

McDade Middle & High School



2018-2019
Course Catalogue

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This guidance manual is designed to help you develop your personalized education plan within the framework the State of Texas has set up for all students. We realize that selecting your courses and planning your future can be a complicated process, but we hope to make it a pleasant and rewarding journey for you and your parents.

Within this book you will find a list of courses, along with a brief description on each class to aid you in your course selections. **Some courses may not be scheduled each school year due to student interest and staff availability.**

You will also find a worksheet at the back of the book for developing your four-year plan. Please use this guide throughout the year as a handy reference and call on any one of us for particular questions you may have. We are all here to help you make the most of your high school experience.

This catalog is a curriculum document and is subject to any policy changes approved by McDade ISD School Board. Although every effort will be made to present correct information, the McDade High School Student Handbook and McDade ISD Board Policy will supersede this document.

General Information

All 9th, 10th, 11th, and 12th grade students will be required to attempt a minimum of 7 credits per year or 3.5 credits per semester. Seniors may maintain a minimum of 5 credits per year or 2.5 credits per semester.

STUDENT CLASSIFICATION

For the 2018-2019 school year, a student will be classified according to number of credits earned toward graduation as follows:

10th grade -- at least 6 credits

11th grade -- at least 12 credits

12th grade -- at least 19 credits

GRADING

To earn a credit in a course, a student must receive a grade of 70 based upon course standards. The school shall report six-week grades to parents as numerical scores. Semester grades will be recorded on the students Academic Achievement Record (AAR) or transcript. Students may earn .5 credit based on the semester grade alone. Full credit may be earned based on the average of the semester grades unless the course is a state-approved semester course, at which time they will not be averaged.

HONOR GRADUATES

Honor graduates must have a 90.0 overall cumulative academic average (AA-see page 3) AND meet graduation requirements of the Foundation plus earn an Endorsement. No correspondence, credit by exam, credit by acceleration, summer school, homeschool, ,credits earned in the middle school, or alternative school grades will be considered in the average.

EARLY GRADUATION

Students have the opportunity to graduate early through careful planning. A student and his/her parents must apply for early graduation by June 30 of year prior to intended graduation. Students will only be approved for early graduation if he/she has successfully passed ALL prior EOC exams. Early graduates who enter their third year with 19 credits will be classified as seniors. Otherwise, they will enter their third year as a junior, and will be reclassified as a senior at mid year if they have 23 credits. Early graduates are required to pass all state assessment requirements. Early graduates will be allowed to be Valedictorian or Salutatorian of the class they are graduating with if determined as a senior by the June 30th deadline for spring graduation.

TRANSFER STUDENT GRADUATION REQUIREMENTS

A student who transfers into the District before the completion of the junior year will be required to meet McDade ISD graduation requirements. A student who transfers into the District after the completion of junior year may meet the requirements of the previous district. In order for students to be eligible for Valedictorian or Salutatorian status, they must have been a registered

full-time student at McDade High School during the last 4 semesters (2 years) prior to graduation.

SCHEDULE CHANGES

Students may not change their schedule after two academic school weeks once a semester has begun, or cannot drop a class unless there are extenuating circumstances that are deemed in the student's best interest and academic future with the approval of campus administration.

Class Rank and Grade Point System

The grade point and class ranking system shall consist of two separate calculations:

Reported Grade Point Average/GPA:

The Reported GPA is based on an UNWEIGHTED average and will include grades earned in all state accredited high school courses including 8th grade courses.. Resource courses and courses with modified content according to ARD committees will be used in calculation.

Academic Average/AA for Class Rank

Class rank will be determined by computing the overall academic average (AA) for each student using a

WEIGHTED 100.00 scale. Resource courses and courses with modified content according to ARD committees will be used when calculating AA. This academic average includes all semester grades earned in core courses from areas listed below:

English I, II, III, and Advanced English Course

Algebra I, Geometry, and Advanced Math Course

Biology, IPC, or Advanced Science Course, Second Advanced Science Course

World Geography, World History, US History, Government, and Economics

Courses taken in summer school, correspondence, homeschool, online recovery credit, alternative school or courses taken on the Middle School campus shall not be used in AA calculation.

Each numerical semester grade received in a class shall be placed on the student's Academic Achievement Record (AAR)/transcript as it is reported by the teacher. The addition of weight points will be used for AA calculation and class ranking only. This weighted grade shall not appear on the AAR/transcript. The points are added to each semester grade during computation by giving a 1.1 multiplier to dual credit courses.

The Academic Average/AA will be used to determine class rank, valedictorian, salutatorian, honor graduates, top 10%, top 25%, top 50%, 3rd quartile, and 4th quartile.

Announcement of honor students shall be made as soon as possible after the fifth six-week period in the second semester of the senior year. Honor students must have a 90 or higher. ACADEMIC AVERAGE, AND must complete all requirements for the foundation plan plus at least one endorsement. To be named valedictorian or salutatorian, the student must complete the last two years at McDade High School. An exact numerical class rank shall be reported for students in the top 50% and students in the bottom 50% shall be ranked by quartile only. The student with the highest academic average (AA) shall be named valedictorian and the second highest student salutatorian

According to the Texas Education Code §51.803 Texas public colleges or universities are required to admit students automatically if:

I English, I math, I science, I social studies, I foreign languages, I all AP classes

--The student graduates in the top 10% of high school class*,

--The student applies no later than 2 years after graduation from a Texas high school **, AND

--A complete application along with all required documentation is submitted to the college or university before the filing deadline of that college or university.

*University of Texas at Austin has special permission to alter this mandate. See TEC §51.803 for more information.

**Once a top 10% student enters the college or university of choice, the student will have to follow transfer guidelines.

2018-2019 Testing Information

State of Texas Assessments of Academic Readiness (STAAR)

End-Of-Course Exams

Students who enter high school in 2011-2012 and thereafter will be required to take STAAR tests. House Bill 5 passed by the 83rd Texas Legislature and signed by the governor, require students to pass 5 STAAR assessments. Students take each STAAR test when they complete the following courses and are required for graduation:

English 1

English 2

Algebra 1

Biology

US History

<p><u>Summer 2018--retest only</u> June 25--English I *June 25-29--Algebra I, Biology, US History June 27--English II</p> <p><u>Fall 2018--EOC STAAR</u> December 3--English I December 3-7--Algebra I December 5--English II December 3-7--Biology *Specific dates will be determined at a later time.</p>	<p><u>Early Spring 2019--first time & retest</u> April 9--English I April 11--English II May 6-10--Algebra I, US History, Biology May 14--English III May 15--Algebra II</p> <p><u>Summer 2019--retest only</u> June 24--English I *June 24-28--Algebra I, Biology, US History June 26--English II</p>
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ONLINE TAKS & STAAR INFORMATION

Visit <http://www.tea.state.tx.us/student.assessment/parents/>

where you can:

view testing calendars and
obtain STAAR resources and explanations

ASPIRE

The ASPIRE is sponsored by the American College Testing program. It will be given in the spring to 10th grade students interested in taking it. Students will need to register and pay a fee to take this test. This exam is a great way for students to see how they may perform on the ACT test. Students will be given a score report that will show them exactly what questions they missed along with their test booklet. This is an excellent way to prepare for the ACT. The ASPIRE also has an interest inventory that will aid students as they explore various career options.

American College Testing--ACT

The ACT is a college entrance exam composed of 4 timed tests (English, mathematics, reading, and science). Scores are reported on a scale of 1-36 for each academic area, as well as a composite score. Students may register for one of two TEST OPTIONS: the ACT assessment, or the ACT Assessment Plus WRITING, which includes a 30-minute Writing Test for an additional fee. It is recommended that students take the ACT Plus Writing the first time they take the assessment. If a student chooses to retest, he/she may want to take the assessment without the writing. Some colleges/universities may award college credit for scores in certain areas. Students interested in taking the ACT may obtain specific dates, locations and registration information at www.actstudent.org. Students are required to register and pay a fee for ACT. It is recommended that students take the ACT in the spring of 11th grade year. Fee waivers are available for students who qualify--see counselor for details.

The Preliminary SAT-- PSAT

Sponsored by the College Board, the PSAT is a test that uses the same format as the SAT I, but is shorter. It will be given in October. Interested 10th or 11th grade students will need to register and pay a fee to take this test. The PSAT results are reported as a verbal, math and writing scores on a scale of 20-80. A selection index is composed of a score equal to CR+M+W. This test is useful as an indicator of SAT scores and/or for test practice. Students may take the test as a 10th grader, and are strongly encouraged to take the test again as an 11th grader. The PSAT is the basis of some merit scholarships and the source of many college mailings. National Merit Semi-Finalists are named based on a student's junior PSAT selection index. PSAT results are also used to determine a student's potential for taking Advanced Placement courses during 11th & 12th grade years. Registration specifics will be announced in September.

SAT Reasoning Test

Developed and administered by the Educational Testing Service (ETS) for College Board, the SAT Reasoning Test is designed to measure mathematical and verbal reasoning skills. The SAT Reasoning Test includes test items in math, critical reading, and writing. The SAT also includes a student-written essay. Students interested in learning more about the SAT Reasoning Test or information about specific dates, locations and registration may visit www.collegeboard.com. Students are required to register and pay a fee for SAT. It is

recommended that students take the SAT in the spring of 11th grade year. Fee waivers are available for students who qualify-- see counselor for details.

SAT Subject Tests

Sponsored by the College Board, these one-hour tests measure knowledge and skills in a particular subject. Colleges may use the Subject Tests for admissions, credit, or placement purposes. It is best to contact the college/university you are planning to attend to see if Subject Tests are required for admissions or for your selected major.

Texas Success Initiative-TSI

Texas state law requires all 9th and 10th grade students entering a state-supported college or university to be assessed for college readiness in math, reading, and writing. Some institutions may require a placement exam as well. Students are encouraged to check with the college/university during the Spring of their Senior year to see if TSI is required and how to register. Students may be exempt from TSI if one of the conditions listed below apply, but still need to check with the college/university attending for specific requirements for that institution.

Exemptions

Students may be exempt from ALL or PART of TSI testing if one of the following criteria are met:

--STAAR - a 4000 on Alg 2 EOC and a 2000 on Engl 3 Reading EOC and 2000 on Engl 3 Writing EOC (when available).

--ACT composite score of 23 or higher with English and/or math individual scores equal to or greater than 19.

--SAT combined scores of 1070 or higher with verbal and/or math individual scores equal to or greater than 500.

Colleges and universities may have higher exemption standards than listed here. Check with individual institutions for guidelines.

GRADUATION REQUIREMENTS:

(For students entering high school in 2014-2015 and after)

House Bill 5 (HB5) passed by the Texas Legislature in 2013, made significant changes to the state's graduation requirements that will affect students entering high school in 2014-2015 and thereafter. The new graduation requirements are referred to as the Foundation High School Program. Key aspects of the program include required Foundation Plan courses, an Endorsement selection, changes to the STAAR EOC testing program and opportunities to earn Performance Acknowledgements. All students entering high school in 2014-2015 and thereafter will be required to complete 26 credits listed in the Foundation Plan with Endorsements. In addition, a school district must ensure that each student, on entering 9th grade, indicate in writing the endorsement that the student intends to earn. The new program offers students a lot of flexibility in planning their path to graduation.

Foundation:

(22 Credits)

English Language Arts--Four credits

English I

English II

English III

English IV

Mathematics--Three credits

Algebra I

Geometry

Advanced Mathematics Course

Science --Three credits

Biology

IPC or Advanced Science Course

Advanced Science Course

Social Studies --Three credits

World History

U.S. History

Government/Economics

Physical Education --One credit

Foreign Language --Two credits

Fine Arts --One credit

Electives--Five credits

Students may opt to Foundation-only after completing sophomore year.

Endorsements:

Foundation+ Endorsement=26 Credits

The following Endorsements will be offered at McDade High School:

- STEM
- Business and Industry
- Multidisciplinary

A student may earn an endorsement by successfully completing four credits required under that endorsement. Courses taken for a foundation requirement may also satisfy courses required under an endorsement as long as 26 total credits are earned.

Non-Traditional Ways to Earn High School & College Credit:

CORRESPONDENCE COURSES

A student may take correspondence courses (by mail &/or Internet) through the University of Texas or Texas Tech University. Correspondence courses may be taken at any time during a student's high school career. It is advisable to complete all correspondence courses prior to January of senior year. For additional information and registration materials, see the counselor.

SUMMER SCHOOL

Students are allowed to earn a maximum of 2 credits toward graduation through accelerated summer school. These credits must be earned from an accredited institution. Students will not be allowed to take STAAR tested courses in accelerated summer school. There is no credit limitation on a summer school course taken for remediation. Students are encouraged to take remedial summer school immediately following failure of a course.

CREDIT BY EXAM/CREDIT BY ACCELERATION

Students may register for credit by exam (CBE) or credit by acceleration (CBA) through the University of Texas or Texas Tech University. Students may attempt a CBE or CBA for a given subject only once. CBE or CBA may not be used to gain eligibility for extracurricular activities. Students may attempt a CBE to gain credit if he/she has previously taken a course covering the appropriate essential knowledge and skills. A score of a 70 or above on a CBE test is required to earn credit. If previous credit was denied because of excessive absences, only the attendance committee will decide if CBE may be used to earn credit. Students may challenge courses they have never formally taken by scoring a 90 or above on a CBA test. See the counselor for more information.

TECH PREP--CREDIT BY ARTICULATION

Tech Prep is a way to start a college technical major in high school. Articulated classes at McDade High School may count as college credit toward a certificate or an Associate Degree at Austin Community College, or other colleges across the state. This dual credit method can save you time and money by allowing you to earn college credit for courses that cover the same material you learn in high school. To receive college credit through articulation, you must:

- Successfully complete all designated prerequisites and/or co requisites.
- Receive the minimum high school grade of 80 in the articulated course.
- Meet requirements as specified by the college, (attendance, testing, etc.)
- Present your high school transcript to the college with the articulated courses designated.

Once the college's criteria are met, credit received for articulated courses will appear on your college transcript free of charge.

DUAL CREDIT/CONCURRENT ENROLLMENT:

DUAL CREDIT is a term used to describe courses which count simultaneously for both high school and college credit. Working in a partnership with Austin Community College (ACC), McDade High School students are allowed to take courses offered by ACC. These courses

satisfy graduation requirements at McDade High School while also counting for college credit at ACC. This is a great way for students to jumpstart their college experience and make a commitment to post-secondary education. It is imperative that students complete all paperwork required by ACC and get it turned in by the specified deadlines. Failure to do so will cause the student to be dropped from the course. Students can pursue several avenues for taking Dual Credit courses:

- Students may register for an online distance learning course through ACC. Prior approval by McDade High School is required. Students are responsible ACC tuition and fees.

Eligibility Requirements:

To be eligible to register for a dual credit course through ACC, high school students must meet the following criteria:

1. Successful completion of 10th Grade; AND
2. Take the Texas Success Initiative (TSI) assessment, or be exempt based on PSAT or STAAR scores

ENGLISH / LANGUAGE ARTS COURSES:

ENGLISH I

Credit: 1

Prerequisite: None.

Students practice all forms of writing in this course. An emphasis is placed on organizing logical arguments with clearly expressed related definitions, thesis, and evidence. Students write to persuade, to report and to describe. English I students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students interpret the possible influences of the historical context on a literary work.

ENGLISH II

Credit: 1

Prerequisite: English I.

Students practice all forms of writing in this course. An emphasis is placed on persuasive forms of writing such as logical arguments, expressions of opinion, and personal forms of writing. These personal forms of writing may include a response to literature, a reflective essay, or an autobiographical narrative. English II students read extensively in multiple genres from world literature such as reading selected stories, dramas, novels, and poetry originally written in English or translated to English from oriental, classical Greek, European, African, South American, and North American cultures. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

ENGLISH III

Credit: 1

Prerequisite: English I & II.

Students practice all forms of writing in this course. An emphasis is placed on business forms of writing such as the report, the business memo, the narrative of a procedure, the summary or abstract, and the resume. English III students read extensively in multiple genres from American literature and other world literature. Periods from American literature may include the pre-colonial period, colonial and revolutionary periods, romanticism and idealism, realism and naturalism, early 20th century, and late 20th century. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

ENGLISH IV

Credit: 1

Prerequisite: English I, II, & III.

Students are expected to write in a variety of forms, including business, personal, literary, and persuasive texts. English IV students read extensively in multiple genres from British literature and other world literature. Periods from British literature may include the old English period, medieval period, English renaissance, 17th century, 18th century, romantic period, Victorian period, and modern and postmodern period. Students learn literary forms and terms associated with selections being read. Students interpret the possible influences of the historical context on a literary work.

BUSINESS ENGLISH (12th grade only)

Credit: 1

Prerequisite: English III

Recommended Prerequisite: Touch System Data Entry

In Business English, students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology.

Dual Credit English IV

Credit: 1

Prerequisite: Grade 12.

Students interested in taking this course will need to register for Austin Community College ENGL 1301 in the Fall semester and ENGL 1302 in the Spring semester. Student is responsible for Temple College tuition and fees and meeting all eligibility requirements to register for the courses. Students who do not choose to take the Dual Credit class in the Spring will be transferred back to English IV class. Upon successful completion of ENGL 1301 and ENGL 1302 will earn 6 college hours and 1 high school credit.

MATHEMATIC COURSES:

ALGEBRA I

Credit: 1

Prerequisite: None.

Algebra I provides the foundation concepts for high school mathematics. Students will be introduced to algebraic thinking and will use symbols to study relationships among quantities. They will be introduced to the relationship between equations and functions and will receive the tools for algebraic thinking as well as the training to use technology to model mathematical situations to solve meaningful problems. Foundations will be laid for all functions, with emphasis on linear and quadratic (**possibly available to 8th grade if credentials met**).

MATHEMATICAL MODELS

Credit: 1

Prerequisite: Algebra I.

In this course, students continue to build on the K-8 and Algebra I foundations as they expand their understanding through other mathematical experiences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, to model information, and to solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Students use mathematical models from algebra, geometry, probability, and statistics and connections among these to solve problems from a wide variety of advanced applications in both mathematical and non mathematical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to link modeling techniques and purely mathematical concepts and to solve applied problems.

GEOMETRY

Credit: 1

Prerequisite: Algebra I.

Geometry provides an opportunity to do geometric thinking and spatial reasoning. The student will study properties and relationships of all geometric figures relating to zero, one, two, and three dimensions and will be introduced to the relationship between geometry & other mathematics with other disciplines.

ALGEBRA II

Credit: 1

Prerequisite: Math Models and Grade 12.

Algebra II allows students to continue to build on the algebraic skills of analysis of data and the foundations of Algebra I. It shows a connection between algebra and geometry and illustrates how the tools of one can be used to solve problems in the other. The course includes in-depth studies and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices.

PRECALCULUS

Credit: 1

Prerequisite: Algebra II.

Precalculus allows students to continue to build on the mathematical foundations laid in Algebra I, II, and Geometry. Students will use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students are expected to have a good working knowledge of a graphics calculator.

SCIENCE COURSES:

INTEGRATED PHYSICS & CHEMISTRY (IPC)

Credit: 1

Prerequisite: None.

Learning about matter, energy, and technology and their involvement with all forms of life has become increasingly important for living in today's complex world. Through laboratory and classroom experiences, students will integrate introductory concepts in chemistry and physics to life and earth sciences. Enrichment and application will be emphasized through use of experiments, research, critical thinking, problem-solving and multicultural connections. It will also integrate the disciplines of physics and chemistry in the following topics: motion, waves, transformations, properties of matter, changes in matter and solution chemistry.

BIOLOGY

Credit: 1

Prerequisite: IPC

In Biology, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

CHEMISTRY

Credit: 1

Prerequisites: Biology.

Inclusive of the Chemistry I content and processes, the Pre-AP course also emphasizes preparation for Chemistry II AP and Biology II AP by including many of the advanced topics and experiences of Chemistry II AP at a beginning level. Topics emphasized will include structure of matter, states of matter, and chemical reactions. The course has a strong problem-solving orientation and includes associated laboratory experimentation.

PHYSICS

Credit: 1

Prerequisite: Biology & Chemistry.

In this course, students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include laws of motion; changes within physical systems and conservation of energy and momentum; force; thermodynamics; characteristics and behavior of waves; and quantum physics.

ANATOMY AND PHYSIOLOGY

Grade Placement: 10–12

Credit: 1

Prerequisite: Biology and a second science credit.

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

SOCIAL STUDIES COURSES:

WORLD HISTORY

Credit: 1

Prerequisite: None.

World History offers an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. This course is designed to provide students with a vital understanding of the past in order to help them understand their own times. Attention is given to growth of ideas, the arts, religion, education, literature, and other aspects of intellectual and social history, as well as political, geographic, and economic history of world cultures. Students use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

U.S. HISTORY

Credit: 1

Prerequisite: World History.

This course is a survey of the history of the United States from the period of New World exploration to the present. Students will gain insight into the political, constitutional, economic, geographic, military, diplomatic, technological, artistic, and social events and issues, as well as the contributions of significant groups and individuals. This course provides students with the analytical and evaluative skills and factual knowledge necessary to deal critically with the problems and issues in United States history, using rich primary and secondary sources and historical works. Students will learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and the interpretations presented in historical scholarship. This course will help students develop the

skills necessary to arrive at conclusions on the basis of informed judgment and to present reasons and evidence clearly and persuasively in both oral and essay format.

Dual Credit U.S. HISTORY

Credit: 1

Prerequisite: Grades 11 or 12.

Students interested in taking this course will need to register for Temple College HIST 1301 in the Fall semester and HIST 1302 in the Spring semester. Student is responsible for Temple College tuition and fees and meeting all eligibility requirements to register for the courses. Students who do not choose to take the Dual Credit class in the Spring will be transferred back to US History class. Upon successful completion of HIST 1301 and HIST 1302 will earn 6 college hours and 1 high school credit. .

WORLD GEOGRAPHY

Credit: 1

Prerequisite: None.

In this course, students examine people, places, and environments at local, regional, national, and international scales. Students describe the influence of geography on events of the past and present. A significant portion of the course centers on the physical processes that shape patterns in the physical environment; the characteristics of major landforms, climate, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region.

GOVERNMENT (.5) & ECONOMICS (.5)

Credit: 1

Prerequisite: Grade 12.

This course focuses on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights, and they compare the U.S. system of government with other political systems. This course is a comprehensive study of the American free enterprise economy. It includes the study of basic concepts of economics, the market system, the American business system, labor unions, money and banking, business cycles, consumer skills, the role of government in free enterprise, and comparative economic systems. Emphasis is placed upon economic decision-making and personal development strategies.

RESEARCH METHODS (1&2)

Credit: 1

Prerequisite: None.

Students will conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. The student will apply a process approach to the research topic, applying the ideas, theories, and modes of inquiry drawn from the social sciences in the examination of persistent issues and social questions. The student will create a written and oral presentation of research and conclusions. This course offers students a second opportunity to conduct advanced research in social studies. Students may extend research that was completed in the level I course, or they may choose a second topic for their inquiry.

WORLD LANGUAGE COURSES:

SPANISH I, II, III (Odysseyware)

Credit: 1

Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language (including grammar), knowledge of the culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition (**possible available to 8th if credentials met**).

FINE ART COURSES:

ART

Credit: 1

Grade Level: 6-8 and 9-12

Prerequisite: None.

Art courses are offered on four different levels which all share the same four basic strands— perception, creative expression/performance, historical and cultural heritage, and critical evaluation. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

Band (I, II, III, IV)

Credit: 1

Prerequisite: None.

Music courses are offered on four different levels which all share the same four basic strands— perception, creative expression/performance, historical and cultural heritage, and critical

evaluation. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspect of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. There will be opportunities for competition in a group and individual events such as UIL Marching, ATSSB, CenTex, TMEA, UIL Solo/Ensemble, UIL Concert/ Sight Reading and UIL State Wind Ensemble Festival.

COMBINED MS and HS CHOIR

Credit: 1

Prerequisite: None.

The Show Choir is a vocal ensemble which facilitates continued development of vocal skills to enhance the student's musical growth and which integrates singing, dancing, and theatrics into performance. This group works toward perfecting show numbers for concerts and contests throughout the academic year. Students are expected to maintain 100 a high level of vocal technique while performing choreography and dramatic elements. The course requires a performance costume that will be chosen by group members. Students also are required to participate in scheduled performances beyond the regular academic day.

Dual Credit MUSIC APPRECIATION

Credit: 1

Prerequisite: Grades 11 or 12.

This course is a survey of music for the non-music major. It includes a review of the fundamentals of music and a survey of music and composers from the Medieval period through the Twentieth Century. This course will also survey of American popular music designed for non music majors. It traces the development of Native American, English, African, and Hispanic music into their current forms: Blues, Jazz, Gospel, Cajun, Country, Folk, Rock-n-Roll, Soul, Salsa, Tejano, Asian, and Hip Hop. In order to earn MUSI 1306, students will be required to pay for course with Temple college and buy the textbook.

DRUMLINE/COLOR GUARD

Credit: 1

Prerequisite: Audition Only

Drumline/Flag Team is an audition only class that focuses on building fundamental percussion technique required to execute the season show music for the CHS Marching Band. Drumline/Flag Team meets during the 1st trimester only. Members of the Drumline/Flag Team class must attend a one week camp in June and a two week camp in August. Members of this group may be required to attend extra rehearsals and sectionals. The Drumline/Flag Team class also prepares percussion ensemble music and band literature for the Veterans Day and winter concert. Guard members work with the drumline and pit percussion to choreograph and clean the marching band show.

AGRICULTURAL SCIENCE COURSES:

AGRICULTURAL STRUCTURES DESIGN AND FABRICATION

Grade Placement: 11-12

Credit: 1

Prerequisite: None

Recommended Prerequisites: Agricultural Mechanics and Metal Technology.

In Agricultural Structures and Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

EQUINE SCIENCE (.5) and SMALL ANIMAL MANAGEMENT (.5)

Grade Placement: 10-12

Credit: 1

Prerequisite: None

ES: To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems 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 in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry. **SAM:** To be prepared for careers in the field of animal science, students need to 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 knowledge and skills in a variety of settings. Suggested small animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

LIVESTOCK PRODUCTION

Credit: 1

Prerequisite: Grades 10-12, Principles of Agriculture, Food and Natural Resources

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems 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 in a variety of settings. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

TURF GRASS MANAGEMENT

Grade Placement: 10–12

Credit: .5

Prerequisite: None.

Turf Grass Management is designed to develop an understanding of turf grass management techniques and practices.

WILDLIFE, FISHERIES, & ECOLOGY MANAGEMENT

Grade Placement: 9–12

Credit: 1

Prerequisite: None.

Wildlife, Fisheries, and Ecology Management examines the management of game and nongame wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

BUSINESS/TECHNOLOGY EDUCATION COURSES:

ACCOUNTING

Grade Placement: 10–12

Credit: 1

Prerequisites: None.

Recommended Prerequisites: Principles of Business, Marketing, and Finance.

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

ADVERTISING (.5) and SPORTS/ENTERTAINMENT MARKETING (.5)

Grade Placement: 9–12

Credit: 1

Prerequisite: None.

Recommended Prerequisite: Principles of Business, Marketing, and Finance.

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge. Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

BUSINESS INFORMATION MANAGEMENT I

Grade Placement: 9–12

Credits: 1

Prerequisite: None.

Recommended Prerequisite: Touch System Data Entry.

Recommended Co-requisite: Business Lab.

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and post-secondary education. Students apply technical skills to address business applications of emerging technologies, create word processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

BUSINESS LAW

Grade Placement: 11–12

Credits: 1

Prerequisite: None.

Business Law is designed for students to analyze various aspects of the legal environment, including ethics, the judicial system, contracts, personal property, sales, negotiable instruments, agency and employment, business organization, risk management, and real property.

BUSINESS MANAGEMENT

Grade Placement: 10–12

Credits: 1

Prerequisite: None.

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

GRAPHIC DESIGN and ILLUSTRATION

Grade Placement: 10-12

Credit: 1

Prerequisite: None

Within this context, in addition to developing 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 fundamental elements and principles of visual art and design.

HUMAN RESOURCES MANAGEMENT

Grade Placement: 11-12

Credit: .5

Prerequisite: None

Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment, and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace.

OFFICE AIDE

Grade Placement: 12

Credit: .5

Prerequisites: Completed grades 9-11 & teacher reference.

In this course, students will be assigned to the main office, the high school office, the counselor's office, or the administration office during the class time. Students will assist office personnel with the duties necessary to maintain an organized and efficient workplace.

PRINCIPLES OF ARTS, AUDIO VIDEO TECHNOLOGY, AND COMMUNICATIONS

Grade Placement: 9

Credit: 1

Prerequisite: None

The goal of this course is for the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

Grade Placement: 9–11

Credits: 1

Prerequisite: None.

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

PROFESSIONAL COMMUNICATIONS

Grade Placement: 9–12

Credit: .5

Prerequisite: None.

Professional Communications blends written, oral and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

ROBOTICS I

Grade Level: 9-12

Credit: .5

Prerequisite: None. Instructor approval required.

In Robotics I, students will transfer academic skills to component designs in a project based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

YEARBOOK

Grade Level: 6-8

Credit: 1

Prerequisite: None.

Students enrolled in this course are expected to plan, draft, and complete written and/or visual communications on a regular basis, carefully examining their copy for clarity, engaging language, and the correct use of the conventions and mechanics of written English. Students are expected to become analytical consumers of media and technology to enhance their communication skills. In addition, students will learn journalistic ethics and standards. Writing, technology, and visual and electronic media are used as tools for learning as students create, clarify, critique, write, and produce effective communications. Students will refine and enhance their journalistic skills, research self-selected topics, and plan, organize, and prepare projects. Students in Yearbook will create a high quality yearbook which reflects the spirit and the highlights of the school year while learning the numerous phases and techniques behind its development.

PHYSICAL EDUCATION COURSES:

ATHLETICS - HS Combined, JH Girls, JH Boys

Credit: 1

Prerequisite: None.

All athletic classes are sanctioned by the University Interscholastic League. In order to participate, a student must maintain a 70 average in all classes. A complete doctor's physical is required from each student athlete upon entering the 9th grade. Insurance is provided to each student athlete while participating in or while traveling to and from any UIL event sanctioned and chaperoned by TISD. TISD provides this insurance at no cost to the student athlete. Each student athlete is required to attend every practice session, unless previously excused by the head coach due to extenuating circumstances. All missed practice time will be made up. Each student will be required to abide by the rules set up by the Athletic Department without exception.

PHYSICAL EDUCATION

Credit: 1

Prerequisite: None.

Students who have completed two credits of state physical education credit may continue to participate in a physical education equivalency program for local credit. See course descriptions for specific equivalency courses for further information.

SOCIETAL and CAREER COURSES:

CHILD DEVELOPMENT

Grade Placement: 10–12

Credit: 1

Prerequisite: None.

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child

development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

HEALTH

Credit: .5

Prerequisite: None.

Concepts of physical fitness; sleep; nutrition and weight control; human reproduction; grooming; dental care; preventative diseases; alcohol; tobacco and drug abuse; first aid; accident prevention; the role of community health services and the influence of the family unit upon physical, social, and emotional development.

LAW ENFORCEMENT

Grade Placement: 10–12

Credit: 1

Prerequisite: None.

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

PSYCHOLOGY AND SOCIOLOGY

Grade Placement: 9-12

Credit: 1

Prerequisite: None.

In this course, students consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning. Students have an opportunity to evaluate methods of research and to explore subjects such as perception, cognition, and learning theory. They are also challenged to relate psychological concepts to their own lives and to develop self-awareness. This course focuses on the dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication. Students are given opportunities to analyze groups in terms of membership roles, status, values, and socioeconomic stratification.

PSYCHOLOGY AND SOCIOLOGY

Grade Placement: 6-8

Credit: 0

Prerequisite: None.

In this course, middle school students consider the development of the individual and the personality. Students study topics such as human development, personality, motivation, and learning. They are also challenged to relate psychology to their own lives and to develop self-awareness. This course focuses on the dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

SUCCESS 101: CAREER AND FINANCIAL PLANNING

Grade Placement: 8

Credit: 0

Prerequisite: None

Required course for all McDade ISD 8th grade students to learn about the basics of being successful throughout their life.

OTHER SUPPORT COURSES:

CREDIT RECOVERY

Grades: 9-12

Credits: 1

This course will be required for students who did not meet requirements for a class that would fulfill a graduation requirement.

STAAR ACADEMY

Grades: 6-12

Credits: 1

This course will only be offered to students who scored approaches or below on their STAAR exams.

UIL PREP

Grades: 6-12

Credits: 1

Elective Course for students interested in participating in UIL Academic events.

Seniors: Class of 2019
Course Selection Form

PRE-REGISTRATION

DUE March 7, 2018

Name: _____

Home Phone: _____

1. ENGLISH IV or BUSINESS ENGLISH or DUAL CREDIT ENGLISH IV

2. MATH MODELS or PRECALCULUS (circle one)

3. ANATOMY/PHYSIOLOGY or PHYSICS

4. GOVERNMENT/ECONOMICS

5. _____

6. _____

7. _____

8. _____

Alternate Courses: These will be used in the event your selected courses are full.

1. _____

2. _____

IMPORTANT: Choose your courses carefully. Your 2018-2019 schedule will be prepared from the selections you have made.

Parent/Guardian Signature

Student Signature

Juniors: Class of 2020
Course Selection Form

PRE-REGISTRATION

DUE March 7, 2018

Name: _____ Home Phone: _____

1. ENGLISH III

2. ALGEBRA II or MATH MODELS or GEOMETRY (circle one)

3. CHEMISTRY

4. WORLD GEOGRAPHY

5. _____

6. _____

7. _____

8. _____

Alternate Courses: These will be used in the event your selected courses are full.

1. _____

2. _____

IMPORTANT: Choose your courses carefully. Your 2018-2019 schedule will be prepared from the selections you have made.

Parent/Guardian Signature

Student Signature

Sophomores: Class of 2021
Course Selection Form

PRE-REGISTRATION

DUE March 7, 2018

Name: _____

Home Phone: _____

1. ENGLISH II

2. GEOMETRY or ALGEBRA II or MATH MODELS (circle one)

3. IPC

4. U.S. HISTORY

5. _____

6. _____

7. _____

8. _____

Alternate Courses: These will be used in the event your selected courses are full.

1. _____

2. _____

IMPORTANT: Choose your courses carefully. Your 2018-2019 schedule will be prepared from the selections you have made.

Parent/Guardian Signature

Student Signature

Freshman: Class of 2022
Course Selection Form

PRE-REGISTRATION

DUE March 7, 2018

Name: _____ Home Phone: _____

1. ENGLISH I

2. ALGEBRA I or GEOMETRY (circle one)

3. BIOLOGY

4. WORLD HISTORY

5. _____

6. _____

7. _____

8. _____

Alternate Courses: These will be used in the event your selected courses are full.

1. _____

2. _____

IMPORTANT: Choose your courses carefully. Your 2018-2019 schedule will be prepared from the selections you have made.

Parent/Guardian Signature

Student Signature

**8th Grade: Class of 2023
Course Selection Form**

PRE-REGISTRATION

DUE March 7, 2018

Name: _____

Home Phone: _____

1. ELA

2. MATH

3. SCIENCE

4. HISTORY

5. SUCCESS 101

6. _____

7. _____

8. _____

Alternate Courses: These will be used in the event your selected courses are full.

1. _____

2. _____

IMPORTANT: Choose your courses carefully. Your 2018-2019 schedule will be prepared from the selections you have made.

Parent/Guardian Signature

Student Signature

**7th Grade: Class of 2024
Course Selection Form**

PRE-REGISTRATION

DUE March 7, 2018

Name: _____

Home Phone: _____

1. ELA

2. MATH

3. SCIENCE

4. HISTORY

5. _____

6. _____

7. _____

8. _____

Alternate Courses: These will be used in the event your selected courses are full.

1. _____

2. _____

IMPORTANT: Choose your courses carefully. Your 2018-2019 schedule will be prepared from the selections you have made.

Parent/Guardian Signature

Student Signature

**6th Grade: Class of 2025
Course Selection Form**

PRE-REGISTRATION

DUE March 7, 2018

Name: _____

Home Phone: _____

1. ELA

2. MATH

3. SCIENCE

4. HISTORY

5. BAND

6. _____

7. _____

8. _____

Alternate Courses: These will be used in the event your selected courses are full.

1. _____

2. _____

IMPORTANT: Choose your courses carefully. Your 2018-2019 schedule will be prepared from the selections you have made.

Parent/Guardian Signature

Student Signature