Student must have completed one of the following course sequences:**

**\*Accelerated Math 7 and 8 and Geometry with Data Analysis**

**\*Geometry with Data Analysis and Algebra I with Probability**

Algebra II with Statistics is a course intended to extend students' knowledge of algebra and geometry, with additional algebraic, trigonometric, and statistics content. Along with reinforcement of familiar algebraic and problem-solving skills developed in prior mathematics courses, this course includes the development of the complex number system, quadratic equations, functions, exponential and logarithmic functions; polynomial expressions and graphs, rational expressions and graphs. This course also includes introductory work with trigonometry, including graphing trigonometric functions, solving trigonometric equations, and verifying trigonometric identities. This course meets the requirements for the Advanced High school diploma. A graphing calculator is used frequently to promote deeper understanding of concepts. Following the completion



of this course students will be recommended for either Precalculus or Applications of Finite Mathematics.

## **ALGEBRA II WITH STATISTICS (AL COS) - Alabama State Standards (Year)**

### **Grade 11**

**Prerequisite: A student must meet the following requirements:**

- 1. Teacher Recommendation ONLY**
- 2. Student must have completed the following course sequence:**

**\*Geometry with Data Analysis and Algebra I with Probability**

Algebra II with Statistics (Alabama State Standards) is intended for students that experienced difficulty with algebraic concepts introduced in previous courses. Throughout this course, students will have the opportunity to revisit algebraic skills developed in prior mathematics courses, but will also develop an understanding of the complex number system, matrices, families of functions, exponential and logarithmic functions, radical expressions, polynomial expressions, trigonometry, and statistics. This course meets the requirements for the Advanced High school diploma. A scientific calculator (model TI-30X IIS preferred) is required for this course. A four-function calculator will be provided for specific units throughout the course. Following the completion of this course students will be recommended for either Applications of Finite Mathematics or Career Mathematics.

## **ALGEBRA II WITH STATISTICS– ADVANCED (Year)**

### **Grade 10-11**

**Prerequisite: A student must meet the following requirements:**

- 1. Teacher Recommendation**
- 2. Grade of 85 or higher in Accelerated Math 8 or 9th grade Algebra I with Probability**

**\*An extra 0.5 point is added on the 4.0 scale for this advanced course.**

Advanced Algebra II with Statistics consists of a more intensive investigation of the topics presented in regular Algebra II with Statistics, with greater emphasis on proof and theory. A graphing calculator is used frequently to promote deeper understanding of concepts. Understanding of concepts and skills in the summer assignment is assumed.

## **ACCELERATED ALGEBRA II WITH STATISTICS & PRECALCULUS (Year)**

### **Grade 10**

**Prerequisite: A student must meet requirements in at least 2 of the following:**

- 1. Teacher Recommendation**
- 2. Grade of 90 or higher in previous advanced level math courses**
- 3. Standardized test scores**

**\*An extra 0.5 point is added on the 4.0 scale for this advanced course.**

Accelerated Algebra II with Statistics & Precalculus consists of a more intensive investigation of the topics presented in both Advanced Algebra II with Trigonometry and Advanced Precalculus, with emphasis on proof, theory, analysis, and graphical and algebraic interpretations. Students in this course will participate in math team competitions in the classroom and are also encouraged to participate in math team tournaments throughout the year. A four-function, scientific, and graphing calculator are required for this course and are used frequently to promote deeper understanding of concepts. A TI-Nspire CX CAS II is the recommended CAS graphing calculator, but a student may use any CAS calculator on the College Board approved list for AP Calculus. This course meets for two periods, generally 0 and 1<sup>st</sup> periods. Upon

successful completion of this course, students will receive 2 credits - Advanced Algebra II with Statistics and Advanced Precalculus. By registering for this course, students must remain in Accelerated Algebra II with Statistics and Precalculus BOTH semesters of the course during the school year. This class is designed as an accelerated gateway to additional upper mathematics classes.

- A student will not be able to leave this class at the end of the first semester and go to a different Algebra II class since he/she will then have an Algebra II credit.
- This student cannot enter a different Precalculus class since he/she does not have that course's first semester content.

Also, a student must earn a mathematics credit during his/her senior year, regardless of the number of mathematics credits he/she has previously earned. Possible courses during the senior year are: Calculus III AND Linear Algebra, AP Statistics, and/or AP Computer Science

## **APPLICATION OF FINITE MATHEMATICS (Year)**

**Grade 11-12**

**Prerequisite: Student must have completed one of the following course sequences.**

**\*Accelerated Math 7 and 8, Geometry with Data Analysis, Algebra II with Statistics (Score below 80 in Algebra 2 with Statistics)**

**\*Math 7 and 8, Geometry with Data Analysis, Algebra I with Probability, Algebra II with Statistics (Score below 80 in Algebra II with Statistics)**

Applications of Finite Mathematics is a course designed for students who have successfully completed the Algebra II with Statistics course and who do not choose to continue their mathematics study with Precalculus as their next course. Applications of Finite Mathematics expands upon the topics of matrices, combinatorial reasoning, counting techniques, algorithms, sequences, series, and their applications. In addition, this course offers real-world applications to mathematical concepts and practices. Students are expected to work in both individual and group settings to apply problem solving strategies and incorporate appropriate technological tools. A scientific calculator (any model TI-30X II or above) is required for this course.

## **PRECALCULUS (Year)**

**Grade 11-12**

**Prerequisite: Student must have completed one of the following course sequences.**

**\*Accelerated Math 7 and 8, Geometry with Data Analysis, Algebra II with Statistics (MB COS) (80 or higher in Algebra II with Statistics (MB COS) )**

**\*Math 7 and 8, Geometry with Data Analysis, Algebra I with Probability, Algebra II with Statistics (MB COS) (80 or higher in Algebra II with Statistics (MB COS) )**

Precalculus is a course designed for students who have successfully completed the Algebra II with Statistics course. This course is considered to be a prerequisite for success in calculus and college mathematics. Algebraic, graphical, numerical, and verbal analyses are incorporated during investigations of the Precalculus content standards. Parametric equations, polar relations, vector operations, conic sections, and limits are introduced. Content for this course also includes an expanded study of polynomial and rational functions, trigonometric functions, and logarithmic and exponential functions. A scientific calculator or a TI graphing calculator (any model TI-83 or above) is required for this course. If a student will take AP Calculus as a senior, a

TI-Nspire CX CAS II is the recommended CAS calculator, but a student may use any CAS calculator on the College Board approved list for AP Calculus.

## **PRECALCULUS – ADVANCED (Year)**

**Grade 10-12**

**Prerequisite: 80 or higher in Advanced Algebra II with Statistics**

**\*An extra 0.5 point is added on the 4.0 scale for this advanced course.**

Advanced Precalculus is designed to be a more intensive investigation of the topics presented in regular Precalculus, with greater emphasis on graphical and algebraic interpretations and analyses. A four-function, scientific, and graphing calculator are required for this course and are used frequently to promote deeper understanding of concepts. A TI-Nspire CX CAS II is the recommended CAS graphing calculator, but a student may use any CAS calculator on the College Board approved list for AP Calculus.

## **PRECALCULUS/ MATH 112 (ALGEBRA) and 113 (TRIGONOMETRY) – DUAL ENROLLMENT**

**Grade 12**

**Prerequisite: A student must meet the following requirements:**

- 1. 80 or higher in Algebra II with Statistics (Algebra II with Trigonometry for 2021-2022)**
- 2. ACT Math SubScore of 24 and GPA of 3.0 (MATH 112)**
- 3. C or higher in MATH 112 (MATH 113)**

**Requirement: A student must be enrolled in both courses of MATH 112 and MATH 113**

**\*An extra 0.5 point is added on the 4.0 scale for this dual enrollment course**

Math 112 Precalculus Algebra emphasizes the algebra of functions – including polynomial, rational, exponential, and logarithmic functions. The course also covers systems of equations and inequalities, quadratic inequalities, and the binomial theorem. Additional topics may include matrices, Cramer's rule, and mathematical induction. This course will be taught 1<sup>st</sup> semester.

Math 113 Precalculus Trigonometry includes the study of trigonometric (circular functions) and inverse trigonometric equations. The course also covers vectors, complex numbers, De Moivre's theorem, and polar coordinates. Additional topics may include conic sections, sequences, and using matrices to solve linear systems. This course will be taught 2<sup>nd</sup> semester.

## **AP STATISTICS (Year)**

**Grade 11-12**

**Prerequisite: Algebra II with Statistics**

**\*An extra point is added on the 4.0 scale for this Advanced Placement course.**

Advanced Placement Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students will develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use graphing calculators (TI-84, Nspire), Fathom and other statistical software, and Web-based applets to investigate statistical concepts. To develop effective

statistical communication skills, students are required to prepare frequent written and oral analyses of real data.

## **CALCULUS (Year)**

### **Grade 12**

#### **Prerequisite: Precalculus**

Calculus covers a review of families of functions including constant, algebraic, rational, trigonometric, exponential, logarithmic, and their inverses. Differentiation and integration of these functions including applications are covered numerically, analytically, graphically, and verbally. A TI graphing calculator (TI-83/84, Nspire) is required for this course.

## **AP CALCULUS AB (Year)**

### **Grade 11-12**

#### **Prerequisite: Precalculus**

**\*An extra point is added on the 4.0 scale for this Advanced Placement course.**

Advanced Placement Calculus AB is intended for students with a strong background in mathematics courses and a desire to pursue college level courses while in high school. This course covers functions, graphs, limits, derivatives, integrals, and differential equations and their applications with both a conceptual and procedural approach. A strong emphasis is placed on verbal, numerical, analytical, and graphical representations of functions included with an AP exam review throughout the course and an extensive review during April. The list of allowable calculators for the exam and course are on the College Board website, and the College Board allows students to use two graphing calculators during the exam. College credit is contingent upon your score on the AP exam in May. Generally, a “5” on the AB exam will equate to credit for one college semester of calculus. Some colleges and universities are not giving credit for a passing grade on the AB exam, only giving credit for a passing grade on the BC exam; therefore, confirm with your college or university regarding awarding of credit. **Summer assignment required.**

## **AP CALCULUS BC (Year)**

### **Grade 10-12**

#### **Prerequisite: Precalculus**

**\*An extra point is added on the 4.0 scale for this Advanced Placement course.**

Advanced Placement Calculus BC is intended for students with a strong background in advanced mathematics courses and an intense desire to obtain college level mathematics credit while in high school. This course covers all the topics in AP Calculus AB with approximately 40% additional topics, requiring the course to move at a faster pace than the AP Calculus AB course; however, common topics in both courses are tested at the same depth. Additionally, this course covers parametric, polar, and vector functions, advanced techniques of integration, improper integration, and polynomial approximations of functions using series. A strong emphasis is placed on verbal, numerical, analytical, and graphical representations of functions included with an AP exam review throughout the course and an extensive review during April. The list of allowable calculators for the exam and course are on the College Board website, and the College Board allows students to use two graphing calculators during the exam. College credit is contingent upon your score on the AP exam in May. Generally, a “5” on the BC exam will equate to credit for two college semesters of calculus; therefore, confirm with your college or university regarding awarding of credit. BC calculus

students also receive an AB subscore on the AP exam. **Understanding of concepts and skills in the summer assignment is assumed.**

### **CALCULUS III / MATH 227 – DUAL ENROLLMENT (Semester)**

**Grade 12**

**Prerequisite: AP Calculus BC**

**Requirement: A student must be enrolled in both courses of MATH 227 and MATH 260**

**\*An extra 0.5 point is added on the 4.0 scale for this dual enrollment course**

Math 227, Calculus III, emphasizes vector functions, functions of two or more variables, partial derivatives, quadric surfaces, multiple integration and vector calculus, including Green's Theorem, curl and divergence, surface integrals, and Gauss' and Stokes' Theorem. Upon successful completion of the course a student: should understand how coordinates and vectors are used in treatment of three-space problems, can apply one-dimensional calculus techniques to vector-valued functions, can apply the calculus of vector-valued functions to treat motion problems, understands basic concepts and applications of multivariable calculus, can solve standard optimization problems, can use different coordinate systems to solve two and three dimensional integration problems, and knows when and how to apply important concepts from vector analysis.

### **LINEAR ALGEBRA / MATH 260 – DUAL ENROLLMENT (Semester)**

**Grade 12**

**Prerequisite: AP Calculus BC**

**Requirement: A student must be enrolled in both courses of MATH 227 and MATH 260**

**\*An extra 0.5 point is added on the 4.0 scale for this dual enrollment course**

This course emphasizes linear equations and matrices; real vector spaces, basis, diagonalization, linear transformations; determinants, eigenvalues, and eigenvectors; inner product spaces, matrix diagonalization; applications and selected additional topics.

### **CAREER MATHEMATICS (Year)**

**Grade 12**

**Prerequisite: A student must meet the following requirements:**

- 1. Teacher Recommendation ONLY**
- 2. Successful completion of Algebra II with Statistics**

Career Mathematics is a course that provides students with a bridge to mathematical empowerment needed to make responsible financial and economic decisions while applying mathematics concepts into a career setting. Career Mathematics extends the scope of content for integrating topics from algebra, geometry, measurement, and probability and statistics with an emphasis on career and technical applications. This course provides opportunities to incorporate the use of technology through its emphasis on using functions to make real-life predictions and to calculate outcomes. Career Mathematics first semester will consist of reviewing concepts taught in Geometry and applying them to real life situations; i.e., looking at the area of a room and purchasing materials to redesign the room. Also, the students will make 3-dimensional drawings of a house and then build the house. The second semester will be focused on the financial applications of mathematics including a business unit to prepare for real-world applications.

## **AP COMPUTER SCIENCE PRINCIPLES (Year)**

### **GRADE 10-12**

**\*An extra point is added on the 4.0 scale for this Advanced Placement course**

Advanced Placement Computer Science Principles is a course that introduces students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. The course promotes deep learning of computational content, develops computational thinking skills, and engages students in the creative aspects of the field. The course will introduce students to creative aspects of programming, using abstractions and algorithms, working with large data sets, understanding of the Internet and issues of cybersecurity, and impacts of computing that affect different populations. AP College Board Program recommends that students successfully complete a high school algebra course like Algebra I with a strong foundation in basic algebraic concepts dealing with function notation and problem-solving strategies. Students do not need to have prior computer science knowledge or experience.

## **AP COMPUTER SCIENCE A (Year)**

### **Grade Level: 11-12**

**\*An extra point is added on the 4.0 scale for this Advanced Placement course**

Advanced Placement Computer Science A is a course that emphasizes the development of object-oriented computer programs that correctly solve a given problem. The course utilizes the Java programming language. Students will learn to design and implement solutions to problems by writing, running and debugging computer programs. Students will cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Additionally, students will learn to read and understand large programs and recognize the ethical and social implications of computer use. AP Computer Science Principles is recommended to be taken prior to this course.

## SCIENCE

***Registration for AP and Advanced classes requires students to meet specific prerequisites including a minimum grade of B in all prior science and math courses. Scheduling for some classes requires two periods. This additional time commitment is noted in the specific course description. To further clarify graduation requirements, 10<sup>th</sup>-12<sup>th</sup> grade science course requirements are divided into Group 1 and Group 2. The courses listed below are designated in this manner.***

### LIFE SCIENCES

#### FORENSIC SCIENCE

**Grade 11-12**

**Group 2**

Forensic Science is an exploration into the practices of the forensic scientist, as well as other areas related to the field of Criminology. The work of these experts may be addressed via class discussions, projects, lectures and other activities that support the content for this course. Blood, fingerprints, and DNA are a few examples of evidence that will be incorporated and highlighted into major topics, such as: how to process a crime scene, how to collect and analyze evidence, and how to ensure the evidence is admissible in court.

#### HUMAN ANATOMY AND PHYSIOLOGY

**Grade 11-12**

**Prerequisite: Biology and either Physical Science or Chemistry (It is strongly recommended that you have a C or better in Chemistry or B or better in Physical Science to take this course.)**

**Group 1**

Anatomy and Physiology is a course for students interested in an overview of the structures and functions of the human body with an emphasis on health. Required dissections of preserved specimens are used to illustrate specific systems.

#### ADVANCED HUMAN ANATOMY AND PHYSIOLOGY

**Grade 11-12**

**Prerequisite: 85 or higher average in both Biology and Chemistry. (Advanced Chemistry and Advanced Biology are strongly recommended.)**

**Group 1**

Advanced Anatomy and Physiology is a course for students interested in a detailed and comprehensive analysis of the structures and functions of the human body with emphasis on molecular structures and biochemical pathways. Preserved specimens are used to illustrate specific systems and dissections are mandatory. Human Anatomy and Physiology-Advanced may not be taken after completion of Human Anatomy and Physiology-Regular.

#### AP BIOLOGY

**Grade 11-12**

**Prerequisite: 85 or higher average in a Life Science and Chemistry. It is *strongly recommended* that prior to entering this class, students successfully complete Advanced Biology, Advanced Chemistry and/or AP Chemistry.**

## **Group 1**

Advanced Placement Biology is a second year of biology for students planning to pursue a science-related college curriculum and/or for those desiring college credit for biology. The course includes such topics as molecular and cellular biology, biochemistry, cellular energetics, heredity, evolution, molecular genetics, and ecology. Some vertebrate physiology topics as well as a brief survey of plants and animals are also covered. **Scheduling requires 2 periods.**

## **ZOOLOGY**

**Grades 11-12**

### **Group 2**

Zoology provides an introduction to the fundamentals of animal life, with emphasis on anatomy, physiology, behavior, reproduction, and evolution. This course gives a special reference to animal contributions to ecosystems and animal impacts on humans. Dissections are used to illustrate specific phyla throughout the course. The course will focus on comprehension of animal form and function, including comparative systems of selected groups.

## **PHYSICAL SCIENCES**

### **PHYSICAL SCIENCE**

**Grade 10-12**

#### **Group 2**

Physical Science includes coursework and lab work that help students develop an understanding of basic physical and chemical principles. This course is recommended for students with less than an 80 average in Geometry and Biology and may not be taken after successful completion of any Chemistry or Physics course.

### **CHEMISTRY**

**Grade 10-12**

#### **Recommendations:**

**Rising 10<sup>th</sup> graders: 80 or higher average in Geometry and Biology**

**Rising 11<sup>th</sup> or 12<sup>th</sup> graders: 80 or higher average in Physical Science & Algebra I**

#### **Group 1**

Chemistry is an introduction to general chemistry. The organized and logical approach to chemical concepts, the correlated laboratory work, and the emphasis on problem solving provide students with an understanding of an array of abstract and concrete chemical principles. Chemistry requires abstract and critical thinking skills and a strong foundation in math. **Success in the course depends on the student's ability to retain and apply foundational skills throughout each topic. Course composition and pace are designed to prepare students for the rigor of college science courses.**

### **CHEMISTRY – ADVANCED**

**Grade 10-12**

**Prerequisite: Must have at least an 85 average in Biology and Geometry and enrollment in Algebra II or higher.**

#### **Group 1**

**Advanced Chemistry is designed to prepare students to take future AP science classes. The course teaches advanced problem solving techniques and places strong emphasis**



on the understanding and application of chemical concepts and theories. Hands-on experiences accompany all units throughout the course. This course is more in depth and includes topics not covered in Chemistry leading to more rapid pacing. **It is intended primarily for students who plan to pursue a college degree in a science-related field. Scheduling requires 2 periods.**

## **AP CHEMISTRY**

**Grade 11-12**

**Prerequisite: 80 or higher average in Advanced Chemistry or 90 or higher in regular chemistry and previous or concurrent enrollment in Precalculus or Advanced Algebra II with Trig.**

**Group 1**

Advanced Placement Chemistry is a second year of chemistry for strong students planning to pursue a science or technology-related college curriculum. This course is the equivalent of college freshman chemistry. Students are expected to take the end-of-the-year AP Exam in May. (Exceptions to the prerequisites will only be considered after a parent-teacher-student conference and the student's successful completion of a screening exam.) **Scheduling requires 2 periods.**

## **PHYSICS**

**Grade 11-12**

**Prerequisite: Prior or concurrent enrollment in Algebra II with Statistics and strong math skills**

**Group 1**

Physics covers the principles of motion, matter, and energy and their relationships to each other. The course covers the major topics within mechanics and electromagnetism and serves as a potential introduction to future AP or undergraduate physics classes. The course employs mathematical analysis, laboratory experiments, and computer aided investigations to lead students to an understanding of the basic laws of nature as presently understood by science.

## **AP PHYSICS 1**

**Prerequisites: Chemistry and concurrent enrollment in Advanced Algebra II with Statistics and/ or Precalculus and strong math skills.**

**Group 1**

Advanced Placement Physics 1 is an algebra-based physics course for students interested in majoring in the arts and sciences. It is the equivalent to a first-semester college course for non-engineering majors. The course covers Newtonian mechanics, work, energy, and power. This course emphasizes using mathematical analysis in the practice of scientific inquiry and reasoning. Inquiry-based learning is emphasized with 25% of class time devoted to laboratory investigations. **Scheduling requires 1 period.**

## **AP Physics 2**

**Prerequisite: Successful completion of AP Physics 1 or regular Physics and concurrent enrollment in Precalculus or higher.**

**Group 1**

Advanced Placement Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. 25% of class time is devoted to

laboratory investigations and scientific reasoning. This course is a continuation of AP Physics 1. **Scheduling requires 1 period.**

### **AP Physics C**

**Prerequisites: Chemistry and concurrent enrollment or completion of AP Calculus BC**

#### **Group 1**

Advanced Placement Physics C is a physics course designed for students interested in majoring in science, engineering or in a technology-related field. The course is calculus-based and requires critical thinking skills. The first semester covers classical Newtonian mechanics. Topics include motion in one and two dimensions, rotational mechanics, work, energy, momentum, static equilibrium, harmonic motion and gravity. The second semester covers electricity and magnetism. Topics include electric fields, Gauss' law, electrical potential, capacitance, DC and AC circuits, magnetic fields, Faraday's law and inductance. Twenty five percent of class time is devoted to laboratory investigations and scientific reasoning. **This course may be taken after AP Physics 1. Scheduling requires 2 periods.**

## **EARTH AND ENVIRONMENTAL SCIENCES**

### **EARTH AND SPACE SCIENCE**

**Grades 11-12**

#### **Group 2**

Earth and Space Science is a course focusing on the study of the Earth's geosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in this course analyze and describe Earth's interconnected systems and how they are changing. Topics covered include rocks, minerals, sculpturing of Earth's surface, plate tectonics, earthquakes, volcanoes, geologic history, the atmosphere, weather, climate, history of astronomy, the solar system, stars, and space exploration.

### **ENVIRONMENTAL SCIENCE**

**Grade 11-12**

**Prerequisite: Biology and Chemistry or Physical Science**

#### **Group 2**

Environmental Science offers students a chance to understand both basic ecology and modern environmental issues. This course extends the study of Biology to focus on the living and nonliving factors which affect our environment. We will consider the impact that humans have on the environment at the local, national, and global levels. Current local and world issues will be integrated into the curriculum along with enhancing decision-making skills based on factual information about the environment. Students will work outside of the school building to collect and analyze phenomena in the area that surrounds the school. In addition to class work, laboratory work, scientific inquiry, there will be opportunities for fieldwork investigations.

## **AP ENVIRONMENTAL SCIENCE**

**Grade 11-12**

**Prerequisite: 85 or higher average in both Biology and Chemistry. Advanced Biology and Advanced Chemistry are *strongly* recommended.**

### **Group 1**

Advanced Placement Environmental Science provides students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. To ensure a complete and well-grounded experience, in addition to lab and classroom activities, the course includes an outdoor research component.

### **ESSENTIAL/LIFE SKILLS COURSES –**

**These courses are designed for students who will be attending a 2-year college or preparing for the workforce. These courses are by teacher recommendation only.**

\* **ENGLISH ESSENTIALS 10, 11, and 12** delineates functional content standards necessary for achieving reading, writing and language competency in the workplace and in community life. Emphasis is on application of communication skills in a variety of settings. Students are admitted to these courses by teacher/counselor approval only.

\***WORLD HISTORY FOR LIVING, UNITED STATES HISTORY FOR LIVING I AND II, ECONOMICS FOR LIVING, and UNITED STATES GOVERNMENT FOR LIVING** enables students to apply and utilize their knowledge to develop informed opinions about issues such as the quest for peace, human rights, trade, global economy, ecology, the function of economic systems, and theories, study of the Constitution and the impact each has on everyday life (Teacher recommendation required).

\***ALGEBRAIC ESSENTIALS, GEOMETRY ESSENTIALS** engages the student in acquisition of functional math concepts designed to equip the individual with math skills needed for successful employment and independent living. (Students are admitted to this course by teacher/counselor approval only.)

\***LIFE SKILLS SCIENCE I, II, III, and IV** prepares students for independent living by providing awareness and acquisition of health care knowledge, personal self-care skills, and basic scientific concepts relevant to independent living and employment. (Teacher recommendation required).

## WORLD LANGUAGES

***Students who are recommended by their teachers to take advanced world language classes are those students who have a strong language aptitude, absorb material quickly, devote adequate time to their studies, and enjoy a challenge. They are expected to be self-motivated and willing to study independently. They should have demonstrated that they can work cooperatively with a small group and with the class as a whole. Recommendations are made by the current teacher for AP, advanced, or regular based on the teacher's assessment of student performance and interest.***

**Seal of Biliteracy:** Mountain Brook High School offers students both locally & globally recognized opportunities to earn a credential that certifies their proficiency in multiple languages. Students can earn both the *Alabama State Seal of Biliteracy* & the *Global Seal of Biliteracy* (<https://theglobalseal.com/faqs>) by demonstrating proficiency in English and in French, Latin or Spanish. In order to provide students with the greatest opportunity for success in achieving the Seal, students' world language 4-year plan should include the following: 9th grade - Level 2 ; 10th grade - Level 3 ; 11th grade - Level 4. If a student qualifies for and would like to utilize a retake option, s/he should plan to continue in 12th grade in AP or Level 5. Please view the Seal of Biliteracy information on the MBHS website - <https://www.mtnbrook.k12.al.us/Page/14085> - for more information regarding this prestigious credential.

## FRENCH

### **FRENCH I (Year)**

#### **Grade 10-12**

Level I world languages content standards provide students the opportunity to begin the study of another language while introducing them to the study of other cultures. Basic pronunciation, vocabulary, grammar, and culture are included in the course. Acquisition of Level I knowledge and skills helps students understand their own language and culture, connect the use of the target language with other disciplines, develop insight into cultures other than their own, and participate more fully in the global community. Upon completion of Level I, a student's proficiency level may range from Novice Mid to Novice High.

### **FRENCH II (Year)**

#### **Grade 10-12**

#### **Prerequisite: French I**

Level II world languages content standards build upon knowledge and skills acquired in the Level I course. Content standards allow students to focus on gaining facility in handling more advanced elements of communication, broadening insights into other cultures as well as their own, and enhancing the connections they make with other disciplines, the community, and the world. Upon completion of Level II, a student's proficiency level may range from Novice High to Intermediate Low.

## **FRENCH II Advanced (Year)**

### **Grade 10-12**

#### **Prerequisite: Teacher Recommendation**

While the course of study standards in regular and advanced classes 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. Upon completion of Level II Advanced, a student's proficiency level may range from Novice High to Intermediate Low.

## **FRENCH III (Year)**

### **Grade 10-12**

#### **Prerequisite: French II**

Level III world languages content standards focus on continuing the development of communicative competence in the target language and on building a deeper understanding of the cultures of those who speak the language. Students are able to use basic language structures with an increased level of accuracy and recombine learned material to express their thoughts. They study more complex features of the language, progressing from concrete to abstract concepts. Upon completion of Level III, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

## **FRENCH III Advanced (Year)**

### **Grade 10-12**

#### **Prerequisite: Teacher Recommendation**

While the course of study standards in regular and advanced classes 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. Upon completion of Level III Advanced, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

## **FRENCH IV (Year)**

### **Grade 11-12**

#### **Prerequisite: French III**

Level IV world languages content standards require students to master complex features of the language and to comprehend more abstract concepts. Students are introduced to a wide variety of texts that employ a greater variety of language as well as cultural references and figures of speech. They are able to understand materials presented on a variety of topics related to contemporary events and issues in the target cultures. Upon completion of Level IV, a student's proficiency level may range from Intermediate Mid to Intermediate High.

## **FRENCH IV Advanced (Year)**

### **Grade 11-12**

#### **Prerequisite: Teacher Recommendation**

While the course of study standards in regular and advanced classes 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. Upon completion of Level IV Advanced, a student's proficiency level may range from Intermediate Mid to Intermediate High.

## **FRENCH V (Year)**

### **Grade 12**

#### **Prerequisite: Teacher Recommendation**

Level V world languages content standards require students to study increasingly complex features of the language and to comprehend more abstract concepts and topics related to the target language and culture. Students are introduced to various documents that employ a greater variety of language and expanded cultural references. They are able to understand materials presented on diverse topics related to their everyday life as well as contemporary life in the target culture. Upon completion of Level V, a student's proficiency level may reach Intermediate High.

## **AP FRENCH LANGUAGE AND CULTURE (Year)**

### **Grade 11-12**

#### **Prerequisite: Teacher Recommendation**

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions)

# **SPANISH**

## **SPANISH I (Year)**

### **Grade 10-12**

Level I world languages content standards provide students the opportunity to begin the study of another language while introducing them to the study of other cultures. Basic pronunciation, vocabulary, grammar, and culture are included in the course. Acquisition of Level I knowledge and skills helps students understand their own language and culture, connect the use of the target language with other disciplines, develop insight

into cultures other than their own, and participate more fully in the global community. Upon completion of Level I, a student's proficiency level may range from Novice Mid to Novice High.

### **SPANISH II (Year)**

**Grade 10-12**

**Prerequisite: Spanish I**

Level II world languages content standards build upon knowledge and skills acquired in the Level I course. Content standards allow students to focus on gaining facility in handling more advanced elements of communication, broadening insights into other cultures as well as their own, and enhancing the connections they make with other disciplines, the community, and the world. Upon completion of Level II, a student's proficiency level may range from Novice High to Intermediate Low.

### **SPANISH II ADVANCED (Year)**

**Grade 10-12**

**Prerequisite: Spanish I and Teacher Recommendation**

While the course of study standards in regular and advanced classes 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. Upon completion of Level II Advanced, a student's proficiency level may range from Novice High to Intermediate Low.

### **SPANISH III (Year)**

**Grade 10-12**

**Prerequisite: Spanish II**

Level III world languages content standards focus on continuing the development of communicative competence in the target language and on building a deeper understanding of the cultures of those who speak the language. Students are able to use basic language structures with an increased level of accuracy and recombine learned material to express their thoughts. They study more complex features of the language, progressing from concrete to abstract concepts. Upon completion of Level III, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

### **SPANISH III ADVANCED (Year)**

**Grade 10-12**

**Prerequisite: Spanish II and Teacher Recommendation**

While the course of study standards in regular and advanced classes 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. Upon completion of Level III Advanced, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

## **SPANISH IV (Year)**

**Grade 11-12**

### **Prerequisite: Spanish III**

Level IV world languages content standards require students to master complex features of the language and to comprehend more abstract concepts. Students are introduced to a wide variety of texts that employ a greater variety of language as well as cultural references and figures of speech. They are able to understand materials presented on a variety of topics related to contemporary events and issues in the target cultures. Upon completion of Level IV, a student's proficiency level may range from Intermediate Mid to Intermediate High.

## **SPANISH IV ADVANCED (Year)**

**Grade 11-12**

### **Prerequisite: Spanish III and Teacher Recommendation**

While the course of study standards in regular and advanced classes 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. Upon completion of Level IV Advanced, a student's proficiency level may range from Intermediate Mid to Intermediate High.

## **SPANISH V (Year)**

**Grade 12**

### **Prerequisite: Spanish IV**

Level V world languages content standards require students to study increasingly complex features of the language and to comprehend more abstract concepts and topics related to the target language and culture. Students are introduced to various documents that employ a greater variety of language and expanded cultural references. They are able to understand materials presented on diverse topics related to their everyday life as well as contemporary life in the target culture. Upon completion of Level V, a student's proficiency level may reach Intermediate High.

## **AP SPANISH LANGUAGE AND CULTURE (Year)**

**Grade 11-12**

### **Prerequisite: Spanish IV and Teacher Recommendation**

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns



of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

## **AP SPANISH LITERATURE AND CULTURE (Year)**

### **Grade 11-12**

**Prerequisite: Students are encouraged to successfully complete AP Spanish Language and Culture prior to enrolling.**

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts. (College Board, 2019).

## **LATIN**

### **LATIN I (Year)**

#### **Grade 10-12**

Latin Level I content standards provide students the framework to begin the study of a foundational language and the culture in which it originated. Basic pronunciation, grammar, vocabulary, and culture are included. Acquiring knowledge and skills at Level I also helps students to understand the English language and to use it more effectively. Upon completion of Level I, a student's proficiency level may range from Novice Low to Novice Mid in the Interpersonal mode, Novice High to Intermediate Low in the Interpretive mode, and Novice Mid in the Presentational mode.

### **LATIN II (Year)**

#### **Grade 10-12**

**Prerequisite: Latin I**

In Latin Level II, students build upon what they have learned in Level I, and begin a more advanced study of Roman life, 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 students 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. Upon completion of Level II, a student's proficiency level may reach at least Novice Mid in the Interpersonal mode, Intermediate Low in the Interpretive mode, and Novice Mid to Novice High in the Presentational mode.

### **LATIN II ADVANCED (Year)**

#### **Grade 10-12**

**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 students in the regular class. Assessments may be more complex and may require that the student make connections and organize thoughts more efficiently.

### **LATIN III (Year)**

#### **Grade 10-12**

#### **Prerequisite: Latin II**

In Latin Level III, students build upon what they have learned in Levels I and II, and focus on employing their language skills and knowledge to read, understand, and analyze prose in primary sources. These texts illuminate the history and culture of Rome during the period of the golden age of Latin literature, the death of the Republic, and the formation of the Roman Empire. Successful completion of Level II is a prerequisite enrollment in Level III. Upon completion of Level III, a student's proficiency level may reach at least Novice High in the Interpersonal mode, Intermediate Mid to Intermediate High in the Interpretive mode, and Novice High to Intermediate Low in the Presentational mode.

### **LATIN III ADVANCED (Year)**

#### **Grade 10-12**

#### **Prerequisite: Latin II and Teacher Recommendation**

While the course of study standards in regular and advanced Latin Level III 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 students in the regular class. Assessments may be more complex and may require that the student make connections and organize thoughts more efficiently.

### **LATIN IV / V (Year)**

#### **Grade 11-12**

#### **Prerequisite: Latin III/IV**

In Latin Level IV / V, students build upon what they have learned in Levels I through III, and focus on employing advanced language skills and knowledge to read, understand, and analyze Latin poetry as well as prose. Metrical patterns and poetic devices are important components of this course. Level IV / V is focused primarily on reading Latin literature to deepen students' knowledge and skills in all five goal areas. Successful completion of Level III Latin is a prerequisite for enrollment in Level IV. Upon completion of Level IV / V, a student's proficiency level may reach at least Novice High in the Interpersonal mode, Intermediate High in the Interpretive mode, and Intermediate Low in the Presentational mode. Level IV and Level V are the same course, taught concurrently to the same group of students, and readings for the course rotate on a two-year cycle. Students taking the course for the first time will be enrolled in Level IV, and Level V their second time.

### **LATIN IV ADVANCED (Year)**

#### **Grade 11-12**

#### **Prerequisite: Latin III and Teacher Recommendation**

While the course of study standards in regular and advanced Latin Level IV 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 students in the regular class. Assessments

may be more complex and may require that the student make connections and organize thoughts more efficiently.

### **LATIN AP (Year)**

#### **Grade 11-12**

#### **Prerequisite: Latin III/IV and Teacher Recommendation**

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

### **AMERICAN SIGN LANGUAGE LEVEL 1 (YEAR)**

#### **Grade 10 – 12**

American Sign Language is an academic elective where students can earn world language credit. In ASL Level 1 students will learn basic vocabulary and grammar of American Sign Language as well as core cultural aspects of the deaf community. Upon completion of this course, students will be able to sign basic information about themselves and their families such as their names, where they live, and their interests. Through readings, discussions, demonstrations, and experiences within the deaf community, students are exposed to elements of Deaf history, American Deaf culture and the local Deaf community.

## **FINE ARTS**

### **ART I (Semester)**

#### **Grade 10-12**

Art I gives students an opportunity to explore basic composition and design through drawing, painting, printmaking, ceramics, and sculpture. Students create original works of art using a variety of materials and techniques. In addition to creating art, students will learn how to look at art critically through the lenses of aesthetics and art history. Art I serves as a prerequisite to upper level art courses at the high school. Successful completion of this course fulfills the .5 credits of the Fine Arts diploma requirement.

### **PHOTOGRAPHY I (Semester)**

#### **Grade 10-12**

Photography is an entry level class in which students will learn the basics of analog black and white film photography, compositional skills, along with elements and principles of design. Students receive exposure to art history, culture, aesthetics, and criticism as they illustrate the concepts explored in studio projects. Students will develop a vocabulary to describe, analyze, compare and judge works of photographic art. Students will use self-made pinhole cameras and Digital SLR cameras to shoot, develop and process traditional black and white prints. All aspects of the class build on the basic foundations of photography which apply to both analog and digital mediums. Ultimately, students will gain a better understanding of their own personal motivations

for photography and creating art. Students are required to provide their own Digital SLR camera with manual capabilities for both shutter speed and aperture. In addition students will be required to provide some of their own supplies for the course. Successful completion of this course fulfills the .5 credit Fine Arts diploma requirement.

### **3D DESIGN (Semester)**

**Grade 10-12**

**Prerequisite: Art I or Art Intro**

3D Design students will learn how to manipulate space and form in the 3-dimensional art disciplines of ceramics and sculpture. Students learn the basics of throwing on the potter's wheel, hand-building techniques, glazing and firing ceramics. In addition to clay, students will use materials such as wire, plaster, paper mache, and found objects. Historical and contemporary artists will be discussed along with the aesthetics and criticism of 3-D artworks.

### **FUNDAMENTALS OF DRAWING AND PAINTING (Semester)**

**Grade 10-12**

**Prerequisite: Art I or Art Intro**

Draw/Paint continues the student's experience in the fundamentals of drawing, painting, and printmaking with a variety of art styles, techniques, and processes. Students receive further exposure to art history, culture, aesthetics, and criticism as they explore concepts in studio projects. They continue to learn the visual language and understand visual relationships and artistic symbolism. Students who want to pursue AP Studio Art need to sign up for both Fundamentals of Drawing/Painting (Fall) and Advanced Drawing/Painting (Spring) the same year so that they get the whole year to start building their portfolios.

### **PHOTOGRAPHY II (Semester)**

**Grade 10-12**

**Prerequisite: Photography I**

Photography II continues the student's experience building on the foundations presented in Photography I. A variety of art styles, techniques, and processes will allow the student more access to personal expression of self through photography. Students will further develop their skills at self-directed study and the development of a strong photography portfolio. Students receive further exposure to art history, culture, aesthetics, and criticism as they explore concepts in studio projects. They continue to learn the visual language and understand visual relationships and artistic symbolism. Students are required to provide their own Digital SLR cameras and some of their own photography supplies for the course.

### **ADVANCED 3D DESIGN (Semester)**

**Grade 10-12**

**Prerequisite: 3D Design**

Advanced 3D Design allows students to improve and refine their understanding of clay and other sculptural media. More advanced techniques will be explored in wheel-throwing and hand-building. New sculptural processes such as assemblage, casting, and stone carving will also be introduced. More emphasis will be placed on in-depth analysis of students' own artworks as well as the works of other students. This course is designed to help prepare students for the AP Studio Art: 3D Design course.

## **ADVANCED DRAWING AND PAINTING (Semester)**

**Grade 10-12**

**Prerequisite: Fundamentals of Drawing and Painting or 2D Design**

Advanced Draw/Paint is a continuation of Fundamentals of Drawing/Painting and 2D Design with more advanced techniques and processes of drawing, painting, and printmaking with a variety of art styles and techniques. There is an emphasis on understanding the elements and principles of design, major art styles, themes, and movements of art with application to the student's studio projects. Students communicate concepts and intentions through manipulation of subject matter, organizational components, media, and processes while exploring issues in art criticism and analysis of their own works of art and the art of others. This course is designed to work as a Pre-AP Studio Art Drawing course.

## **PORTFOLIO ENHANCEMENT- PHOTOGRAPHY (Year)**

**Grade 11-12**

**Prerequisite: Photography I and II**

This course will serve as an optional Pre-AP Photography course to build upon skills obtained in Photography I and Photography II or a post AP Photography course to supplement a student's portfolio. In addition to allowing students to expand their skills and maturity, they will work with upper level AP content in a non-weighted course that may be used to supplement AP Photography the following year. This course will be scheduled in tandem with AP Photography.

## **PORTFOLIO ENHANCEMENT: 2D/Drawing (Year)**

**Grade 11-12**

**Prerequisites- Advanced Draw/Paint or Advanced 2D Design or Advanced 3D Design**

Visual Art Portfolio Enhancement is to serve as an optional Pre-AP Studio Art 2D Design, Pre-AP Studio Drawing course, or Pre-AP Studio 3D Design course. This class is for students who have completed 2D Design and Advanced 2D Design classes or Fundamentals of Drawing & Painting and Advanced Drawing & Painting classes or 3D Design and Advanced 3D Design. In addition to allowing students to expand their skills and maturity, students will work with upper level AP content in a non-weighted course that may be used to supplement AP Studio Art: 2D Design or AP Studio Art: Drawing or AP Studio Art: 3D Design course. Students may take this course the same year, the year before, or the following year.

## **PORTFOLIO ENHANCEMENT: 3D Design (Year)**

**Grade 11-12**

**Prerequisites: Art 1, 3D Design and Advanced 3D Design**

Portfolio Enhancement is a yearlong course designed to address the needs of students who have successfully completed *Art 1*, *3D Design* and *Advanced 3D Design*. The course may be taken on its own as another advanced 3D Design class. Or it can be taken as Portfolio Enhancement, a Pre-AP studio art course, allowing AP students extra studio time to create their AP portfolio. This course guides students to advanced levels of artistic development and technical proficiency. Students at this level understand the multifaceted components of solving visual arts problems and creating and resolving cohesive bodies of work. They are able to examine contexts, processes, and criteria for evaluation of works through analytical methods. They are able to communicate their

ideas regarding relationships among art forms and between their own work and the works of others.

### **AP PHOTOGRAPHY (Year)**

**Grade 11-12**

#### **Prerequisite: Photography I, II and Teacher Recommendation**

AP Photography requires special permission from the instructor for enrollment and is an advanced level course. Prior photography experience and ongoing self-directed study are necessary to meet portfolio requirements. Summer assignments and documentation of work are required. Students will examine contexts, processes, and criteria for evaluation of works through analytical methods. They are able to communicate their ideas regarding relationships among art forms and between their own work and the work of others by creating their AP portfolios. The AP 2D design art portfolios are designed for students who are seriously interested in the practical experience of art and plan to use their training and abilities in future art careers. AP 2D design is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. There are two sections to the AP portfolio: Sustained Investigation and Selected Works. The portfolio requires the student to show a fundamental competence and range of understanding of visual 2D design concerns (and methods). The class is designed to replicate a semester of an intensive college level studio course. This course requires students to be highly motivated, self-disciplined, with a dedication to craftsmanship.

### **AP 2-D ART and DESIGN (Year)**

**Grade 11-12**

#### **Prerequisite: Advanced 2-D Design or Advanced Drawing and Painting and Teacher Recommendation**

AP 2D Design is a yearlong course designed to address the needs of students who have successfully completed Advanced Drawing/Painting or Advanced 2D Design. This course centers on creating a portfolio whose work focuses on the use of two-dimensional (2-D) elements and principles of art and design, including point, line, shape, plane, layer, form, space, texture, color, value, opacity, transparency, time, unity, variety, rhythm, movement, proportion, scale, balance, emphasis, contrast, repetition, figure/ ground relationship, connection, juxtaposition, and hierarchy. Students should consider how materials, processes, and ideas can be used to make work that exists on a flat surface. Students can work with any materials, processes, and ideas. Graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting, and printmaking are among the possibilities for submission.

### **AP 3-D Art and DESIGN (Year)**

**Grade 11-12**

#### **Prerequisite: Advanced 3D Sculpture and Teacher Recommendation**

Advanced Placement 3-D Art and Design is a year-long course that allows students to complete a large body of 3-dimensional artworks, building on skills and concepts developed in previous 3-D Art and Design courses. Students will complete original artworks based on a variety of approaches to representation, abstraction, and expression. Students will also explore one concept in depth over a series of artworks. A portfolio of the student's artworks will be submitted to AP College Board to be evaluated at year's end. Each student must complete 3 summer projects (due the 2<sup>nd</sup> day of fall semester) prior to beginning AP 3-D Art and Design.

## **AP STUDIO ART: DRAWING (Year)**

**Grade 11-12**

**Prerequisite: Advanced Drawing and Painting or Advanced 2D Design and Teacher Recommendation**

AP Drawing is a yearlong course designed to address the needs of students who have successfully completed Advanced Drawing/Painting or Advanced 2D Design. This course centers on creating a portfolio whose work focuses on the use of mark-making, line, surface, space, light and shade, and composition. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas. Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work are among the possibilities for submission.

## **AP ART HISTORY (Year)**

**Grade 10-12**

Advanced Placement Art History involves critical thinking within the development of an understanding of diverse historical and cultural contexts of architecture, sculpture, painting and other media. In the course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. Art history emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function and ethnicity. The AP Art History course also teaches students to understand works of art through both visual and contextual analysis. Students who have performed well in other humanities courses and possess strong study skills may sign up for this course. This course does not count as a fine art credit.

## **BAND & CHORAL MUSIC**

### **BAND II (Year)**

**Grade 10-12**

**Prerequisite: JH Band Completion or Band Director Permission**

Band is a performing arts activity consisting of marching band, symphonic band, jazz ensemble, percussion ensemble and various other small ensembles. Instructional priorities include the development of instrumental skills, music literacy, ensemble technique, and the study/performance of music from diverse genres and styles. The curricular and philosophic core of the band program is the symphonic band. It is through the symphonic band that students derive musical experiences of the greatest import. To accomplish this objective, students rehearse, study, and perform masterpieces of the concert band literature. Each year students prepare for a performance/cultural trip that consists of adjudicated/festival performance and attendance at events such as opera, symphony, and theater. Students also have numerous individual audition opportunities such as collegiate honor bands, all-state bands, and solo performance.

### **JAZZ COMBO/LAB BAND**

**Grade 10-12**

**Prerequisites: Member of Symphonic Band or Band Director Permission**

This class focuses on the study of jazz from both a large and small ensemble perspective. Students will develop improvisation skills, study many forms of jazz,

transcribe solos, create solos, and perform in many different settings. Concurrent enrollment in Symphonic Band is required for everyone except Piano, Guitar and Bass players. There will be rehearsal and performance commitments outside of the school day. Entrance into the Jazz Class is by audition and/or invitation only.

### **AP MUSIC THEORY (Year)**

#### **Grade 11-12**

#### **Prerequisite: Teacher Recommendation**

Advanced Placement Music Theory is designed to introduce students to musicianship, theory, music materials, and procedures. The student's ability to read and write musical notation is fundamental to the course. The ultimate goal of the course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students will be required to read, notate, write, sing, and listen to music.

### **CONCERT WOMEN'S CHOIR (Year)**

#### **Grade 10 -12**

Women's Choir is a choir which is non-auditioned. All sophomore girls taking choir will be placed in this choir. The choir will focus on learning the fundamentals of reading music, performing and how to work together to become a successful team. Participation in the Winter Show (which involves selling tickets and extra outside of school rehearsals) is mandatory. The Fall Concert, State Choral Performance Assessment Festival and Spring Concert are also required as part of the course grade. Uniform (a dress and two t-shirts must be purchased) is required. Outside of school rehearsals total an estimated 24 hours for the entire year with the majority of these hours concentrated around the Winter Show (February). Students choosing to be in choir are expected to be a productive part of class. PE/LIFE credit may be earned through this class. *This course fulfills 1.0 credits of the Fine Arts diploma requirement for graduation.*

### **CONCERT MEN'S CHOIR (Year)**

#### **Grade 10-12**

Men's Choir is a choir which is non-auditioned. Sophomore, junior and senior male students who were not selected for Chamber Choir or who elected to not audition for Chamber Choir will be placed in this choir. The choir will focus on performance while continuing to enhance the fundamentals of reading music, healthy vocal production, and how to work together to become a successful team. Participation in the Winter Show (which involves selling tickets and extra outside of school rehearsals) is mandatory. The Fall Concert, State Choral Performance Assessment Festival and Spring Concert are also required as part of the course grade. Uniform (a tuxedo, a vest and two t-shirts) is required. Outside of school rehearsals total an estimated 24 hours for the entire year with the majority of these hours concentrated around the Winter Show (February). Students choosing to be in choir are expected to be a productive part of class. PE/LIFE credit may be earned through this class. *This course fulfills 1.0 credits of the Fine Arts diploma requirement for graduation.*



## **CHAMBER CHOIR (Year)**

**Grade 11-12**

**Prerequisite: Audition**

Chamber Choir is the premier ensemble at MBHS. This auditioned choir is for students in grades 11-12. Performance is the main focus with intense instruction in music theory, voice care and sight-reading. The Chamber Choir hosts the annual Winter Show, competes in several competitions, and travels every other year with a Concert/Competition Tour. Participation in the Winter Show (which involves selling tickets and extra outside of school rehearsals) is mandatory. The Fall Concert, State Choral Performance Assessment Festival and Spring Concert are also required as part of the course grade. Uniform (a dress and two t-shirts for girls and a tuxedo, a vest and two t-shirts for boys must be purchased) is required. Outside of school rehearsals total an estimated 30 hours for the entire year with the majority of these hours concentrated around the Winter Show (February). Auditions are held in April/May for placement. *This course fulfills 1.0 credits of the Fine Arts diploma requirement for graduation.*

## **ABOG: A BUNCH OF GUYS / UNA VOCE (Year)**

**Prerequisite: Audition**

**No Credit**

ABOG and Una Voce are auditioned choir groups. These ensembles perform all styles of a cappella music, with many school, community, athletic, and regional performances throughout the year. Auditions are held in May and are led by the senior members of the groups, who, along with the director, selects all members. The groups rehearse twice weekly outside the regular school day. Uniform and travel required.

## **THEATER**

### **THEATRE ARTS I (Semester)**

**Grades: 10-12**

**Credit: 1 Fine Art Credit**

Theatre Arts I is a yearlong 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, perception, observation, and self-actualization. Students will begin to develop basic vocal and physical work necessary for an actor. Students learn through creative, hands-on projects as well as individual and group activities. Class activities include improvisation, creative movement, monologues, scene work, pantomime, script analysis, character development, and theatrical design. 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 and participate in public performances.

### **THEATRE ARTS II (Year)**

**Grades: 10-12**

**Prerequisite: Theatre Arts I or Instructor Approval**

**Credit: 1 Fine Art Credit**

Theater Arts II is an extension of the Theatre Arts I class, building on enhancing perception, interpretation, and performance. Students sharpen their ability to interpret information, understand culture and heritage, as well as reflect and evaluate personal work and work of others. Students will continue to study theatre history, criticism, methods of staging, scoring parts, and design in technical theatre areas. Psychological

aspects of characterization will be explored through different acting techniques such as Adler, Hagen, Spolin, and Stanislavski. Attention is given to a student's own written work and beginning attempts at direction. Theatre II students apply their skills to school productions, in school and after school rehearsals, and class productions. **Students are required to participate in a public performance each semester and are required to participate in a theatre competition.**

### **THEATRE ARTS III (Year)**

**Grades:** 11-12

**Prerequisite:** Theatre Arts II

**Credit:** 1 Fine Art Credit

Theater Arts III is an extension of the Theatre Arts II class. Because this is a higher level, specific differentiated instruction is given for individual student needs. Students have cultivated their developed skills of perception and interpretation, focusing their knowledge on aspects of performance. This knowledge is supplemented with exploration of plays, musicals, genres, themes, and trends in theater. Students are actively involved in acting, playwriting, and choreographing. Students will incorporate designing for set, costume, sound, and lighting into projects and live performances. Students are expected to direct scenes and/or plays. Psychological aspects of characterization will continue to be explored through different acting techniques from masters such as Alexander, Meisner, and Chekhov while relating it back to Stanislavski's Method. Theatre III students are expected to take leadership roles in class and in school productions. They are expected to apply their skills to school productions, in school and after school rehearsals, and class productions. **Students are required to participate in a public performance each semester and are required to participate in a theatre competition.**

### **THEATRE ARTS IV (Year)**

**Grade:** 12

**Prerequisite:** Theatre Arts III

**Credit:** 1 Fine Art Credit

Theatre IV is an extension of the Theatre III class. Students who have reached this level are expected to showcase their talents and knowledge. As the highest level, individualized instruction is given to satisfy student needs. Breadth and depth of theatrical and artistic knowledge is stressed as students continue to explore technical theatre, design, theater history, writing, acting techniques, and reading plays and musicals. The student's artistic perception and analytical abilities are sharpened and applied through acting and directing responsibilities. Theatre IV students are expected to take leadership roles in class and in school productions. They are expected to apply their skills to school productions, in school and after school rehearsals, and class productions. **Students are required to participate in a public performance each semester and are required to participate in a theatre competition**

### **TECHNICAL THEATRE I (Year)**

**Grade** 10-12

**Credit:** 1 Fine Art Credit

Students will be introduced to the behind-the-scenes world of theatre by examining a variety of theatrical works and how they would be produced. Students will discover how to design sets, lights, sound, costumes and make up for them. Theatre and stage terminology, personnel for operation of the theatre, techniques in construction of

scenery and tools used, safety and theatre history are some of the topics covered in this class. The class encourages communication, creativity skills and demonstrating their cross-curriculum learning. Hands-on class projects are the basis for most assessments. Students are encouraged to participate in theatre competitions with their work.

### **TECHNICAL THEATRE II - (Year)**

#### **Grade 10-12**

**Credit:** 1 Fine Art Credit

Tech Theater II is a semester course and a class that students can take repeatedly. The class emphasizes technical practice, production and management of technical theatre. This class is for the student who wants to be involved with the backstage technical production of a show. The class introduces the student to a variety of theatrical works and puts into practice the knowledge gained in Technical Theatre I. Students will practice the different elements of theatre: scenery, lighting, props, costumes, and sound. Cross curricular disciplines are used and students gain skills in communication, organization, and creativity. The class is structured with hands-on assignments and assessments. Students are encouraged to participate in theatre competitions and to be involved in Stage Crew and Thespians.

### **TECHNICAL THEATRE III/IV (Year)**

**Prerequisite:** Technical Theatre II/III or Instructor's Approval

#### **Grade 10-12**

**Credit:** 1 Fine Art Credit

Technical Theatre III/IV is a yearlong class that allows students to develop concepts in the studio, actually create them in a shop and showcase the finished product on the stage. This class gives students an opportunity to use technical theater knowledge in a hands-on environment as they will create designs for shows and help run the actual productions. Emphasis is placed on designing sets, costumes, lights and sound. They will also gain experience by working on the sets, costumes, lights and sound for upcoming shows in the theatre department. Students are also encouraged to participate in theatre competitions.

## **TV AND FILM**

### **ART OF CINEMA (Semester)**

**Grades:** 10-12

**Level:** Proficient

**Credit:** .5 Fine Art Credit

In an increasingly visually-oriented world, the Art of Cinema class provides students with an opportunity to gain a deeper understanding of the cinematic art form. Students will watch revolutionary films from pioneering and influential directors. Cinema's deep cultural and historical impact will be explored by examining each film's theme, history, performers, social issues, scandals, and entertainment value. Cinematic techniques, science, filmography, and methods will be used to guide students on hands-on projects and critiques. Students will gain an appreciation of the aesthetics of films by learning about genre, style, performance, the language of film, visual storytelling, and methods

of film analysis. Art of Cinema engages students to become more observant, perceptive, and analytical as they understand the various aspects of filmmaking. Students will complete at least one short film that effectively depicts an overall theme.

### **FILM PRODUCTION (Semester)**

**Grades:** 10-12

**Prerequisite:** Art of Cinema

**Level:** Proficient

**Credit:** .5 Fine Art Credit

Film Production is a hands-on continuation of Art of Cinema. The films studied in the class are world-wide in scope and cover many genres and historical movements. Students will creatively explore the film medium by immersing themselves in the filmmaking process as they create varied, original cinematic works through hands-on projects and film critiques. Students will draw inspiration from the analyzed films and their famous directors for their film projects such as suspense shorts, comedic and dramatic scenes, commercials, mockumentaries, and more.

### **MEDIA ARTS I (sem)**

**Grades 10-12**

This course serves as an introduction to the different areas of Television & Film. This course is aimed at creative students who see themselves designing, producing, performing, writing or publishing multimedia content (videos, graphics, on-air performances). In this course, students will apply artistic talent and learn visual arts principles that prepare them with skills and techniques to work in a variety of production and entertainment fields. The student will build skills necessary to problem solve and prepare purposeful media products for presentation. Students will be guided to make appropriate choices and engage as active participants in the school through broadcasting in the media arts. Class focus will be on ethical use of media arts and development of writing skills, storyboarding, videography skills, deadlines and presentations.

### **MEDIA ARTS II (Intro to Television)**

**Grades 10-12**

**Prerequisite:** Media Arts I

Media Arts II (Intro to Television) is a yearlong class dedicated to covering the fundamentals of television and film production, which requires students to use all types of media to tell stories. With projects focused on fiction and nonfiction, production, writing and video, students learn the skills needed to tell these stories in the most effective way possible. Media Arts II (Intro to Television) allows students to tell stories across a variety of media including film, television, news, documentary, and emerging media. This includes filming action events and producing creative projects like commercials, music videos and short films. Students will learn how to use cameras and lighting equipment, and they will work with editing and creative software: Adobe Photoshop, Premiere Pro and After Effects.

## **MEDIA ARTS II ELECTIVE (Sports Broadcasting)**

**Grades 11 & 12**

### **Prerequisite: Teacher Recommendation**

Sports Broadcasting introduces students to the structure, strategies, and techniques of sports broadcasting, which serves the dual role as journalism and entertainment. The course considers different content and styles of radio and television sportscasting. Assignments include broadcast coverage of athletic events and subsequent critique. Students will create content for the Jumbotron and sports social media platforms, and they will serve as commentators and play-by-play analysts for live events. This course will prepare students to tell a great sports story through aesthetic analysis, thoughtful research, careful writing, strong audio and visual elements, and performance. In addition, students will learn to work as both a leader and member of a production team in a studio and remote environment.

## **MEDIA ARTS III ELECTIVE (Adobe Classroom)**

**Grades 11 & 12**

### **Prerequisite: Media Arts II**

Adobe Classroom is an advanced course designed for students focused on getting certified in Adobe video production products -- primarily Adobe Photoshop, Premiere Pro and After Effects. The goal is certification at the end of the course. Each nine weeks is spent on a different product of the Adobe Production suite (Photoshop, Premiere Pro, and After Effects) with the final nine weeks focused on the creation of a portfolio. Students who certify in all three products will earn the title of Adobe Certified Associate in Video Design.

## **Spartan 2 News Staff**

**Grades 10 - 12 (Application Process | Selection by Instructor)**

Spartan TV is a yearlong 2nd period class focusing on the development and production of the skills necessary to produce a professional newscast. Students will be able to experiment with various roles and foster the skills necessary for work in broadcast journalism. Students in the class will create content for the school's student-run broadcast Spartan 2 News. They will also work in live production settings like sporting events, concerts, and performances that will stream on our network portal. This hands-on course requires students to be self-motivated and equipped to handle a fast-paced, student-driven environment with strict deadlines. Students work as leaders and as members of a team.

# **CAREER TECHNICAL/PROFESSIONAL STUDIES**

## **Career Technical Education:**

### **Business Completer**

- Business Completers are recognized at Awards Day
- May purchase Honor Cords to wear at graduation
- Must earn a total of 3 CTE credits in two or more CTE courses

\*See curriculum chart on page 75 for course requirements

### **National Business Honor Society**

- Senior - completed or currently enrolled in his/her third business education core course; Junior - completed three business education core courses

\*See curriculum chart on page 75 for core courses

- Minimum Overall GPA – 3.0; minimum CTE Courses GPA – 3.5
- May purchase Honor Cords to wear at graduation
- NBHS has an induction ceremony.

#### **FBLA**

- All students may join for a \$15 yearly fee
- Business students will be members of the local, state and national FBLA
- Business students may participate in local, state and national competition

***Courses labeled with an asterisk (\*) are not included in the Career Technical Program and do not count toward Business Completer or National Business Honor Society.***

#### **CAREER PREPAREDNESS – A (Semester)\***

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 and 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.

#### **CAREER PREPAREDNESS – B (Semester)\***

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 and academic planning and financial literacy. The prerequisite for this course is Career Preparedness-A. The required 20-hour online experience can be met by successful completion of both Career Preparedness A and Career Preparedness B.

#### **ACCOUNTING (Year)**

##### **Grades 11-12**

Accounting Principles is designed to help students understand the basic principles of the accounting cycle. This course provides a comprehensive introduction to basic financial accounting, including analyzing and recording business transactions, preparing and interpreting financial statements, demonstrating generally accepted accounting principles, and performing banking and payroll activities. The course uses on-line working papers as practice problems throughout the year. This course is great for students majoring in business at the post-secondary level.

#### **BUSINESS SOFTWARE APPLICATIONS I (Semester)**

##### **Grades 10-12**

##### ***Formerly Business Tech I***

Business Software Applications I is a course designed to help students develop skills using Microsoft Office 2019. The skills learned in Microsoft Office familiarize students with the proper procedures to create documents, worksheets, databases, and presentations suitable for coursework, professional purposes, and personal use. Keyboarding, ethical use of the Internet, and e-mail are also covered. Projects promoting teamwork and leadership skills offer further opportunities for application of knowledge and skills. Microsoft Office Specialist (MOS) exams, a credential to demonstrate that students have the knowledge, skills, and abilities to productively use Microsoft Office, are offered in this

course. This course meets the technology proficiency requirement mandated by the State of Alabama for graduation.

## **BUSINESS SOFTWARE APPLICATIONS II (Semester)**

**Grades 10-12**

**Prerequisite: Business Applications I**

*Formerly Business Tech II*

Business Software Applications II provides students with project-based applications of concepts learned in Business Software Applications I. This capstone technology course consists of an integrated, comprehensive set of problems relating to project scenarios. Students apply advanced concepts and skills to create solutions to the problems using Word, PowerPoint, Excel, and Access, and various Google applications. Microsoft Office Specialist (MOS) exams, a credential to demonstrate that students have knowledge, skills, and abilities to productively use Microsoft Office, are offered in this course.

## **DIGITAL MARKETING (Semester)**

**Grades 10-12**

Digital Marketing introduces students to digital marketing techniques, tools, and methods, including email, websites, applications, social media, and other electronic means. This course focuses on how to develop and conduct digital marketing campaigns. Emphasis is placed on creating, implementing, and critiquing online advertising, email marketing, websites, social media, mobile marketing, search-engine optimization, video and images, podcasts, webcasts, and creating and repurposing content for use in digital environments.

## **INCubatorEDU - ENTREPRENEURSHIP (Year)**

**(CTE Lab in Marketing)**

**Prerequisites: Application and Selection**

**Grades 11-12**

The INCubatoredu program offers students an authentic entrepreneurship experience. Throughout the program, students ideate, develop, and iterate their own product or service startup in an attempt to gain investment funds in a final shark-tank style pitch event. Real entrepreneurs and business experts serve as volunteer coaches and mentors guiding student teams through the processes of developing hypotheses about a business concept, testing those hypotheses, adapting, and continually learning and improving. The businesses students build are real, which means students experience mistakes, take risks, and learn to pivot based on market needs. Whether a student's passion is in business, art, engineering, or music, INCubatoredu has something to offer all students.

## **INTRODUCTION TO LAW AND THE AMERICAN LEGAL SYSTEM (Semester)**

**Grades 10-12**

*Formerly Business Law*

Law and the American Legal System is designed to acquaint students with the basic legal principles common to business and personal activities. This course is an overview of criminal, civil, contract, and consumer law. Emphasis is placed on business law as it affects young adults with focus on the legal rights and responsibilities of students as citizens, consumers, employees and employers. This course offers exploration of law as a career, as well as a mock trial simulation.

**LEADERSHIP MOUNTAIN BROOK (Year)**  
**(CTE Lab in Government and Public Administration)**  
**Grades 11-12**

*Prerequisite: Application and Selection*

Leadership Mountain Brook partners with the City of Mtn. Brook Mayor's office and the Chamber of Commerce. Leadership Mountain Brook is a one-credit course designed to provide students with skills needed to effectively organize, develop, create, and manage a business. This course includes business management and entrepreneurship, communication and interpersonal skills, economics, and professional development foundations. Instructional strategies may include the development of a business plan, a school-based enterprise, computer and technology applications, real and simulated occupational experiences, or projects related to business ownership.

**FOUNDATIONS OF BUSINESS LEADERSHIP (Semester)**  
**Grades 10-12**

*Formerly Management Principles*

Foundations of Business Leadership focuses on the exploration of leadership and management to determine the impact of management practices on business and industry, management of expectations regarding legal and ethical behavior, and investigation of how resources are managed to achieve company goals. This course emphasizes the basic concepts of management, marketing, entrepreneurship, and leadership styles as well as the characteristics, organization, and operation of business as a major sector of the economy. Standards are designed to emphasize principles of sound business management and analysis of business practices to determine ethical and social responsibilities.

**PERSONAL FINANCE (Semester)**  
**Grades 10-12**

*Formerly Business and Personal Finance*

Personal Finance is designed to provide students with an overview of the principles of business finance and personal financial planning skills. With an emphasis on personal finance, this course introduces students to the management of personal and family resources to achieve financial goals and literacy as well as business ownership and the planning process. Course content provides opportunities for students to explore consumer behavior, individual and family money management and investing, business ownership, financial plan development, and financial accounting. Students compete in real-time stock market and project-based learning to receive real world exposure. The W!SE Financial Literacy Certification exam will be administered in which, upon passing, students will gain the advantage of being awarded the Certified Financially Literate credential.

**WORK-BASED LEARNING (Year)**  
**Grades 11-12**

*Formerly Career COOP*

Work-Based Learning provides students with the opportunity to explore a career area while earning school credit. The goal of this program is to expose students to career opportunities, increase knowledge about the world of work and to assist students in making decisions about the future.

Work-Based Learning provides students with educational opportunities that typically cannot be replicated in the classroom. The Carl D. Perkins Career and Technical



Education Act of 2006 (Perkins IV) emphasizes the necessity of providing students with strong experiences in, and comprehensive understanding of, all aspects of the industry that the student is preparing to enter. Applications can be picked up in the Counseling Suite, in Room 215, or printed from the school website. Completed applications must be turned in to Room 215 on or before 3:19 on March 3, 2023. If accepted into the program, securing a job and other requirements must be completed prior to July 14, 2023 so that the Work-Based Learning coordinator can visit each work site during the last two weeks of July. Priority is given to business students who are trying to complete the career tech program. Students cannot work or intern with a parent. Class size will be limited.

## **WORKFORCE ESSENTIALS (Year)**

### **Grades 10-12**

Workforce Essentials is designed to provide students with higher-level academic and occupational skills that are transferable across jobs and occupational areas. Emphasis is placed on: career exploration and development, business economics, leadership, teamwork, safety, and workplace technology skills. Students build on prior knowledge, strengths, interests, and needs that enhance preparation for future employment and continuing education and training.

## **CAREER FOCUS**

The Career Focus program offers students a unique opportunity to participate in classes at locations other than Mountain Brook High School. Career Focus classes may be taught on local college/university campuses, at business offices, or at industry locations. Due to the specific demands of this program, student selection is necessary for participation. Career Focus provides an opportunity for a student to choose an area of interest, explore that area in-depth, and demonstrate problem-solving, decision-making and independent learning skills. The student works with his or her coordinating teacher, academic teachers, and with a product or process mentor who has expertise in the student's field of study. At the conclusion of the Career Focus class, the student presents or demonstrates knowledge gained to an audience consisting of the coordinating teacher, academic teachers, the product or process mentor, peers, and/or community and business representatives. Career Focus contributes to an educational plan of challenging courses and practical experiences that prepare students for the workplace or for pursuing further education. Career Focus classes offered at Mountain Brook High School are the following: Equine Science, iLearn, and Science Research. Applications can be picked up in the Counseling Suite, in the front office, in Room 215, or printed from the school website. Completed applications must be turned in to Room 215 on or before 3:19 on March 3, 2023.

## **EQUINE SCIENCE (Year)**

### **Grades 10-12**

Equine Science is a class that enables students to become knowledgeable in the areas of caring for and managing horses. Equine health, nutrition, and safety are major instructional areas. Students learn about tools, tack and facilities necessary for proper care of horses and the facilities. It is the student's responsibility to secure an approved equine barn to mentor. Applications can be picked up in the Counseling Suite, in the front office, in Room 417, or printed from the school website. Completed applications must be turned in to Room 417 on or before 3:19 on March 4, 2022. If accepted into the program, securing a mentor and other requirements must be completed prior to July 15, 2022.

**iLEARN (Year)****Grades 10-12**

iLEARN is a course designed to promote collaboration between MBHS students and Brookwood Forest Elementary School or Mountain Brook Elementary. This course provides an opportunity for high school students to assist in an elementary school on a daily basis. In assisting an elementary teacher, students will have an opportunity to: work directly with elementary students, gain insight into elementary education, lead engaging learning experiences, and build relationships in the school community. Mentor teachers will be assigned by elementary school. Class is scheduled during 1st or 7th period with an independent study period following class for travel time. Applications can be picked up in the Counseling Suite, in the front office, in Room 215, or printed from the school website. Completed applications must be turned in to Room 215 on or before 3:19 on March 3, 2023.

**SCIENCE RESEARCH (Year)****Grades 10-12**

Science Research is a class in which approved students will locate a research scientist at UAB for a yearlong internship. The student will have the opportunity to learn about the specific research project and will be actively involved in the work under the supervision of the scientist. Each student will agree to work (unpaid) for the scientist for 5 hours each week. Applications can be picked up in the Counseling Suite, in the front office, in Room 215, or printed from the school website. Completed applications must be turned in to Room 215 on or before 3:19 on March 3, 2023. If accepted into the program, securing of a scientist and other requirements must be completed prior to August 1, 2023.

**ADDITIONAL ELECTIVES****ANCIENT PHILOSOPHY (Semester)****Grade 10-12**

Ancient Philosophy is an elective course in which students encounter the basics of ancient philosophy from the origins of philosophic thought and the Presocratics to Plato and Aristotle and beyond. Through reading both primary and secondary sources, students will encounter the ideas that formed the basis of the Western mind and the foundations upon which the major philosophical, political, and religious traditions of Western society are founded. The goal of the course is to give the students the opportunity to participate in a conversation that has been going on among the greatest minds in the world for over two and a half millennia.

**CLASSICAL MYTHOLOGY (Semester)****Grade 10-12**

Classical Mythology is an elective course in which students will become familiar with the major characters, stories, and themes of classical Greek and Roman mythology. Students will use a variety of sources to gain a strong understanding of the many stories of gods and heroes from the ancient Mediterranean. The end goal of the course is that students take what they have learned and understand the power and influence that these stories have had on Western Civilization, as well as on the students' own lives.

## **DRIVER EDUCATION (Semester)**

### **Grade 10-12**

Students spend the first nine weeks in the classroom receiving instruction in safe driving techniques. At various times during the remainder of the semester, each student receives 6 hours of behind-the-wheel instruction.

## **OFFICE AIDE (Semester)**

### **Grade 10-12**

#### **Prerequisite: Approval of Office Personnel**

Office Aide gives students experience with some of the basic office practices: filing, preparation of mailings, telephone skills, etc.

## **OLYMPIAN Pageant Staff (Semester)**

### **Grade 11-12**

#### **Requirement: Application and Selection**

The purpose of this staff is to organize and orchestrate the Miss Olympian Pageant which is a major theatrical production held each year. The application process for this staff is by invitation only followed by an interview for specific positions. The staff meets in the first semester and is awarded an elective credit.

## **FOUNDATIONS OF ENGINEERING AND TECHNOLOGY**

### **Prerequisite: Algebra I**

### **Grades: 10-12**

Students will learn and implement the engineering design process including problem solving, invention and intellectual property rights. Students will survey engineering occupational opportunities including fields, specialties, job market outlook and compensation, academic requirements and university programs. Students will participate in advanced 3-D modeling creating assemblies and animations of models, both individually and as a design team member. Students will be introduced to microprocessors and control systems using the Arduino platform, learn how to program them using C++ language and learn about analog and digital input and outputs. This course will include an invention project that will require students to brainstorm, investigate current products and materials, model and prototype. This course is designed for a student who is interested in learning more about the field of engineering while participating in the design and problem solving process.

## **ROBOTICS Applications**

### **Grades: 10-12**

Robotics Applications standards mandate the design and construction of a robotic system with peripheral devices, including the design and creation of mechatronic systems and use of automated tooling.

## INSTRUCTIONAL SUPPORT

### **ACADEMIC SKILLS 10-12 (Semester/Year)**

#### **Grade 10-12**

#### **Prerequisite: Teacher Recommendation/SST (Student Support Team) Referral**

This course provides students the opportunity to receive support in academic management and assistance with their assignments. A weekly assignment book is required. The Academic Skills teacher monitors students' grades in all subjects at least once a week allowing the teacher and the student to evaluate weekly progress. If a student enrolled in Academic Skills is not making progress in a subject, the content area teacher determines what type of intervention is necessary. *Successful completion of this course earns 1 credit towards the electives requirements for graduation. Placement made by school.*

### **SBR MATH (Semester/Year)**

#### **Grade 10-12**

#### **Prerequisite: Teacher/Counselor Recommendation**

SBR Math is a class designed for students who need to strengthen their foundation in math in order to better prepare for Algebra classes. This class is taught in a small group setting and uses scientifically research-based mathematics materials that emphasize the skills needed to be successful in Algebra.

### **SBR READING (Semester/Year)**

#### **Grade 10-12**

#### **Prerequisite: Teacher/Counselor Recommendation**

SBR Reading is a reading class designed for students who need to strengthen their reading foundation skills for the purpose of transferring these skills to their core and elective classes. This class is taught in a small group setting and uses scientifically research-based reading materials that emphasize vocabulary development, oral and silent reading, reading comprehension, and specific reading strategies.

### **RESOURCE LAB (Year)**

#### **Grade 10-12**

Resource Lab provides remediation of academic material in the student's course content areas. In addition to one-on-one remediation, students are assisted with specific learning strategies, time management, and advocacy skills. Students in this course must have an Individual Education Plan. Elective credit is received for this course.

### **TRANSITION (YEAR)**

This course is designed for students who need assistance with transitioning from grade to grade and to postsecondary services. To assist students with transition, the executive skills of planning, organization, and time management are taught using the student's agenda and course content. In addition, self-advocacy skills are taught through a weekly conference with the student where his/her grades are reviewed. Students in this course must have an Individual Education Plan. Elective credit is received for this course.

# PHYSICAL EDUCATION

*All P.E. courses which are listed below as “one semester” will be offered both fall and spring semesters. Students may sign up for one or both semesters of the same P.E. course.*

## **Adaptive BEGINNING KINESIOLOGY (Year)**

**Grade 10-12**

### **Prerequisite: Recommendation Required**

This PE course is offered for students with physical limitations. It provides participation in a variety of team and individual sports with individual accommodations made, as they are stated in the student’s IEP. Fitness and health principles are incorporated into the curriculum to build a foundation for lifetime fitness. Regulation gym suits are required and students will be assigned P.E. lockers.

## **BEGINNING KINESIOLOGY (Year)**

**Grade 10-12**

Beginning Kinesiology is designed to teach the basic concepts of athletics and fitness, and introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness and movement activity for a lifetime.

## **STRENGTH AND CONDITIONING (Semester)**

**Grade 10-12**

PE Strength and Conditioning includes the basic skills involved in strength and muscle conditioning. The course covers both beginning and advanced weight training techniques. One of the main goals of this course is to teach overall lifetime fitness.

## **ADVANCED STRENGTH AND CONDITIONING (Semester)**

**Grade 10-12**

PE Advanced Conditioning is a good alternative for off-season sports. Schedule includes lifting weights 2 days a week and fitness and conditioning activities 3 days a week. This course is designed for those students interested in attaining a high level of strength and fitness. (Offered 7th period only.)

## **FOOTBALL WEIGHT TRAINING (Semester)**

**Grade 10-12**

**Coach Yeager’s approval is required. This class is designated for the football program.**

## **VARSITY ATHLETICS (Semester)**

**Grade 10-12**

### **Prerequisite: Coach’s Approval**

PE Athletics will be taken during 8<sup>th</sup> period by students who participate in a school-sponsored sport. Permission of the appropriate coach is required. **(10<sup>th</sup> Grade**

**students who, for whatever reason, drop their PE athletic course after the fall semester will be placed in Beginning Kinesiology for the spring semester.)**

### **HEALTH (Semester)**

#### **Grade 10-12**

This course utilizes Schoology and other forms of technology to fulfill the state department requirements for an on-line 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. *Successful completion of this course earns .5 credit towards the health requirement for graduation.*

### **MEDICAL ROTATIONS (Year)**

#### **Grade 10-12**

Medical Rotations is designed as an introductory and advanced, year-long course that provides students with basic knowledge of the profession of athletic training. Topics include: the Athletic Trainer and Sports Medicine Team; emergency procedures; environmental considerations for athletics; taping and bandaging; physical conditioning and training; nutritional considerations for athletes; mechanisms of tissue healing; basic sports injury assessment; and orthopedic injuries to the body. Students will be required to complete hours outside of class in a laboratory setting, supervised by a certified athletic trainer.

### **CHEERLEADING -VARSITY AND JUNIOR VARSITY (Year)**

#### **Grade 10-12**

#### **Spring Tryout Required**

Cheerleaders are selected the spring prior to the current school year by an outside panel of judges. Responsibilities for each group are outlined under Clubs and Organizations. One non-academic credit is given and students selected are expected to enroll in the Cheerleading class.

Students are expected to maintain at least a C average in all subjects.

### **DORIANS (Year)**

#### **Grade 10-12**

#### **Spring Tryout Required**

Dorians are a group of precision dancers who are selected each spring by a panel of outside judges. Objectives are to perform at halftime activities at football and basketball games, to promote school spirit, and to be available for any school service activities. An overall C average must be maintained, with no failures in any course.

## CLUBS & ORGANIZATIONS

Mountain Brook High School offers students an opportunity to participate in extracurricular activities through membership in clubs and other organizations.

**AMBASSADORS CLUB:** This is a coed service club designed primarily to assist new students and their families in becoming familiar with and involved in school activities. The club will also render other services to the school and community as needed. Members are selected on the basis of a written application and the consent of current membership.

### **AMERICAN SIGN LANGUAGE:**

Sign Language Club is a student-led organization which is open to any high school student passionate about helping members of the deaf community. Through this club, participants will gain communication skills in American Sign Language, serve members of Mountain Brook's deaf community-especially in the elementary schools, and help increase acceptance for students with disabilities. We hope to use sign language as a means for service through tutoring younger students with hearing loss, serving as mentors or ambassadors for younger students with hearing loss, or participating in other donations or charitable organizations.

### **ART CLUB:**

Any student who is studying art and enjoys activities with others with the same interest is welcome to join this club. Students may join at the first club meeting after school starts in the fall.

**BIG BROTHER/ BIG SISTER:** The Big Brothers Big Sisters Club is conducted in partnership with Big Brothers Big Sisters of Birmingham. Interested students must participate in an interview with Big Brothers Big Sisters of Birmingham. Upon approval, Mountain Brook High School students are partnered with a Little Brother or Little Sister who attends a greater Birmingham area elementary school. MBHS students visit the after school program at the school every other week beginning in late fall, and continuing through the spring semester. Students forge relationships with their littles through play, conversation, help with homework, arts and crafts, etc. MBHS Students must be willing to dedicate time on a regular basis, as the partner school counts on our participation.

### **NATIONAL ART HONOR SOCIETY:**

This is an honorary organization for outstanding Visual Art Students. Membership is based upon outstanding achievement of high standards and promoting visual art in the community. To be considered for membership in the Mountain Brook High School Chapter, a student must 1) Be currently enrolled in a Level 2 or higher-level visual arts class, 2) maintain an A average in all visual arts classes, and 3) have participated in approved community service events relating to visual arts.

### **CHEMISTRY CLUB:**

The MBHS Chemistry Club is a student-led organization of students interested in the field of Chemistry (the science of interactions between substances). We welcome everyone - scientists, techies, engineers, artists, writers, designers, and mathematicians

- because chemistry involves it all! Using the American Chemical Society ChemClub format, the MBHS Chemistry Club hopes to become an official ACS ChemClub. Using the MBHS club schedule and approved PR platforms, we will learn, teach, serve, and create through multi-disciplinary collaborative activities that might include such things as “Element of the Week”, “Fun Facts”, “Famous Chemist Birthday”, National Chemistry Week, Go Green for Chemistry & MBHS, and National Chemists Celebrate Earth Week. For students interested in further service, there may be opportunities for involvement with MBHS Chemistry Lab set-up and clean-up. Join us because Chemistry Matters!

**CHESS CLUB:**

Club members study rules and strategies of chess and participate in chess matches.

**CHILDHOOD CANCER:**

This is a service club that seeks awareness and funding for childhood cancer research in the Mountain Brook Community.

**CIRCLE OF FRIENDS:**

This is a service club open to all students with a desire to support and engage with other students experiencing difficult circumstances. This student-led club is designed to reach out and help other students feel comfortable attending social events sponsored by the school and engaging in social outings in the community.

**CLIMBING CLUB:**

The climbing Club is a student-led organization to provide an opportunity for students who enjoy the sport of climbing to venture with other climbers, to provide an opportunity for students who desire to learn how to climb by assembling more advanced climbers to mentor them in the learning process.

**CODING CLUB:**

The purpose of the Coding Club is to foster a unique environment of problem solving and creativity through discussing and expanding one’s knowledge of coding. The coding club is for people who wish to learn more about computer science and programming whether you know how to code, or are a neophyte to the subject. The Coding Club will partake in many activities throughout the school year to stem interest in coding and help to interest High School Students in computer languages. In addition to these activities, the Coding Club will work to serve elementary schools in the community by teaching younger kids how to code and the benefits of coding.

**FILM CLUB:**

The Film Club's sole purpose is to culturally educate and expand the cinematic knowledge of our members. Not only will they view films necessary to expand their knowledge, but the members and the school at large will also be educated on the significance and importance behind different films and their components. This will be mainly achieved through six Film Club sponsored evening film screenings scheduled throughout the school year. These screenings will be open to all students of MBHS not just the Film Club members.

**FIRST PRIORITY CLUB:**

A Christ based group that is student led. It meets every Thursday before school at 7:15 in the Black Box theatre.



**FRENCH CLUB:**

French students at all levels are invited to join this club. Its objective is to acquaint students with French culture. Membership is open at the beginning of the school year. Activities include French dinners, French speakers, and participation in Homecoming activities.

**FRENCH HONOR SOCIETY:**

Membership in this organization is extended to students who: (1) are recommended by their teachers, (2) are enrolled in at least the second semester of French II, and (3) have an "A" average in all French courses, and a "B" average in other academic classes. There is one tapping each year, in the spring. There are about 5 meetings during the school year, consisting of a short business meeting followed by a program on French culture and language.

**FUTURE BUSINESS LEADERS OF AMERICA:**

This is a national organization for all high school students interested in a career in business. The purpose of the club is to develop competent, aggressive business leadership, to strengthen the confidence of students in themselves and their work, to create more interest in and understanding of American business enterprise, to encourage the development of projects which contribute to the improvement of business and community, to develop character, prepare for useful citizenship, and foster patriotism, to encourage and practice efficient money management, to encourage scholarship and promote school loyalty, and to assist students in the establishment of career goals.

**FUTURE MEDICAL PROFESSIONALS OF AMERICA**

The Future Medical Professionals of America (FMPA) Club is for students interested in the field of medicine. Through this club, members will gain a better understanding of the diverse medical professions available as well as form connections with students with a common interest in medicine. The club offers a wide range of opportunities such as volunteering, fundraising for local hospitals, guest speakers, and job shadowing.

**GAY-STRAIGHT ALLIANCE:**

Mountain Brook High School's Gay-Straight Alliance is a club opened to all students at MBHS. The mission of the GSA is to promote a safe and accepting environment for all students, regardless of sexuality, gender orientation, advocacy efforts, or personal beliefs.

**HEALTH AND WELLNESS CLUB:**

This club is open to any and all students who are interested in spreading awareness of dealing with one's well-being. In the meetings, we will discuss the issues revolving around drugs, alcohol, depression, suicide, stress, and anxiety and how to deal with them. We will be working with the Addiction Prevention Coalition to carry out our goals.

**HERITAGE PANEL:**

Heritage Panel is an organization dedicated to social justice and working for change in schools. The goal of the Heritage Panel at MBHS is to make the school a more welcoming and inclusive place. Members are challenged to think about how their individual actions affect the school culture, and what steps they can take to change

MBHS for the better. Individuals are asked to make a commitment to discourage bullying, harassment and discrimination at MBHS. Club activities will center on training and education of members and building awareness within the school. The training of students and faculty participating in Heritage Panel is facilitated and directed by AmeriCorps and is a Social Justice Program of the YWCA of Central Alabama.

#### **INTERACT CLUB:**

A selective co-ed service club devoted to helping the school and community in numerous ways. Members are expected to complete at least 8 community service hours each nine weeks and commit to assisting with Interact sponsored events such as Habitat for Humanity, Mercedes Marathon and Relay for Life, etc. Membership is open to students who are chosen based on their application plus faculty and current officer votes. Students who wish to join must submit a letter of application in the spring.

#### **INVESTMENT CLUB:**

Our mission is to educate and inform the Mountain Brook High School student body about the importance of planning for their financial future through investment.

#### **JUNIOR CIVITAN CLUB:**

Junior Civitan club is a club dedicated to helping the community wherever it needs it most. Members and officers will decide what issues in the community need help and will plan a variety of events and fundraisers to aid the cause, and these students will be growing as leaders with every project they organize. Civitan is unique among other service organizations in its focus on a group atmosphere and targeted service, and as a club with local roots both in the work we do and the body which governs us.

#### **JUSTICE CLUB:**

The purpose of the Mountain Brook Justice Club is to raise awareness in our community of modern-day slavery, human trafficking, and other social/international injustices and to do our part in stopping them.

#### **KEY CLUB:**

This co-ed service organization serves the school and the community in many worthwhile service projects that include UNICEF, Children's Hospital, March of Dimes, and Adopt a Stream. Students wishing to join must submit a letter of application in the spring. Once submitted, applicants will be scored according to application, teacher recommendation and current member vote.

#### **LATIN CLUB:**

This club is open to all current and former Latin students interested in learning about classical language and culture. Activities include building a homecoming float, Latin banquets, Classical Cinema, Latin convention and more! Our objective is to celebrate the ancient world and enjoy the many gifts left to us by our ancient forebears. Disce in schola!

#### **LATIN HONOR SOCIETY:**

Latin students must meet the following criteria in order to be eligible for this organization: (1) a "B+" average in at least three years of Latin (underclassmen); (2) an "A" average in two years of Latin (seniors); (3) recommendation by Latin teachers.

**MU ALPHA THETA:**

Members of this society are tapped in the spring of each year and must meet the following standards: (1) Seniors: 3.5 average in math courses beginning with Algebra I; (2) Juniors and Sophomores: 4.0 average in math courses beginning with Algebra I; (3) must be enrolled in Precalculus, Statistics, Discrete Mathematics or Calculus when tapped; (4) must have math teacher(s)' recommendation.

**NATIONAL HONOR SOCIETY:**

In accordance with guidelines developed by the national office of the National Honor Society, a Faculty Council of five high school teachers selects students for induction into the NHS. To be considered by the Council for membership in the MBHS chapter, one must first attain a minimum 90.0 cumulative grade point average in academic coursework during the 10<sup>th</sup> -grade and the first semester of the 11<sup>th</sup> grade. (Students *not tapped for membership during their 11<sup>th</sup>-grade year are considered for membership in their senior year, if their cumulative GPA through the first semester of the senior year reaches the minimum 90.0.*) Those who achieve this standard are asked in February to complete a Student Activity Information Form, wherein they list their school and community activities, leadership positions and other experiences. Students who meet these academic standards and submit the form are then eligible for consideration by the Council on the basis of character, leadership, and service. Annual induction ceremonies are held in the spring.

**PHYSICS CLUB:**

The purpose of the MBHS Physics Club is to encourage all students to learn more about physics and how it shapes the universe. The MBHS Physics Club is an encouraging environment for all students to get involved in the world of STEM, specifically physics. Students will learn how physics shapes the world with their peers through hands-on applications. The Physics Club will host experiments, give back to the community through service, and participate in field trips to teach students more about physics in the broader community.

**R.E.A.D. CLUB:**

The purpose of this club is to encourage those who do not read to find a love of reading, to remind those who used to read why they loved it, and to help readers to find others like them.

**SPANISH CLUB:**

This club is open to all Spanish students and is an active organization that supports our fellow students, increases our knowledge of Hispanic culture, exhibits school spirit, and performs service in our community. The club seeks to further our appreciation of Spanish and the many opportunities that exist with a solid proficiency in the language.

**SPANISH HONOR SOCIETY:**

Students who have completed their third year of Spanish and have maintained an A average in their Spanish courses are invited to join this national organization. New members are tapped in the spring.

**STAGE CREW:**

Any student interested in the technical aspects of play production is invited to join the stage crew. Members are involved in set construction, painting, lighting, sound and stage management during performances.

**STUDENT GOVERNMENT ASSOCIATION:**

This association is designed to involve students in a meaningful and appropriate way in responsible decision-making concerning school policies and activities. Only juniors may run for the offices of President, Girls' Vice-President, Boys' Vice-President, Secretary, Treasurer, Chaplain, and Representative. Among other qualifications, candidates must have a "B" average in order to run for President and Vice-President, and a "B" average in order to run for any of the other offices. A "C" average is required to run for representative. Elections are held each May.

**THESPIANS:** The objective of this club is to stimulate interest in the dramatic arts. All students can join but to be accepted into International Thespians, the student must have at least 100 hours of work in drama. Students may join in the fall or spring. Activities consist of work on the play productions, district and state Trumbauer Competition, and the state Thespian Competition.

**ULTIMATE FRISBEE CLUB:**

This club is open to all students who are interested in playing ultimate frisbee with other students. In addition to organizing weekly games open to any who wish to play, the members of this club show school spirit by constructing a homecoming float and supporting other athletic teams.

**WEIGHTLIFTING:**

The purpose of the weightlifting club is to help people kick start a healthy lifestyle and help others gain confidence and promote a physically active way of life. Additional topics include dietary habits and proper form. Weightlifting allows one to form strong bonds with others that have similar interests.

**YOUNG MODERATES:**

This is a student-run forum for open, nonpartisan, discussion of political ideas. We stand to provide a place for students who are seeking an open group to meet and discuss social, economic, and political issues civilly.

## **MBHS Club Protocol**

1. Any student wanting to establish a club on campus must meet with administration for approval to begin a trial year. In order for a new club to be approved for a probationary trial year, proposals must be received prior to the start of the academic school year.
2. Once given approval, the student must find a sponsor. The sponsor must be a staff member at MBHS.
3. After the sponsor has been secured, the student can begin to recruit initial members to begin planning for the club.
4. A club purpose statement and goals must be created. This must be approved by the sponsor before presented to administration.
5. Once the purpose statement and goals are created, full recruitment can begin.
6. The probationary club can meet on school campus on official club days and any other time agreed upon by sponsor. All activities must be approved by the sponsor.
7. Probationary clubs are not allowed to be in the homecoming parade, unless they petition the SGA and gain approval.
8. Probationary clubs are not allowed to be notated on the website, on club documents or on T-shirts with the "MBHS" name.
9. Once the probationary club has actively functioned for a probationary academic year, they can meet with administration, along with their sponsor to share about their year and what their club could bring to MBHS in the following years. The administration will decide if the club can become an active MBHS official club.

## Mountain Brook High School Standard Diploma

Beginning with the class of 2024, in order to earn an Alabama High School Diploma from Mountain Brook High School, 9th – 12th grade students must take a course which includes an online experience AND meet the following requirements:

	Credits
English Language Arts .....	4
Four credits to include the equivalent of:	
English 9 .....	1
English 10 .....	1
English 11 .....	1
English 12 .....	1
Mathematics .....	4
Four credits to include the equivalent of:	
Geometry .....	1
Algebra II.....	1
Additional Math Courses .....	2
Science.....	4
Four credits to include the equivalent of:	
Biology .....	1
A Physical Science .....	1
Additional Science Courses.....	2
Social Studies .....	4
Four credits to include the equivalent of:	
World History .....	1
U.S. History .....	2
Government .....	½
Economics .....	½
Beginning Kinesiology (formerly PE Life).....	1
Health Education .....	½
Career Preparedness.....	1
Career Technical Course, Fine Arts, or World Language*.....	3
Electives .....	2 ½
TOTAL .....	24

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

Proposed: November 16, 2020

Adopted: December 14, 2020

## Mountain Brook High School Advanced Diploma

Beginning with the class of 2024, in order to earn an Advanced Alabama High School Diploma from Mountain Brook High School, 9th – 12th grade students must take a course which includes an online experience AND meet the following requirements:

	Credits
English Language Arts .....	4
Four credits to include the equivalent of:	
English 9 .....	1
English 10 .....	1
English 11 .....	1
English 12 .....	1
Mathematics .....	4
Four credits to include the equivalent of:	
Geometry .....	1
Algebra II with Statistics.....	1
Additional Math Course (including Precalculus)..	2
Science.....	4
Four credits to include the equivalent of:	
Biology .....	1
Chemistry or Physics .....	1
Additional Life and/or Physical Science .....	2
(1 credit at a higher level)	
Social Studies .....	4
Four credits to include the equivalent of:	
World History .....	1
U.S. History .....	2
Government .....	½
Economics .....	½
Beginning Kinesiology (formerly PE Life).....	1
Health Education .....	½
Fine Arts .....	1
Career Preparedness .....	1
Career Technical Course, Fine Arts, or World Language.....	1
World Language** .....	2
Electives .....	2 ½
TOTAL .....	25

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

Proposed: November 16, 2020

Adopted: December 14, 2020

## Mountain Brook High School Advanced Diploma with Honors

Beginning with the class of 2024, in order to earn an Advanced Alabama High School Diploma with Honors from Mountain Brook High School, 9th – 12th grade students must take a course which includes an online experience AND meet the following requirements:

	Credits
English Language Arts .....	4
Four credits to include the equivalent of:	
English 9 .....	1
English 10 .....	1
English 11 .....	1
English 12 .....	1
Mathematics .....	4
Four credits to include the equivalent of:	
Geometry .....	1
Algebra II with Statistics.....	1
Pre-Calculus or Equivalent.....	1
Additional Higher Math Course.....	1
Science.....	4
Four credits to include the equivalent of:	
Biology .....	1
Chemistry or Physics .....	1
Additional Life and/or Physical Science .....	2
(2 credits at a higher level)	
Social Studies .....	4
Four credits to include the equivalent of:	
World History .....	1
U.S. History .....	2
Government .....	½
Economics .....	½
Beginning Kinesiology (formerly PE Life) .....	1
Health Education .....	½
Fine Arts .....	1
Career Preparedness .....	1
World Language** .....	3
Electives .....	2 ½
TOTAL .....	25

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

Proposed: November 16, 2020

Adopted: December 14, 2020





Mathematics Flow Chart 2023-24

6th	6 <sup>th</sup> Grade Mathematics							
7th	7 <sup>th</sup> Grade Mathematics		Accelerated 7th Grade Mathematics					
8th	8 <sup>th</sup> Grade Mathematics		Accelerated 8th Grade Mathematics					
9th	Geometry with Data Analysis		Advanced Geometry with Data Analysis					
10th	Algebra I with Probability		Algebra II with Statistics		Advanced Algebra II with Statistics		Accelerated Algebra II with Statistics and Precalculus	
11th	** Algebra II with Statistics (AL COS)	Algebra II with Statistics (MB COS)	Precalculus	Applications of Finite Mathematics	AP Statistics	Precalculus OR Advanced Precalculus	AP Calculus AB	AP Calculus BC
12th	Applications of Finite Mathematics OR AP Computer Science * OR ** Career Mathematics	Precalculus OR AP Statistics OR Applications of Finite Mathematics OR AP Computer Science *	Calculus OR AP Calculus AB OR AP Statistics OR AP Computer Science *	Precalculus OR AP Statistics OR AP Computer Science *	Precalculus OR AP Computer Science * OR Applications of Finite Mathematics	AP Calculus AB OR AP Calculus BC OR AP Statistics OR Calculus OR AP Computer Science * OR Applications of Finite Mathematics	AP Calculus BC OR AP Statistics OR AP Computer Science *	Calculus III AND Linear Algebra OR AP Statistics OR AP Computer Science *

\* AP Computer Science may count as the 4th mathematics credit in 12th grade ONLY; however, AP Computer Science can be taken as an elective in other grades.

\*\* Algebra II with Statistics (AL COS) and Career Mathematics can be taken with teacher recommendation ONLY.

# Science Curriculum Flowchart

## Grades 9-12 with Math Requirements

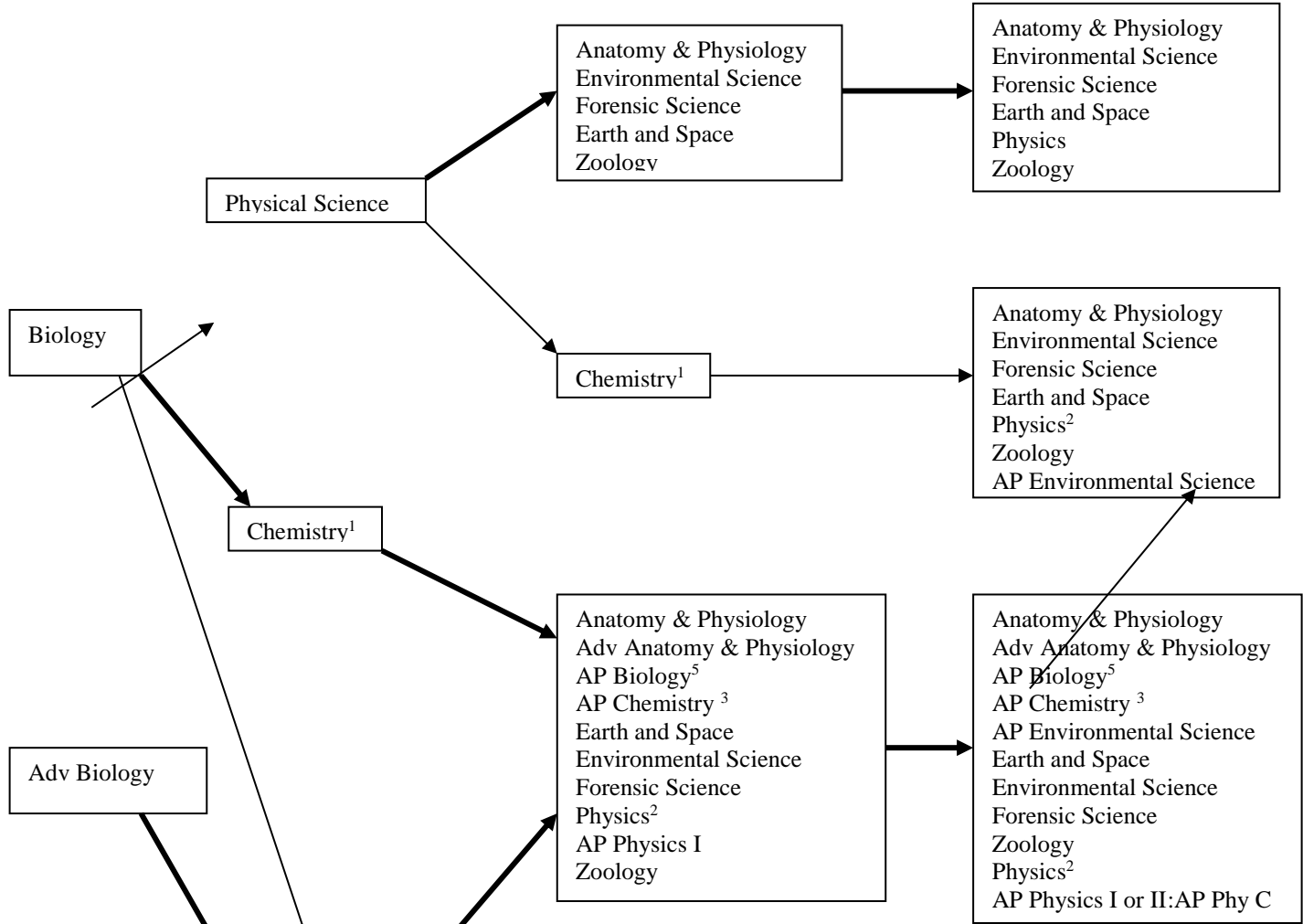
(See Course Selection Guide for specific requirements/prerequisites.)

9<sup>th</sup> Grade

10<sup>th</sup> Grade

11<sup>th</sup> Grade

12<sup>th</sup> Grade



Math Requirements	Group 1	Group 2
<sup>1</sup> Completed Geometry and Biology with 80 or above <sup>2</sup> Completed or concurrently enrolled in Adv. Alg. II or higher <sup>3</sup> Completed or concurrently enrolled in Pre-calculus <sup>4</sup> Completed or concurrently enrolled in AP Calculus B/ <sup>5</sup> Strong math background required	Anatomy & Physiology All Chemistry Biology Physics All ADV & AP classes	Physical Science Environmental Science Forensic Science Earth and Space Zoology

## Career and Technical Education Curriculum Chart

<b>Two Credit Courses (2 Semesters)</b>	<ul style="list-style-type: none"><li>• Work-Based Learning</li></ul>
<b>One Credit Courses (2 Semesters)</b>	<ul style="list-style-type: none"><li>• Accounting*</li><li>• Business Essentials</li><li>• Equine Science</li><li>• INCubatorEDU - Entrepreneurship*</li><li>• iLearn</li><li>• Leadership Mountain Brook</li><li>• Science Research</li><li>• Workforce Essentials</li></ul>
<b>One-Half Credit Courses (1 Semester)</b>	<ul style="list-style-type: none"><li>• Business Software Applications I</li><li>• Business Software Applications II</li><li>• Digital Marketing</li><li>• Foundations of Business Leadership*</li><li>• Introduction to Law and the American Legal System*</li><li>• Personal Finance*</li></ul>

\*Core Courses

**National Business Honor Society** – (Senior) completed or currently enrolled in his/her third business education core course (Junior) must have completed three business education core courses. Student must have a minimum overall GPA of 3.0 and minimum GPA of 3.5 in CTE courses.

**Business Completer** – a student must earn three business course credits in two or more business classes.

**Articulation** – (applies only to Community Colleges)

Some business courses are eligible for articulation credit through the Alabama Community College System. See a guidance counselor or business teacher for information.

# ALMA MATER

Oh, Alma Mater, here's to you--  
We put our trust in thee.  
The Spartans green and gold  
Will ever bring us victory.  
So here's to you, oh, Mountain Brook,  
Our Alma Mater true,  
We pledge in love and harmony  
Our loyalty to you.