



# **EAST BERNARD HIGH SCHOOL COURSE CATALOG**

2023-2024

**Graduation Requirements**  
Planning Guide for East Bernard ISD Students

**BRAHMAS AND BRAHMARETTES**

# ABOUT EAST BERNARD ISD

## EDUCATIONAL PHILOSOPHY/MISSION STATEMENT

All students will develop essential academic skills and acquire a knowledge base upon which to build lifelong learning. Citizenship, economic responsibilities, heritage, logic, independence, creativity, and communication shall be emphasized. To fulfill this mission, instruction must be of the highest quality, equity must be maintained for all students, and educators shall be accountable for results.

## **BOARD OF TRUSTEES 2022-2023**

Robert Goudea– President  
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Philip Gaudette– Elementary Principal  
Rebecca Cavness – K-8 Counselor  
Kimberly Sulak – High School Counselor  
Lacey Crist – K-12 Special Programs Coordinator

## **SCHOOL COLORS**

Maroon and White

## **SCHOOL MASCOT**

Brahma

### **ALMA MATER**

We are the Brahmas, the Brahmas are we  
True to each other as Brahmas should be.  
You've got to fight, boys, you've got to fight.  
You've got to fight for maroon and white.  
Fight! Fight!

We will do our very best  
And we'll join in all the rest.  
For we are the Brahmas, the Brahmas are we  
And from East Bernard we hail.  
Rah! Rah!

### **PLANNING FOR THE FUTURE**

Your future success depends greatly on your planning for success now. High school is, indeed, the launching pad for the future. You, your parents, and your school counselor are all involved in the correlated effort to show you possible choices and to help you make sound academic decisions during your high school years.

Each year you will be required to take specified subjects, but you also will make some selections of your own. A four-year plan can help you in sequencing your courses and will assure you of the number of credits and the courses needed for your desired academic program and for graduation. It is the responsibility of the student to know the courses that must be taken from year to year.

This catalog contains a list of all courses offered in the high school of East Bernard Independent School District. It also provides a brief description of each course, lists any prerequisites and special requirements, and gives information on such important topics as special programs offered, credits required for graduation, and types of transcripts.

Keep this catalog, together with your student handbook, in a convenient location for easy access during your high school years. Refer to it often for your own information and take it with you when you have a planning session with your counselor.

East Bernard Independent School District, and the administration, faculty, and staff are ready to help you make your high school experience a profitable one, which will prepare you for a successful future. Good luck!!

It is the policy of the East Bernard Independent School District not to discriminate on the basis of sex, handicap, vocational programs, activities, or employment as required by Title IX, Section 504 and Title VI.

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# Graduation Requirements

## Testing Requirements

Freshmen students, entering in the year 2014-2015 and beyond, will be assessed academically using the STAAR End-of-Course tests. Students must earn a passing mark on five STAAR EOC assessments (English I, English II, Algebra I, Biology, and U.S. History).

## Foundation High School Program

A student entering grade 9 in the 2014-2015 school year and thereafter shall enroll in the courses necessary to complete the curriculum requirements of the Foundation High School Program AND at least one endorsement. The Foundation Plan with an Endorsement requires 26 credits to graduate. Students who have satisfied the applicable requirements of the Foundation Plan and earn an Endorsement, the Distinguished Level of Achievement, and/or a Performance Acknowledgement shall have those completions documented on the academic achievement record (AAR), also known as the high school transcript.

## Endorsement Completion

In order to earn an Endorsement, a student must successfully complete the curriculum requirements consisting of a coherent sequence of courses in at least one of the following categories:

☼ Arts and Humanities

- Art
- Music
- Theatre

☼ Business and Industry

- Agriculture
- Business & Marketing

#### ☼ Public Services

- Human Services & Education

#### ☼ STEM

- Math
- Science

#### ☼ Multidisciplinary Studies

- Four credits in Advanced Placement or Dual Credit Courses
- Four credits in each of the four foundation subject areas to include English IV, Chemistry and/or Physics

The student must also earn a fourth credit in math selected from certain courses, an additional credit in science selected from certain courses, and two additional elective credits to earn an endorsement. (TAC 74.13).

## **Programs of Study**

A program of study is a coordinated, non-duplicative sequence of courses which progress in specificity, beginning with all aspects of industry and leading to more occupation specific instruction. EBHS offers the following Programs of Study:

#### Agriculture, Food, and Natural Resources Career Clusters

- Applied Ag Engineering Program of Study
- Animal Science Program of Study
- Plant Science Program of Study

#### Arts, Audio Video Technology, and Communications

- Design & Multimedia Arts (Yearbook, Newspaper, & Photography)

#### Education and Training

- Early Learning Program of Study

#### Human Services

- Health and Wellness Program of Study

## Distinguished Level of Achievement

A student may earn this designation by successfully completing the curriculum requirements for the Foundation High School Program, successfully completing the curriculum requirements for at least one Endorsement, and must successfully enroll and complete Algebra II as one of the four mathematics credits.

## Performance Acknowledgements

A student may earn this designation for outstanding performance in several manners:

- ⚙ Dual Credit
  - Successful completion of at least 12 hours of college academic courses (4 classes), earning a grade of 3.0 (B average) or higher on a scale of 4.0
- ⚙ Bilingualism and Biliteracy
  - Demonstrate proficiency in two or more languages by completing all English Language Arts requirements, maintaining a minimum grade of 80 on a scale of 100
  - Complete minimum of three credits in the same language in a language other than English, maintaining a minimum grade of 80 on a scale of 100
- ⚙ College Board Advanced Placement
  - Earn a score of 3 or higher on a College Board Advanced Placement examination
- ⚙ PSAT / ACT / SAT
  - Earn a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) that qualifies the student for recognition as a commended scholar or higher by the College Board and National Merit Scholarship Corporation, or part of the National Hispanic Recognition Program, or part of the National Achievement Scholarship Program
  - Earn a combined critical reading and mathematics score of at least 1250 on the SAT Earn a composite score on the ACT exam (without writing) of 28

# The Foundation High School Program + Endorsement

## FOUNDATION HIGH SCHOOL PROGRAM (FHSP)

The 22 Credit Foundation is Required for All Endorsements

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ENGLISH.....	4
Must consist of English I, II, III and an additional/advanced English course.	
MATHEMATICS.....	3
Must include Algebra I, Geometry, and an additional/advanced math course beyond Algebra I.	
SCIENCE.....	3
Must include one Biology credit, one credit selected from IPC or Chemistry, or Physics; and one additional/advanced lab-based science course.	
SOCIAL STUDIES.....	3
Must include US History, one-half credit Government, one-half credit Economics, and World History or World Geography.	
OTHER LANGUAGES.....	2
Must consist of 2 levels in the same language.	
FINE ARTS.....	1
Band, Theater Arts, Tech Theater, Floral Design, or Art	
PHYSICAL EDUCATION.....	1
May include Athletics, PE, or Sports Medicine	
Health.....	0.5
ELECTIVES.....	4.5
Must include a communication skills component, earned through Professional Communications.	
<b>TOTAL FHSP CREDITS</b>	<b>22</b>

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### ADDITIONAL REQUIREMENTS FOR ENDORSEMENT

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MATHEMATICS.....	1
SCIENCE.....	1
ADDITIONAL ELECTIVES.....	2
<b>TOTAL FHSP CREDITS</b>	<b>26</b>

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### STATE ASSESSMENT PERFORMANCE

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In addition to the credit requirements as listed above, students must meet passing standards on the following End-of-Course Exams:

- English I
- English II
- Algebra I
- Biology
- US History

## ENDORSEMENTS

All students are required to declare an endorsement in writing. Students will be permitted to change their endorsement with written notification.

There are five endorsement options, which allow students flexibility based on individual interests and career goals. Each endorsement category is designed to prepare students to successfully enter postsecondary education or the workforce upon graduation from high school

The endorsements are listed below:

- STEM
- PUBLIC SERVICES
- BUSINESS & INDUSTRY
- ARTS & HUMANITIES
- MULTIDISCIPLINARY STUDIES

## RECOGNITIONS

Students have the opportunity to earn additional recognitions in the following areas:

### DISTINGUISHED LEVEL OF ACHIEVEMENT

A student may earn a distinguished level of Achievement by successfully completing all curriculum requirements for the Foundation High School Program, plus each of the following:

- A fourth credit in mathematics, which must include Algebra II
- A fourth credit in science
- The requirements of at least one endorsement

### PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement in one or more of the following categories:

- AP test score of 3 or above
- Outstanding performance on the PSAT, SAT, or ACT
- Completion of at least 12 hours college coursework with final grades of A or B (3.0 GPA or above)
- Earning a state, nationally or internationally recognized business or industry certificate or license

## Required Notification Regarding Algebra II as a High School Graduation Requirement

A student is not required by state law (Texas Education Code, Section 28.025) to successfully complete Algebra II as a requirement for high school graduation. However, there are potential consequences to a student who does not successfully complete an Algebra II course.

A student is eligible for automatic admission to a Texas public college or university as an undergraduate student if the student earned a grade point average in the top 10 percent of the student's high school graduating class or in the percentage of qualified applicants that are anticipated to be offered admission to The University of Texas at Austin\*, and the applicant—

- successfully completed the requirements for the distinguished level of achievement under the foundation high school program at a public high school; or
- satisfied ACT's College Readiness Benchmarks on the ACT assessment or earned on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

A student may not earn the distinguished level of achievement or be eligible for automatic admission to a Texas public college or university as an undergraduate student if the student does not successfully complete high school Algebra II.

There are several state financial aid programs available for certain Texas public high school students. Certain state financial aid programs include curriculum requirements that should be considered when planning a student's high school career to ensure eligibility for financial aid under one of these programs. Please note that this is not a complete list of requirements and additional eligibility requirements apply. A full list of requirements is available through the Texas Higher Education Coordinating Board's (THECB) financial aid webpage at

<http://www.collegeforalltexas.com/apps/financialaid/tofa.cfm?Kind=GS>

For initial eligibility for a TEXAS grant, a student enrolling in an eligible institution must be a graduate of a public or accredited private high school in this state who completed the Foundation High School Program or its equivalent and have accomplished any two or more of the following:

- Successful completion of the course requirements of the International Baccalaureate diploma program or earning of the equivalent of at least 12 semester credit hours of college credit in high school through courses described in Texas Education Code (TEC), Sections 28.009(a)(1), (2), and (3)
- Satisfaction of the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the THECB under TEC, Section 51.334 on any assessment instrument designated by the THECB or qualification for an exemption as described by TEC, Section 51.338(b), (c), or (d)
- Graduation in the top one-third of the person's high school graduating class or graduation from high school with a grade point average of at least 3.0 on a four-point scale or the equivalent
- Completion for high school credit of at least one advanced mathematics course following the successful completion of an Algebra II course or at least one advanced career and technical or technology applications course.

## CLASS STANDINGS

Students are classified by the number of academic credits they have earned at the beginning of the school year.

<u>GRADE</u>	<u>CREDITS</u>
9.....	0 - 5
10.....	5 - 10
11.....	10 - 15
12.....	15 +

## General Information about Credits

Credits for students in grades 9-12 are awarded on a semester by semester basis – ½ credit per semester. If a student fails the first semester of a full-year course and passes the second semester, the two semester grades will be averaged to determine whether the student has earned a passing grade for the year. For example, if a student makes a 68 the first semester and a 72 the second semester, the student has earned the full credit because the 68 and 72 averaged to a 70.

Summer school grades do not average together to determine a passing full-year course.

## College Entrance Requirements of Note

### NCAA Requirements

Students who are interested in pursuing opportunities in college athletic programs are required by the NCAA to have specific core courses for Division I and II schools. The core course requirements for the Texas Recommended and Distinguished High School Graduation Programs are in line with the NCAA required core courses. **However, interested students must consult the NCAA website for current information as they create/revise their high school four year plans.**

Visit [www.ncaa.org](http://www.ncaa.org) for more information.

# College & Career Preparation

## TEXAS SUCCESS INITIATIVE (TSI)

Students attending Texas public institutions of higher education must be in compliance with the Texas Success Initiative (TSI), as of fall 2003 (Texas Education Code §51.3062) in order to enroll in public institutions of higher education. The law requires all entering college students to be assessed for college readiness in reading, mathematics and writing unless the student qualifies for an exemption. Each student who fails to meet the minimum passing standard of the exam offered by the institution must be placed in a developmental education program designed to help the student achieve college readiness.

### TEXAS SUCCESS INITIATIVE (TSI) REQUIREMENTS FOR DUAL CREDIT

<u>Exam Type</u>	Minimum Scores for Reading & Writing-Based Classes English, History, and Government
ACT	English – 19 and Composite – 23
SAT	<u>PRIOR TO MARCH 2016:</u> Critical Reading – 500 and Total (Critical Reading + Math) – 1070  <u>MARCH 2016 AND AFTER:</u> Evidence-Based Reading & Writing – 480
STAAR EOC EXAMS	English II EOC – 4000
TSI ASSESSMENT	Reading score of 351–390 and writing essay score of a 5-8 or an essay score of a 4 with objective score of a 340-390.
TSIA2 (Starting January 11, 2021)	ELAR score of 945-990 with an essay of 5-8 OR 910-944 with diagnostic 5-6 AND an essay of 5-8  MATH score of 950 – 990 OR 910-949 with diagnostic 6

## ***College Information***

### **Apply Texas**

<https://www.applytexas.org>

- Online application for all Texas public universities

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## ***Financial Aid and Scholarships***

### **FAFSA**

<http://www.fafsa.ed.gov>

- Free Application for Federal Student Aid

### **EBISD Website**

<http://www.ebisd.org>

- Counselor's page....scholarship link
- Scholarships are updated as the counselor's office receives them

### **Fast Web**

<http://www.fastweb.com>

- Scholarship Information

### **College for All Texans**

<http://www.collegeforalltexas.com>

- Higher education in the state of Texas, financial aid, free test prep

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## ***College Entrance Exams***

### **College Board**

<http://collegeboard.org>

- SAT, career and college information, test prep for SAT

### **ACT**

<http://www.actstudent.org>

- ACT and career and college information

### **TSI**

<http://texassuccess.org>

- Texas Success Initiative

# Grading & Class Rank System

## Grading System

A	90-100
B	80-89
C	70-79

FAILING 69 and below

## **Consistent Application for Graduating Class**

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

## **Calculation**

The District shall include in the calculation of class rank semester grades earned for high school credit courses taken in the following subject areas only: English, mathematics, science, social studies, and languages other than English. The calculation shall include failing grades.

## **Exclusions**

The calculation of class rank shall exclude grades earned in summer school, any course for which credit is earned outside the regular school day, any unsupervised distance learning course, any unsupervised dual credit course, or through credit by examination, with or without prior instruction. For students in the graduating classes of 2020, 2021, 2022, and 2023, the calculation shall also exclude grades earned in the spring semester of the 2019–20 school year.

## **Weighted Grade System**

The District shall categorize and weight eligible courses as Level I, Level II, Level III, and Level IV in accordance with provisions of this policy and as designated in appropriate District publications.

## Weighted Numerical Grade Average

The District shall assign weights to semester grades, including failing grades, earned in eligible courses and shall calculate a weighted numerical grade average in accordance with the following:

<u>Category</u>	<u>Weight</u>
Level IV	multiplied by 1.2

Level III	multiplied by 1.1
Level II	multiplied by 1.0
Level I	multiplied by 0.9

The District shall record unweighted numerical grades on student transcripts.

Approved distance learning classes not required for high school graduation will not count in GPA and will be on EBISD’s list of exempt classes for UIL No Pass-No Play.

Category: Level II Classes

English I	English II
English III	English IV
Algebra II	Geometry
Biology I	Chemistry I
Physics	Advanced Animal Science
Pathophysiology	Advanced Plant & Soil Science
Environmental	Aquatics
US History	Geoscience
World History	World Geography
Economics	US Government
Spanish I	Spanish II
Integrated Physics and Chemistry	Spanish III
Algebra I	
Mathematical Application in Agriculture, Food, and Natural Resources	

Category: Level III Classes

AAC English I	AAC English II
AAC English III	AAC English IV
AAC Algebra I	AAC Geometry
Pre-Calculus	AAC Biology
Anatomy & Physiology	
Spanish IV	

AAC – Advanced Academic Class (previously Pre-AP)

Category: Level IV Classes

AP Calculus	AP Biology
AP Physics	AP Chemistry

Dual Credit Courses (Taught on campus)

OnRamps Biology (If a 2024 graduating senior took AP Biology, OnRamps Biology will not count in the student’s GPA.)

Level I: Intervention, Fundamental and Applied Classes Weight .9

## **Transferred Grades**

When a student transfers semester grades for courses that would be eligible under the Level III category and the District has accepted the credit, the District shall include the grades in the calculation of class rank.

When a student transfers semester grades for courses that would be eligible to receive additional or lesser weight under the District's weighted grade system, the District shall assign additional or lesser weight to the grades based on the categories and grade weight system used by the District only if the same or similar courses are offered to the same class of students in the District.

## **Local Graduation Honors**

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with this policy and administrative regulations by using grades available at the time of calculation at the end of the fifth six week grading period of the senior year.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

## **Valedictorian and Salutatorian**

The valedictorian and salutatorian shall be the eligible students with the highest and second-highest rank, respectively. To be eligible for this local graduation honor, a student must:

1. Have been continuously enrolled in the District high school for the four semesters immediately preceding graduation if enrolled in the District high school starting in the ninth grade year;
2. Have been continuously enrolled in the District high school for the six semesters immediately preceding graduation if enrolled in the District high school starting after the ninth grade year;
3. Be graduating after exactly eight semesters of enrollment in high school; and
4. Have completed the foundation program with the distinguished level of achievement.

## Breaking Ties

In case of a tie in weighted numerical grade averages after calculation to the third decimal place, the District shall recognize all students involved in a tie for valedictorian as sharing the honor and title; no salutatorian shall be recognized. In case of a tie for salutatorian, the District shall recognize all students involved in the tie.

## **Highest-Ranking Graduate**

The student meeting the local eligibility criteria for recognition as the valedictorian shall also be considered the highest-ranking graduate for purposes of receiving the honor graduate certificate from the state of Texas.

# Selecting Courses For The Next School Year

The next section of this planning guide includes descriptions of courses that may be offered at EBHS. Courses must have a certain enrollment number in order for the course to be offered. Sometimes there are more demands for a course than there are seats in the class. In this case courses may be closed to certain grade levels. These requirements and restrictions impact elective courses more than core courses and other required courses.

With this in mind every effort has been made to put each student in classes based on their course selections during pre-enrollment. In some cases, changes are forced due to class size or changes in course offerings. **Students are asked to write down four alternative classes on their course selection contract.** These alternative classes may be used if the above situations arise. **If a student does not write down alternative classes, the counselor will place the student in the class that best fits the student's needs.**

During the second semester of every year, students register for the next school year. These schedules will be final schedules unless specific requirements require a change.

Two weeks prior to school starting, students may pick their schedule up from the high school. The school will post the days and times on the school website.

Schedule changes will only be made at this time if they fit into one of the following categories:

- Incorrect placement
- Duplicate classes
- Classes needed for graduation
- Summer school

- Class balancing
- Failure of a required course
- Teacher/Administrative request

A student must submit a note from their parent/guardian before a schedule change can be considered and/or made.

Changes at mid-year will only be granted in cases of course failure or teacher/administrative request.

EBISD reserves the right to add or remove classes based on student interests, student participation, enrollment, legislative mandates, and/or teachers with the certification availability.

# Catalog of Courses

## Multi-Disciplinary Endorsement

One way to earn a Multidisciplinary Studies Endorsement is by earning four credits in each of the four foundation subject areas to include English IV, Chemistry, and/or Physics.

## English

English I, English II, English III and an Advanced English credit are required for all students.

Students enrolling in English Pre-AP courses have a summer reading requirement. Summer reading requirements are posted on [www.ebisd.org](http://www.ebisd.org) in late spring.

**English I**

**English II**

**English III**

**English IV**

**Prerequisite: Previous levels for II-IV**

**Credit: One**

In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Areas of study include Reading, Writing, Research, Listening and Speaking, and Oral and Written Conventions.

**Advanced Academic Class (AAC) English I (Previously Pre-AP English)**

**AAC English II**

**AAC English III**

**Prerequisite: AAC English I – Teacher Recommendation/and or Student Preference; Must pass 8<sup>th</sup> grade Reading STAAR; Failing grade may result in automatic removal to the equivalent regular course  
AAC English II – AAC English III –80 Average in previous Pre-AP level, Must pass English EOC, and/or Teacher Recommendation; Failing grade may result in automatic removal to the equivalent regular course**

**Credit: One**

This course is a college preparatory course which includes the same content as the regular course, but at a more in depth and rapid pace.

## Dual Credit English

**Prerequisite:** TSI satisfied in Reading and Writing or Exempt from TSI

**Credit:** One

This course is the study of English to improve students' ability to think objectively and to communicate effectively. Stress on clarity and effectiveness in the sentence, paragraph, and whole composition. The composition is chiefly expository and assigned material is designed to increase students' ability to read objectively, to develop skills in critical analysis, and to improve their style. WCJC can limit the number of students EBISD can place in a section. EBISD may have to set guidelines to meet these accommodations. These guidelines may change from year to year since the limit WCJC allows can change from year to year. EBISD may offer the "on-campus" course to the students with the highest English average

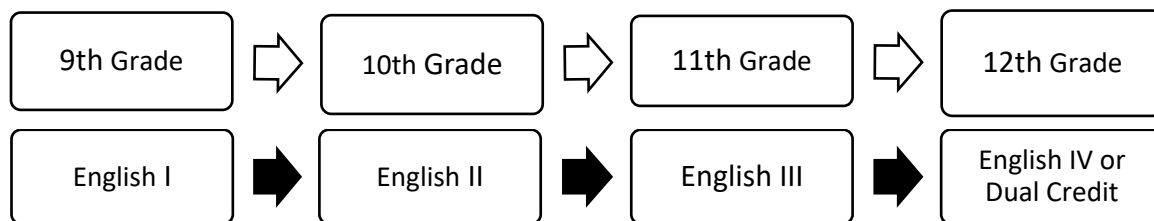
The second half of the English composition sequence emphasizes the process of writing a research paper and analysis and interpretation of printed material. Students are encouraged to read with a degree of sophistication and to apply the principles of critical thinking and organization to written assignments. WCJC can limit the number of students EBISD can place in a section. EBISD may have to set guidelines to meet these accommodations. These guidelines may change from year to year since the limit WCJC allows can change from year to year. EBISD may offer the "on-campus" course to the students with the highest English average.

## TSI English

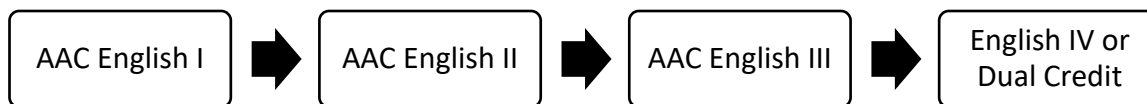
**Local Credit:** One

This course is designed for 12th grade students whose EOC scores, coursework, college entrance exam, or Texas Success Initiative (TSI) assessment score indicates that the student is not ready for college-level coursework.

## Suggested Sequence



## Suggested Sequence for Acceleration



## Mathematics

**Algebra I, Geometry, and two additional math credits are required for the Foundation High School Plan with Endorsements (FHSPE).**

**Algebra I is a prerequisite credit for all math courses.**

One way to earn a **STEM endorsement** is through completion of a total of five math credits, including Algebra I, Geometry, Algebra II and two additional math credits for which Algebra II is a prerequisite.

### Algebra I

**Credit:** One

After learning the basic language of algebra, the student is introduced to signed numbers, inequalities, exponents, polynomials, factoring, functions, graphs, lines and slopes, radicals, quadratics, and problem solving. Students will take the state required end-of-course exam.

### Advanced Academic Class (AAC) Algebra I (Previously Pre-AP Algebra I)

**Prerequisite:** Teacher Recommendation

**Credit:** One

This course is a college preparatory course which includes the same content as the regular course, but at a more in depth and rapid pace.

### Geometry

**Prerequisite:** Algebra I

**Credit:** One

Introduction to the most basic geometric concepts – points, lines, and planes. Additional topics include parallel lines, congruent triangles, polygons, similar triangles, circles, area, inequalities, space, coordinates, and transformational geometry.

## **AAC Geometry**

**Prerequisite: AAC Algebra and/or Teacher Recommendation**

This course is a college preparatory course which includes the same content as the regular course, but at a more in depth and rapid pace. Students learn to write formal proofs.

## **Mathematical Application in Agriculture, Food, and Natural Resources**

**Prerequisite: Algebra I**

**Credit: One**

Students will apply knowledge and skills related to mathematics, including algebra, geometry, and data analysis in the context of agriculture, food, and natural resources. To prepare for careers in agriculture, food, and natural resources, students must acquire technical knowledge in the discipline as well as apply academic skills in mathematics. To prepare for success, students need opportunities to reinforce, apply, and transfer their knowledge and skills related to mathematics in a variety of contexts.

## **Algebra II**

**Prerequisite: Algebra I**

**Credit: One**

Concepts of Algebra I are extended. Topics studied are development of mathematical structure, quadratic functions, quadratic relations, systems of equations, numerical methods and higher degree polynomials, exponential and logarithmic functions, sequences and series and data handling and analysis. A strong background in Algebra I is necessary.

## **Statistics**

**Prerequisite: Algebra I**

**Credit: One**

In statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

## **Pre-Calculus**

**Prerequisite: Geometry and Algebra II**

**Credit: One**

Pre-calculus prepares students for a first course in calculus. The topics presented are prerequisite for calculus. Included in the course of study are number theory, functions and their graphs, polynomials

and rational functions, trigonometry, vectors, analytic geometry, exponential and logarithmic functions, complex numbers, sequences and series.

\*\* Student must complete 1<sup>st</sup> semester of Pre-calculus to be enrolled in 2<sup>nd</sup> semester.

## AP CALCULUS

**Prerequisite:** Pre-calculus

**Credit:** One

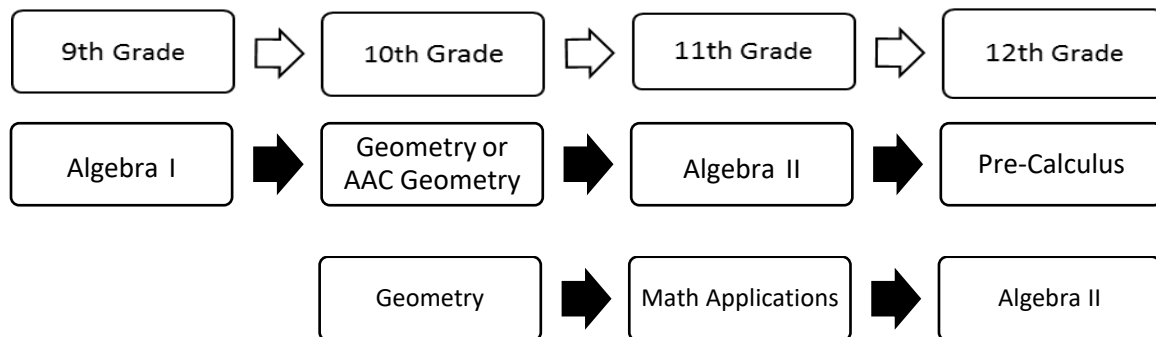
This course is designed for students who have a thorough knowledge of college preparatory mathematics, including algebra, geometry, trigonometry, and analytic geometry. Derivative and integral calculus are covered. **STUDENTS WILL BE EXPECTED TO TAKE THE AP EXAM FOR THIS COURSE. EBISD will pay for the AP Test.**

## TSI Math

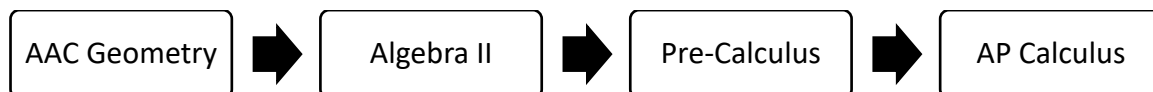
**Local Credit:** One

This course is designed for 12th grade students whose EOC scores, coursework, college entrance exam, or Texas Success Initiative (TSI) assessment score indicates that the student is not ready for college-level coursework.

## Suggested Sequence



## Suggested Sequence for Acceleration (Algebra I taken in 8<sup>th</sup> grade.)



# Science

**Biology, one credit selected from IPC, Chemistry or Physics and two additional science credits are required for FHSPE students.**

**One way to earn a STEM endorsement is through completion of a total of five science credits, including Biology, Chemistry, Physics, and two additional science credits.**

## **Integrated Physics & Chemistry**

**Credit: One**

Integrated Physics and Chemistry is designed to cover specific concepts in physics and chemistry. It requires mathematical skills including calculating volumes, percentages, using a protractor, converting fractions to decimals, solving for an unknown with three or four numbers and using ratios and proportions.

## **Biology**

**Prerequisite: Overall academic performance including STAAR scores may determine appropriate placement.**

**Credit: One**

Biology I is intended to be an introductory course into the science of life. It is designed to expand and refine the biological concepts introduced in the elementary and junior high schools and to satisfy the requirements of the essential elements at the high school level. Forty per cent of the course will be lab work which will include materials and subject matter related to lecture material in sequence and scope. Taxonomic classification of plants and animals will constitute field studies both semesters.

## **Advanced Academic Class (AAC) Biology (Previously Pre-AP Biology)**

**Prerequisite: AAC Biology– Teacher Recommendation/and or Student Preference; Must pass 8<sup>th</sup> grade Science STAAR; Failing grade may result in automatic removal to the equivalent regular course.**

**Credit: One**

This course is a college preparatory course which includes the same content as the regular course, but at a more in depth and rapid pace.

## Chemistry

**Prerequisite: Biology I & Algebra I**

**Credit: One**

This course is designed to stimulate an interest in chemistry. It includes both quantitative and qualitative laboratory work to introduce or reinforce their learning of chemical principles. This course requires a higher level of math proficiency.

## AP Chemistry

**Prerequisite: Chemistry & Algebra II**

**Credit: One**

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. **STUDENTS WILL BE EXPECTED TO TAKE THE AP EXAM FOR THIS COURSE. If funding is available, EBISD will pay for the AP Test.**

## AP Physics

**Prerequisite: Algebra II or Concurrent Algebra II enrollment, Geometry & Chemistry I**

**Credit: One**

Advanced Physics is an algebra-based introductory college-level physics course. Students will develop an understanding of Physics through inquiry-based investigations. As a result of taking this course, students will increase their knowledge and understanding of the physical world. They will develop problem solving and decision making skills that will enable them to do well in future college courses and in life. **STUDENTS WILL BE EXPECTED TO TAKE THE AP EXAM FOR THIS COURSE. If funding is available, EBISD will pay for the AP test.**

## On-Ramps Biology (Dual Enrollment-Biol 1306 & Biol 1106)

**Prerequisite: Biology & Chemistry**

**Credit: One**

This year-long course explores three big ideas of biology; the structure and function of biomolecules, the flow of energy through living systems via photosynthesis and cellular respiration, and how genetic information is expressed and transmitted both within and between cells.

## **Anatomy & Physiology of Human Systems**

**Prerequisite: Biology and a second science credit**

**Credit: One**

In the Anatomy and Physiology of Human Systems course students conduct in-depth investigations of anatomy and physiology of human systems including circulatory, nervous, endocrine, and respiratory systems. They learn environmental factors that affect the body and how the body maintains homeostasis.

## **Pathophysiology**

**Prerequisite: Biology & Chemistry**

**Credit: One**

In Pathophysiology, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Pathophysiology study disease processes and how humans are affected. Emphasis is placed on prevention and treatment of disease. Students will differentiate between normal and abnormal physiology.

## **Advanced Animal Science**

**Prerequisite: Biology and Chemistry or IPC; Algebra I and Geometry; Small Animal Management, Equine Science, or Livestock Production**

**Credit: One**

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

## **Advanced Plant and Soil Science**

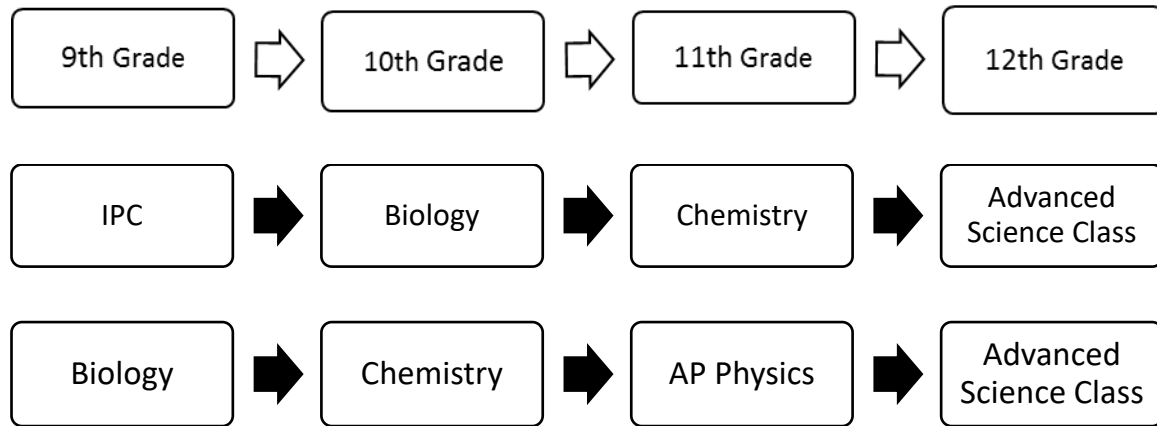
**Prerequisite (Recommended): Biology, IPC, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.**

**Credit: One**

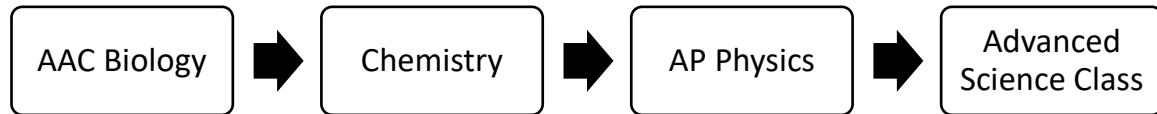
Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of

science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

**Suggested Sequence:**



**Suggested Sequence for Acceleration:**



**Advanced Science Classes:** Anatomy & Physiology, AP Biology, AP Physics, Pathophysiology, Advanced Animal Science, or Advanced Plant & Soil Science

## Social Studies

World History or World Geography, US History, Government, and Economics are required for FHSPE students.

One way to earn an Arts & Humanities Endorsement is through completion of a total of five social studies credits. Credits must include World Geography, World History, US History, Government, Economics, Psychology, and Sociology.

## **World Geography**

### **Credit: One**

The purpose of this course is to compare the physical and cultural nature of geography including an understanding of geographical terminology and methodology. The physical setting of the earth including major land forms, earth's altering physical forces, natural resources, and major nations and regions, will be investigated. The characteristics of a region including economic activity, population patterns, social and cultural interchange, natural resources, and landscape changing forces are explored in detail. Sites and functions of cities along with urban growth and environmental issues are analyzed.

## **World History**

### **Credit: One**

This course is a study of the historical development of human cultures. Its major premise is that a study of world cultures in a historical context can illustrate both the diversity and the similarity of cultures throughout history and can show how such cultural differences and similarities are relevant to students today. The course is a survey of ancient civilizations, classical history, the Middle Ages and Renaissance, the Reformation through the French Revolution and Napoleon, to World War I and II. In addition, selected cultural areas will be studied, chosen from among the following: Modern Europe, Soviet Union, Africa, Latin American, the Middle East and China.

## **US History**

### **Credit: One**

This course is a history of the United States from 1865 to the present. It is organized to present American history and related skills and study strategies in a clear, logical order, as well as prepare the students for the Exit Level TAKS Test. The course involves a study of the chronology of events, Social History, Political and Military History. Major accomplishments in science, technology, industry and economics are noted. The lives and personalities of major historical and political figures as they impacted history are explored.

## **Government**

### **Credit: ½**

The purpose of this course is to survey the basics of the structure and function of U.S. and Texas State Government in order to prepare the students for participation in civic responsibilities. Basic concepts and principles of the Constitution, Federal, State and Local Governments, and the processes that drive these things will be covered.

## **Dual Credit Government**

**Prerequisite: TSI satisfied in Reading and Writing or Exempt from TSI**

**Credit: ½**

Government (GOVT 2305) - Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties, and civil rights.

## **WCJC College Government (GOVT 2306)**

**Prerequisite: GOVT 2305 Recommended; TSI satisfied in Reading and Writing**

Origin and development of the Texas constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas.

## **Economics**

**Credit: ½**

The purpose of this course is to introduce students to the basic concepts and functions of economics and free enterprise. The focus is on basic principles such as supply and demand, consumer and business responsibility, money, credit and banking.

## **Psychology**

**Credit: ½**

In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

## **Sociology**

**Credit: ½**

Sociology, an elective course, is an introductory study in social behavior and organization of human society. This course will describe the development of the field as a social science by identifying methods and strategies of research leading to an understanding of how the individual relates to society and the ever-changing world. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

## Personal Financial Literacy

**Credit:** ½

Personal Financial Literacy, an elective course, will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility.

## Dual Credit US History (HIST 1301/1302)

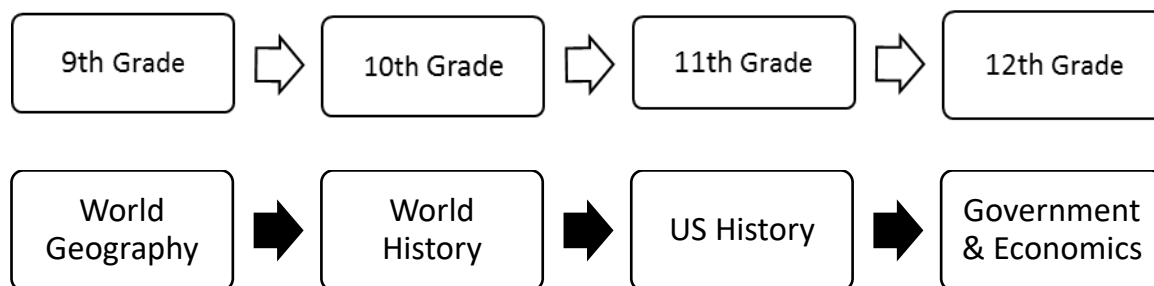
**Prerequisite:** TSI satisfied in Reading and Writing or Exempt from TSI

**Credit:** One

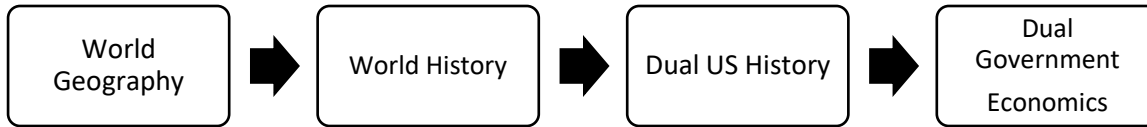
US History I (Core 060) - A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre- Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

US History II (Core 060) - A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

### **Suggested Sequence:**



### **Accelerated Sequence:**



**For Arts & Humanities Endorsement:**



## Health and Health Science

### Health

**Credit:** ½

This course introduces health facts which develop proper attitudes, establish practices and habits that will contribute to personal, family, and community health. It also provides many opportunities to apply their understanding of health knowledge. For example, by incorporating decision making skills they learn and practice ways to make healthy choices. They learn how taking responsibility for their own health has positive effects not only for themselves but also for others around them. Health is required for all students.

### Health II

**Credit:** ½ Credit

Students will gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

### Principles of Health Science

**Credit:** One

The course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

# Physical Education/Athletics

## Personal Fitness

**Credit: ½ to 1**

A well-rounded program of physical fitness activities is designed to give the student a greater awareness of the importance and necessity of maintaining a physically fit and healthy body for life. There is ample opportunity to develop the proper individual skills in most team sports and some individual and carry-over sports. Students are encouraged to develop tolerance for others, to learn to accept and respect rules of fair play, and to respect established authority. Athletic competition is available in basketball, football, tennis, track and field, and volleyball.

## Student Athletic Trainer

**Prerequisite: Coach's recommendation**

**Credit: One**

Student trainers assist in preventing, assessing, treating and rehabilitating injuries occurring to EBISD student athletes.

## Athletics

**Prerequisite: Coach's recommendation and/or Previous Experience**

**Credit: ½ to One**

# Languages other than English

Two Languages other than English credits are required.

One way to earn an Arts & Humanities endorsement is through completion of four LOTE credits.

Spanish I  
Spanish II  
Spanish III  
Spanish IV

**Prerequisite: Previous levels for II – IV**

**Credit: One**

Spanish I is an introduction to the Spanish language. Vocabulary will be based upon common words used in daily situations. The student will also develop a cultural understanding and appreciation of the Spanish-speaking world.

The Spanish II student will acquire an ability to communicate on a day-to-day, real-life basis with a Spanish-speaking person, and understand printed and recorded media from the Hispanic world. Students will become very familiar with the Hispanic Culture.

Spanish III is designed to further develop listening, reading, speaking and writing skills. An in-depth culture study through the reading and discussion of Hispanic newspapers, poetry, and short stories is included. Also, more advanced grammatical concepts are covered.

Spanish IV makes use of the language the student has learned in the previous three years. At this level, more literary selections are introduced and students will enhance their reading comprehension as well as their speaking, listening and writing skills. The course will cover the subjunctive mood and the perfect, future and conditional tenses. An extensive vocabulary will also be introduced.

## Arts & Humanities

**The FHSPE requires all students to have one fine arts credit to graduation.**

**One way to earn an Arts & Humanities endorsement is through completion of a total of four Fine Arts credits.**

**Band I, II, III, & IV**

**Prerequisite: 8th grade band, or subject to audition before the band director prior to admission.**

**Credit: ½ to One**

Band I-IV is for the high school student who enjoys performing band music. Fine arts credit (1/2 unit) is given for each semester enrolled, and a student can choose to use the fall semester to complete 1/2 unit of Physical Education credit. Students in Band I-IV will have opportunities to develop citizenship skills, physical and mental discipline, as well as performing skills which will enhance a student's ability to succeed. High school band is performance-oriented including concerts, marching performances, parades, contests, and solo work.

## **Jazz Band I, II, III, & IV**

**Prerequisite: 10-12 grade; Members selected by band director**

**Credit: One**

## **Art I, II, III, & IV**

**Credit: ½ to One**

In Art I-IV students will learn the essential elements and principles while they are producing paintings, drawings, sculptures and design projects. Along with studio work the students will study art history, culture, aesthetics and criticism. During the year we will look at works by and discuss specific artists and artistic careers.

## **Floral Design**

**Prerequisite: Principles of Agriculture, Food, & Natural Resources**

**Credit: One**

This course is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. **Students will be expected to take the Knowledge Based Floral Certification Exam upon completion of the program**

## **Technical Theater I, II, III, & IV**

**Credit: One**

Technical Theatre will allow the students to learn design and theatre production concepts and skills. Students will develop and practice stage-craft skills. Students will also safely apply technical knowledge and skills to create and/or operate functional scenery, properties, lighting, sound, costumes, makeup and publicity. Students will be involved in "hands on" technical assignments for EBHS theatre productions.

## **Theater Arts I**

## **Theater Arts II**

## **Theater Arts III**

## **Theater Arts IV**

**Credit: One**

This is a performance-based class. Students are expected to participate on stage and/or back stage. It fulfills fine arts and elective requirements for graduation. Through perceptual studies, students increase

their understanding of self and others and develop clear ideas about the world. Through a variety of theatrical experiences, students communicate in a dramatic form, make artistic choices, solve problems, deal positive self-concepts, and relate interpersonally. Students increase their understanding of heritage and traditions through historical and cultural studies in theatre. Student response and evaluation promote thinking and further discriminating judgment, developing students who are appreciative and evaluative consumers of live theatre, film, television, and other technologies. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. Student interprets characters, using the voice and body expressively, and creates dramatizations. The student applies design, directing, and theatre production concepts and skills. The student relates theatre to history, society, and culture. The student responds to and evaluates theatre and theatrical performances.

## Speech

**The FHSPE requires a communication skill component. Professional Communication satisfies the component.**

### **Professional Communications (Speech)**

**Credit: One**

This course develops basic speech and research techniques while simultaneously teaching students necessary analytical skills used for practical application in the real-world environment. Students will be applying basic speaking skills with the presence of evidential support and case-side argumentation.

## Career and Technical Education

### Career and Technical Education Public Notification of Nondiscrimination

East Bernard ISD offers career and technical education programs in Business & Industry, Education, Journalism, Edmentum Classes, and other CATE Electives. Admission to these programs is based on required prerequisites if applicable.

It is the policy of East Bernard ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the

Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the rehabilitation Act of 1973, as amended.

It is the policy of East Bernard ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

East Bernard ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights and grievance procedures, contact the Title IX Coordinator and the Section 504 Coordinator at:

723 College Street  
East Bernard, TX 77435

Title IX Coordinator: Doug Grigar

Email address of Title IX Coordinator: [doug.grigar@ebisd.org](mailto:doug.grigar@ebisd.org)

Phone number of Title IX Coordinator: 979-335-7519

504 Coordinator: Lacy Christ

Email address of 504 Coordinator: [lacy.christ@ebisd.org](mailto:lacy.christ@ebisd.org)

Phone number of 504 Coordinator: 979-335-7519

## **BUSINESS & INDUSTRY**

**One way to earn a Business & Industry endorsement is through completion of four or more Agriculture, Food, & Natural Resource Classes.**

## **Agriculture, Food, & Natural Resources**

**Principles of Agriculture, Food, & Natural Resources**

**Credit: One**

This course is designed to help a student be prepared for careers in agriculture, food, and natural resources. Students must attain academic skills and knowledge in agriculture. This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. To prepare for success, students need to have opportunities to learn, reinforce, experience, apply, and transfer their knowledge and skills in a variety of settings.

**Principles of Agriculture, Food, & Natural Resources is a prerequisite for most of the Agriculture, Food, & Natural Resource classes listed below.**

### **Agricultural Mechanics & Metal Technologies**

#### **Credit: One**

This course is designed to help a student be prepared for careers in agricultural power, structural, and technical systems. Students need to attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills and technologies in a variety of settings. This course is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation and metal working techniques.

### **Equine Science**

#### **Credit: ½**

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

### **Food Technology & Safety**

#### **Credit: One**

This course is designed to prepare students with knowledge and skills in value added food processing systems. Students will examine the food technology industry as it relates to production, handling, safety and processing.

## **Horticulture**

### **Credit: One**

Horticulture is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticulture and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings.

## **Landscape Design and Management**

### **Credit: One**

This course is designed to develop an understanding of landscape design and management techniques and practices. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectation. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

## **Livestock Production**

### **Credit: One**

Livestock Production is designed to prepare students with knowledge and skills related to livestock animals such as beef cattle, dairy cattle, swine, sheep, goats and poultry.

## **Project-Based Research (Problems & Solutions)**

### **Prerequisite: Teacher permission**

### **Credit: One**

Students are encouraged to participate in extended learning experiences such as career and technical student organization and other leadership or extracurricular organizations. Students will work on skills to help with competitions.

## **Professional Standards in Agribusiness**

**Credit: ½**

In this course, students will acquire knowledge and skills related to leadership, careers, communication, employer-employee relations and other skills needed in the real world.

## **Small Animal Management**

**Credit: ½**

Small Animal Management is designed to prepare students with knowledge and skills in the field of animal science. Small animals that will be studied in the course include, but are not limited to dogs, cats, birds, reptiles, amphibians and other small mammals.

## **Wildlife, Fisheries & Ecology**

**Credit: One**

Students will be prepared for careers in natural resource systems. Students need to attain academic skills and knowledge, acquire technical knowledge and skills related to natural resources, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices.

## **Agricultural Structures Design & Fabrication**

**Credit: One**

**Recommended Prerequisites: Principles of Agriculture, Food & Natural Resources; Agricultural Mechanics & Metal Technologies**

Students will be prepared for careers in mechanized agriculture and technical systems. Students attain knowledge and skills related to agricultural facilities design and fabrication. Students explore career opportunities, entry requirements, and industry expectations. To prepare for success, students reinforce, apply, and transfer their academic knowledge and technical skills in a variety of settings. **Students will be expected to take the American Welding Society D1.1 Tack Welder Certification Exam upon completion of the program.**

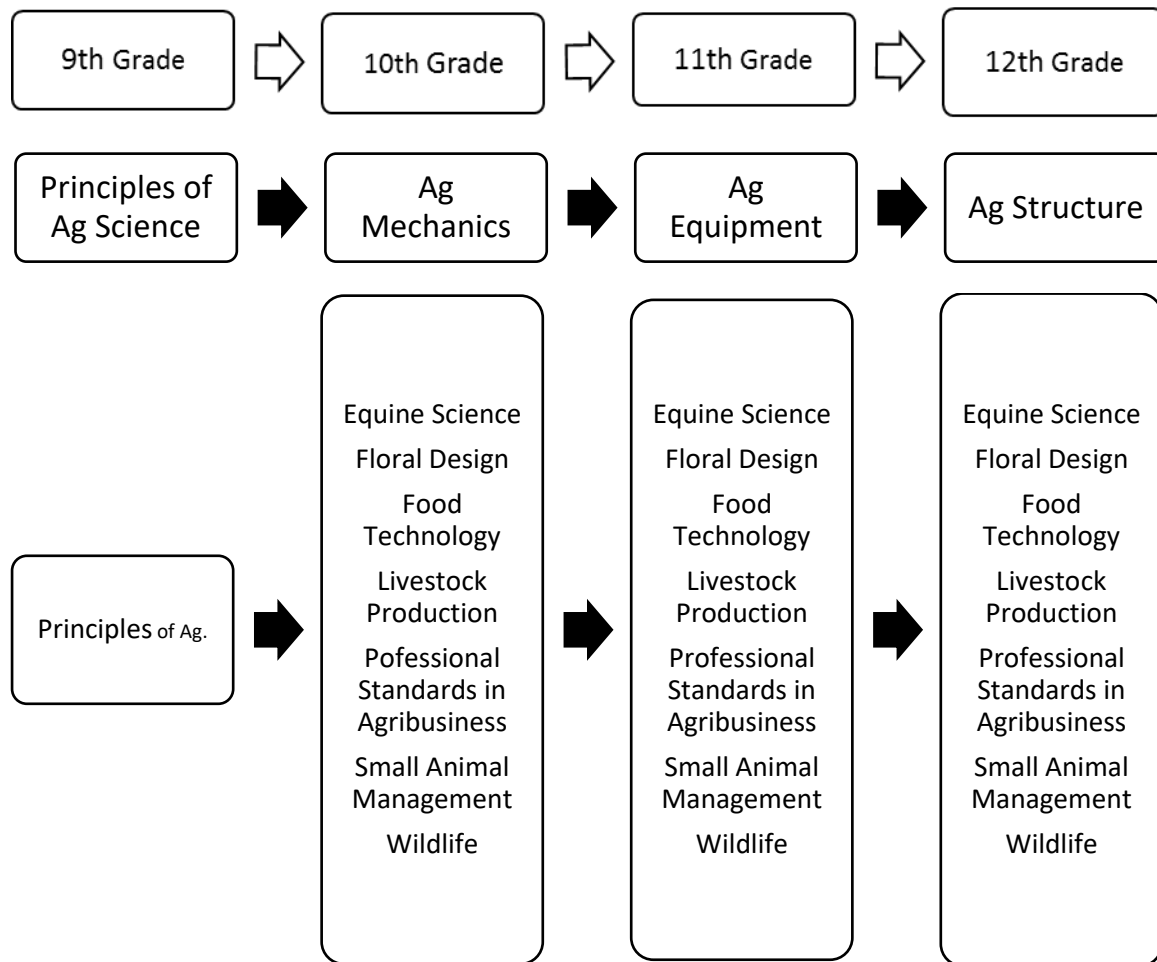
**Practicum in Agriculture, Food, & Natural Resources**

**Recommended Prerequisites:** Principles of Agriculture, Food & Natural Resources; Agricultural Mechanics & Metal Technologies and/or Agricultural Power Systems

**Credit:** Two to Three

The practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. Students will be expected to take the **American Welding Society D1.1 Tack Welder Certification Exam upon completion of the program.**

Suggested sequence:



**One way to earn a Business & Industry Endorsement is through completion of a total of four Education classes.**

# Education

## Principles of Education and Training

### Credit: One

Principles of Education and Training is designed to introduce learners to the various careers available within the Education and Training Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

## Instructional Practices

### Credit: One

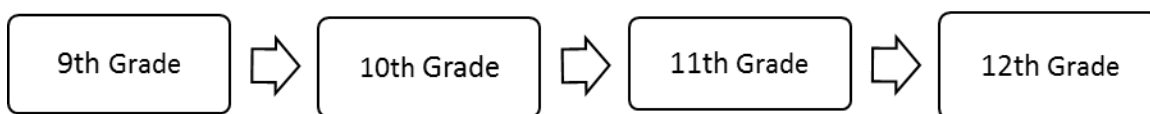
Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher and knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel.

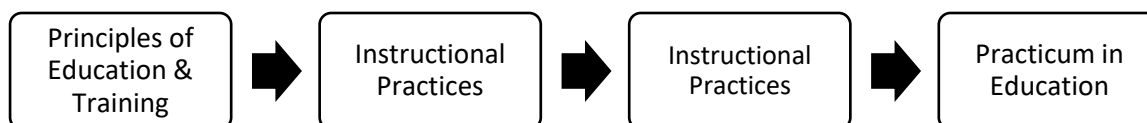
## Practicum in Education

### Credit: Two to Three

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary school aged children.

Suggested sequence:





**One way to earn a Business & Industry endorsement is by completion of a total of four journalism classes.**

## Journalism

**Prerequisite: Application for the first year; Previous Levels for II-IV and/or Teacher Approval**

**Credit: ½ to One**

**Certification:** Students will be expected to take the Visual Design using Adobe Photoshop, Print and Digital media Publication using Adobe InDesign, and/or Digital Video using Adobe Premiere Pro 2020.

**Newspaper Production I (Principles of Arts, Audio Video Technology, and Communications)**

**Newspaper Production II, III (Graphic Design Illustration I, II)**

**Newspaper Production IV (Practicum in Graphic Design & Illustration)**

Newspaper Production I -IV are courses which give the student the opportunity to learn and be engaged in the processes of producing a school newspaper. The student will learn and apply the concepts of desktop publishing as every phase of the newspaper process is produced on the computer. Students will apply skills in writing the copy and designing the paper to be produced in the newspaper. The course will enable the student to develop financial responsibility in producing and publishing materials, to work within time constraints and a budget limitation, and to plan and implement an advertising and circulation campaign.

**Photography I (Principles of Arts, Audio Video Technology, and Communications)**

**Photography II, III (Graphic Design Illustration I, II)**

**Commercial Photography IV (Practicum in Graphic Design & Illustration)**

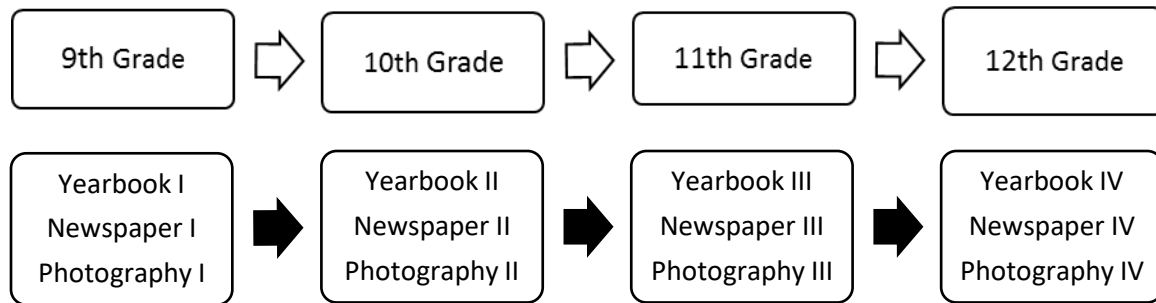
Photo-Journalism students plan and shoot pictures for the school yearbook and the school newspaper in relation to assignments from the respective editors. The courses include intensive coverage of camera techniques, photo composition, and digital imaging. Students are responsible for the majority of all photographs used in the high school publications. They are responsible for photo assignments given to them by the photo editor and adviser.

**Yearbook I (Principles of Arts, Audio Video Technology, and Communications)**

**Yearbook II, III (Graphic Design Illustration I, II)**  
**Yearbook IV (Practicum in Graphic Design & Illustration)**

Yearbook I - IV are courses designed to produce the school yearbook. The student will learn and apply the concepts of desktop publishing as every phase of the yearbook process is produced on the computer. The student will apply skills in writing the copy to be produced in the yearbook and designing all of the pages. The course will enable the student to develop financial responsibility in producing and publishing materials, to work within time constraints and a budget limitation, and to plan and implement an advertising and circulation campaign.

Suggested sequence:



## CTE Electives

### Accounting I

**Credit: One**

The first year course of Accounting I is designed for both students who desire beginning vocational preparation for careers in accounting and also for students who look forward to careers in related business fields for which some accounting knowledge and skill is needed. The course is designed with great emphasis being placed on forms of business ownership. Study progresses from the complete accounting cycle for a sole proprietorship to the accounting cycle for a partnership to the accounting cycle for a corporation. Included in the course is the preparation of worksheets, journals, ledgers, financial statements, payroll records, depreciation records, and notes and interest calculation, both manually and automated on the computer.

### Audio Video Production I/II

**Credit: One**

Students will develop technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster. Students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

### **Business Information Management (BIM)**

#### **Credit: One**

Business Computer Information Systems is a course that will help to develop technology skills that the student will need to apply in personal or business situations. It focuses on word processing, spreadsheets, databases, telecommunications, desktop publishing, and presentation management. The goal of BCIS I is not to memorize software commands, but for students to learn to apply technology in a meaningful way. Word processing activities are used to build communication skills. Spreadsheets are a tool for solving business math problems. Databases are used to build informational skills. Presentation and desktop publishing software are tools to inform and persuade. It is important that students learn to locate and apply information. Students will be expected to take the Visual Design using Adobe Photoshop and/or Microsoft Work Certification.

### **Career Preparation I & II**

**Prerequisite: Approval of training station and application by coordinator.**

#### **Credit: 3**

Diversified Career Preparation is designed to prepare high school students for paid employment in family & consumer sciences. Diversified Career Preparation combines daily classroom instruction with on-the-job training in business/industry. The success of Diversified Career Preparation relies on cooperation between quality training stations and the teacher-coordinator since each student trains in a different occupational area. The individual training stations are expected to provide quality skills training for each student. Eligibility requirements for the coop program are as follows: 16 years of age or older; a junior or senior; should have at least a C average in all classes. General topics covered in class are: how to prepare an income tax report, money management, values, goals standards, human relations multiple roles, life skills leadership, nontraditional careers and how to get along with co-workers and employer, resume' writing and interviewing. Students must average 15 hours per week of on-the-job training and a related class period.

### **Child Development**

#### **Credit: ½**

This technical laboratory course is designed to provide individuals opportunities to develop knowledge & skills in preparation to function effectively in the role of parent or caregiver. Content stresses considerations influencing the decision to parent, parental responsibilities, child guidance techniques,

parents as positive role models, parents as their children's first teachers, & parenting practices which promote a child's development, health, safety, & well-being. Managing family crises, managing multiple roles of family members throughout the life cycle, managing media & technology to promote a positive influence on children, & career preparation are additional topics.

### **Digital and Interactive Media (DIM)**

#### **Credit: One**

Multimedia is designed to teach students the use of multimedia in a variety of applications. Topics include individual and integrated coverage of graphics, animation, video, presentation systems, desktop publishing, and Web page development. Students will learn concepts and then apply it through hands-on step-by-step activities. In today's media-driven business environment, it is essential for students to understand how to take a multimedia approach to capture an audience and deliver a message. Students will be expected to take the Visual Design using Adobe Photoshop and/or Microsoft Work Certification.

### **Dollars & Sense**

#### **Credit: ½**

Dollars and Sense focuses on consumer practices and responsibilities, the money management process, decision-making skills, impact of technology, and preparation for human services careers.

### **Fashion Design**

#### **Credit: ½**

This technical laboratory course focuses on apparel from the perspectives of personal decision making related to apparel, the apparel industry, & career preparation. Topics include managing the apparel dollar, apparel repair & alteration, & wardrobe planning, care, & maintenance. Quality apparel construction is addressed as it relates to consumer decision making & career preparation for the apparel industry. Other content addresses technology applications related to apparel, career options, & management practices for assuming multiple family, community, & wage-earner roles.

### **Introduction to Computer Science**

**Prerequisite: Must be in 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade**

**Credit: One**

This course is designed to offer an introduction to computer science. Students will learn the basics of computer programming along with the basics of computer science. The material emphasizes computational thinking and helps develop the ability to solve complex problems.

### **Introduction to Culinary Arts**

#### **Credit: One**

Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course. Students will be expected to take the ServeSafe Certification Exam after completion of the class.

### **Lifetime Nutrition & Wellness**

#### **Credit: ½**

This technical laboratory course concentrates on nutrition, food choices, & food management skills for individuals & the family throughout the life cycle. Instruction addresses nutrition and food science from the perspective of food habits & wellness, menu planning, special dietary needs, food costs & budgeting, consumer food-buying strategies, food safety & sanitation procedures, food labeling, & food handling, storage, & preparation practices. Meal etiquette, career options, & techniques for managing multiple family, community, & wage-earner roles are part of the content. The impact of technology on food choices, preparation, & nutritional quality is addressed.

### **Office Procedures**

#### **Credit: ½ - One**

This local credit course is intended to provide on-the-job experience in various professional areas for students in their senior year. Students are expected to assume responsibility for assisting the teacher and other school personnel in the classroom, office, library, cafeteria, etc.

### **Principles of Business**

#### **Credit: One**

Students are provided practical, up-to-date information that will prepare them for working in a business office. Students will study information processing, telephone procedures and filing, basic communication and math skills, and decision making and problem solving. This course focuses on “people skills” as much as on everyday functional skills and knowledge needed to be successful in the workplace.

## Principles of Human Services

### Credit: One

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

## WCJC & EBISD Dual Credit Guidelines

WCJC may limit the number of students EBISD can place in a section. EBISD may have to set guidelines to meet these accommodations. These guidelines may change from year to year since the limit WCJC allows can change from year to year.

\*\*If a student does not pass or was in jeopardy of not passing a junior level dual credit class, the student must get approval from the counselor to take senior level dual credit classes. If a student does not pass the ENGL 1301 and/or HIST 1301, the student may not be able to enroll in ENGL 1302 and/or HIST 1302. The student must get approval from the counselor.

\*\* In order for a student to be in a dual credit class English and/or Government, the student must be a senior. The student must also be enrolled concurrently in the high school class and the WCJC class offered at the East Bernard campus.

\*\*If a student wants to take a course EBHS does not offer as dual credit, that student must get permission from the counselor prior to taking the course.

**EBHS along with WCJC offers the following programs to students who are interested. If a student is interested, they need to see the counselor for additional information. These pathways enable the student to take courses toward these degrees prior to graduating high school.**

- Process Technology Pathway
- Paralegal Studies Pathway
- EMS Pathway

# Edmentum Learning Courses

This is a self-paced curriculum presented online. Due to yearly curriculum updates, classes vary from 0.5 – 1.0 credits. Most are considered state credits. See counselor for details or questions.

Information on the content of the Edmentum courses can be found at [www.edmentum.com](http://www.edmentum.com). Go to programs, CTE courses, course catalog (towards the bottom of the page), and then pick the classes you are interested in. Listed below are some of the courses available. The list below does not dictate the only classes available for students. Any courses not listed need to be approved through the counselor before signing up for them. Additional classes can be found on the edmentum.com website.

## Course Offerings include:

ACT® English	Texas Success Initiative Assessment: Mathematics Part 1
ACT® Mathematics	Texas Success Initiative Assessment: Mathematics Part 2
ACT® Reading	Texas Success Initiative Assessment: Reading
ACT® Science Reasoning	Texas Success Initiative Assessment: Writing
SAT Reading	Introduction to Android Mobile App Development
SAT® I Language Arts	Introduction to Criminology
SAT® I Mathematics	Introduction to Cybersecurity
ASVAB Mathematics	Introduction to Finance
ASVAB Technology & General Science, Part 1	Introduction to iOS Mobile App Development
ASVAB Technology & General Science, Part 2	Marketing, Advertising, & Sales
ASVAB Word Knowledge & Paragraph Comprehension	Principles of Architecture and Construction
Career Explorations	Principles of Business, Marketing, & Finance A/B
Certified Nurse Aide A/B	Principles of Engineering & Technology A/B
Child Development & Parenting A/B	Principles of Health Science A/B
Computer Programming 1 A/B	Principles of Hospitality & Tourism A/B
Computing for College & Careers A/B	Principles of Information Technology A/B
Drafting & Design A/B	Principles of Law, Public Safety, Corrections, & Security A/B
Electronic Communication Skills	Principles of Manufacturing A/B
Entrepreneurship A/B	Principles of Transportation, Distribution, & Logistics A/B

Essential Career Skills

Game Development

Health Science 1 A/B

Health Science 2 A/B

Texas Advertising

Texas College and Career Readiness

Texas Computing for College and Careers A/B

Texas Engineering Design and Presentation A/B

Texas Essential Career Skills

Robotics I

Sports & Entertainment Marketing

Texas Touch System Data Entry

Web Technologies

International Business

Texas Money Matters

Texas Principles of Applied Engineering A/B

Texas Principles of Architecture A/B

Texas Health Science Theory A/B

Credit Recovery Classes – See you counselor