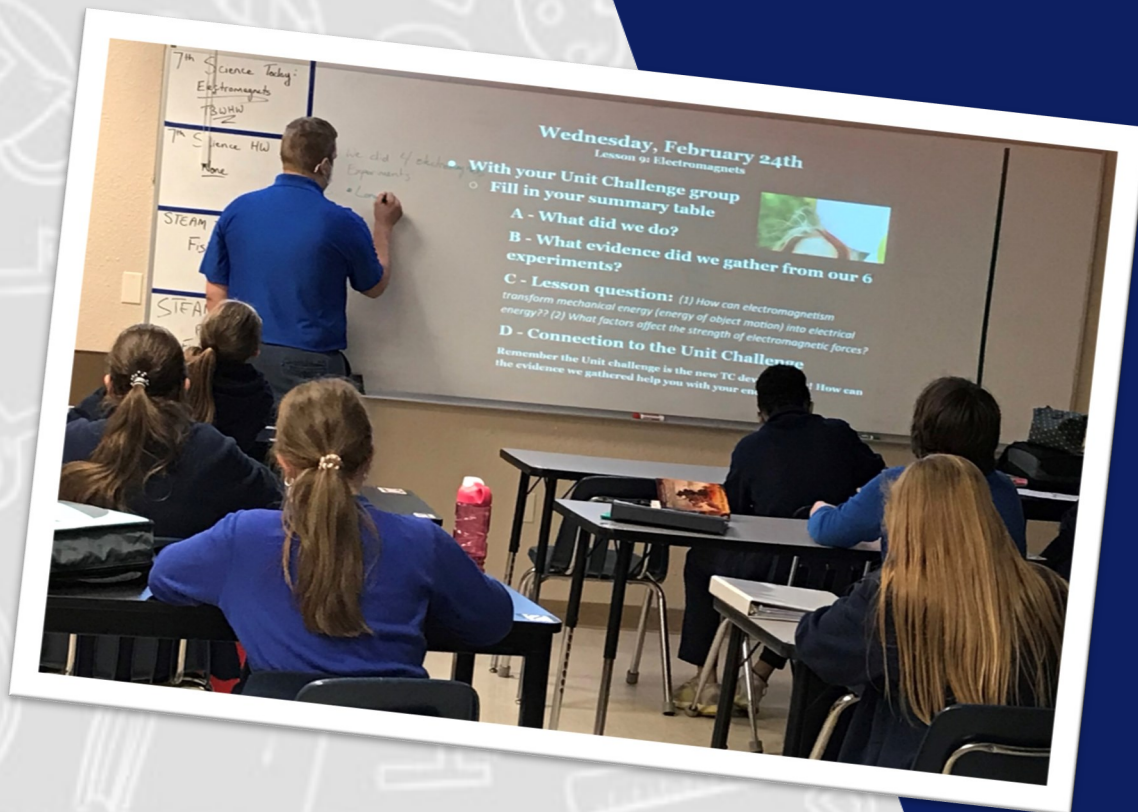


2021-22 Secondary Course Catalog





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Mission

At Grand Traverse Academy, our mission is for all students to be safe, loved and learning as they achieve excellence in character and academics. Excellence is defined as:

- prepared for responsible citizenship
- prepared for success in higher education

Belief Statements

The staff of Grand Traverse Academy believes...

- in teaching exemplary character and excellence in academics
- that all students are capable of learning; our high expectations and individualizing help their learning
- in making decisions by first considering what is best for all students
- that success in learning builds self-esteem and pride, challenge and mistakes are part of learning and help build character
- in providing outstanding customer service to GTA community members
- that Choice Theory helps us understand behavior, learning, and the importance of internal motivation
- that staff and students are responsible for continuous improvement
- that our school must have positive relationships built on trust, because everyone is important and contributes to learning
- that GTA parents want good things for their children now and want them to have a bright future
- that our core values will be passed on and maintained by the continued sharing of our history and mission

Charter Oversight

Lake Superior State University granted the Charter for Grand Traverse Academy. Our Education Service Provider applied for the charter from this University because of a common belief in high quality education, parent choice and cooperative working relationships. LSSU has appointed a liaison for Grand Traverse Academy who attends all GTA Board of Education meetings, is available at any time for consultation and will regularly visit the school. Lake Superior State University will also place student teachers at GTA and together we will offer teacher training opportunities.

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Grand Traverse Academy Secondary Communication Agreement

What we expect from our students

- Ask right away when you have questions or don't understand something
- Check PowerSchool at least two times per week and email daily
- Keep your planner up to date with assignments and test dates
- Build strong character by addressing concerns with staff members or school leaders rather than gossiping about them
- Notify a leader with any concerns about another student or staff member

What to expect from staff

- Assignments to be posted on PowerSchool the day they are assigned
- Test dates to be posted on PowerSchool the Friday before they are to be administered
- PowerSchool to be updated by Monday for every assignment/assessment turned in by the previous Friday
- Response to your call or email within 24 hours
- Solution options for any problem or concern that arises
- A partnership in the education of your student
- Careful creation of policies and rules and then consistent follow-through; we follow the old adage, "Say what you mean and mean what you say."

What we expect from our parents

- Let us know right away if any of the above is not happening
- Check PowerSchool with your student at least once per week
- Email or call right away with any concerns
- A partnership in the education of your student
- If you have questions about the reasons behind any policy or rule, please ask
- Notify a leader with any concerns about a student or staff member

What creates the Grand Traverse Academy culture?

Character Education

- Good character is the foundation for success in life. The character traits we emphasize and assess at the Secondary level are:
 - Interpersonal Communication
 - Professional Work Habits
 - Optimism
 - Integrity
 - Initiative
 - Caring
- Students self-evaluate their character trait strengths and opportunities for improvement twice per year
- Character Education report cards are mailed home to parents once per semester

Choice Theory

- Choice Theory is an explanation of human behavior developed by Dr. William Glasser. It is a theory of personal responsibility based on the belief that everything we do is a choice – we are all responsible for the positive or negative consequences that result from the choices we make. Choice Theory instruction helps our students understand themselves, strengthen interpersonal relationships and increase happiness and satisfaction.

School Uniforms

- Studies show that uniforms help to increase safety and security, reduce distractions and peer pressure based on clothing, and instill a sense of community in schools
- At Grand Traverse Academy, everyone – including administration and staff – wears a uniform to school

STEAM Coursework (Science, Technology, Engineering, Arts and Math)

- We offer our students opportunities to experience STEAM curriculum through activity-, project- and problem-based courses, which help students develop the skills they need to be successful in post-secondary education and beyond

Dual Enrollment at Northwestern Michigan College

- High School sophomores, juniors and seniors may earn both college and high school credit by dual enrolling at Northwestern Michigan College (NMC)

TBAISD Career-Tech Center/Manufacturing Technology Academy

- Juniors and seniors may choose to attend the TBA Career-Tech Center, including the Manufacturing Technology Academy, to earn high school and college credit and prepare for careers

Extra-Curricular Opportunities

Mustang Athletics

- Sports offerings at the Secondary level include Boys' Basketball, Girls' Basketball, Boys' & Girls' Cross Country, Boys' & Girls' Track & Field, Volleyball, Cheerleading, Equestrian, Girls' Softball, Boys' Baseball, Girls' Tennis, Boys' and Girls' Downhill Skiing, and Boys' Soccer
- The athletic program is a supplement to the academic program and is organized to meet the needs and interests of our students. Its major goal is to develop well-rounded individuals through structured competition. Our policy is to accept all students for their chosen sport based upon team space and available school resources.

Clubs & Student Leadership Opportunities

- National Junior Honor Society
- National Honor Society
- Peer-to-Peer Mentoring
- Builders Club
- Key Club
- Robotics Club
- Tech Team
- Class Officers

Secondary School Grading Scales

Traditional Courses		
Percentage	Letter Grade	GPA Assignment
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	.7
0-59	F	0

Advanced Placement® Courses*		
Percentage	Letter Grade	GPA Assignment
90-100	A	4.0
87-89	A-	3.7
83-86	B+	3.3
80-82	B	3.0
77-79	B-	2.7
73-76	C+	2.3
70-72	C	2.0
67-69	C-	1.7
63-66	D+	1.3
60-62	D	1.0
57-59	D-	.7
0-56	F	0

When averaging two quarter grades, if the average falls in between two grades, the grade will be rounded up to the next grade if the average is above a 2.0. Anything below a 2.0 will be rounded to the nearest grade. Any final grade below a 2.0 (whether it is a semester-long class or a year-long class) will not earn credit, and the class or an equivalent will need to be completed for graduation credit.

**Advanced Placement (AP) courses are offered through the College Board (creators of the SAT test). AP provides students with the challenge of college-level work while still in high school, and gives them the opportunity to earn college credit and placement.*

Junior High Two-Year Course of Study

7th Grade Schedule*

1. 7 Language Arts or Honors 7 ELA
2. Junior High Math or Pre-Algebra
3. Science
4. Eastern Hemisphere
5. Spanish I(A)**
6. Advisory
7. Health & Physical Education
8. Elective

8th Grade Schedule*

1. 8 Language Arts or Honors 8 ELA
2. Pre-Algebra or Algebra***
3. Science
4. American History
5. Spanish I(B)**
6. Advisory
7. Health & Physical Education
8. Elective

**It is recommended that students pass five (5) classes with a "C" or better in order to be promoted to the next grade level*

***High School credit may be awarded for successful completion of both Spanish courses*

****High School credit may be awarded for successful completion of this course with a "B" or better*

Junior High Core Courses

Advisory (advjh7, advjh8)

This course is an introduction to a variety of skills needed for success in school and life. Topics include character education, developing healthy study skills, utilizing an effective organizational system (planner), goal setting, decision-making, developing healthy relationships, career exploration, and creation of an Educational Development Plan (EDP). This course will promote a sense of belonging, trust, and confidence, which can help the junior high student feel secure, accepted, and engaged

Foreign Language

Spanish I (A)* (SPN1A)

This course introduces the fundamental elements of the Spanish language by incorporating the five C's of language learning. Emphasis is placed on the development of basic listening, speaking, reading, writing and cultural studies. By the end of the course, students should be able to grasp and respond to spoken and written Spanish, as well as demonstrate cultural awareness at a beginning level. Students will be assessed based on standards put forth by the state of Michigan for world language as well as ACTFL proficiency. Upon successful completion, students will be able to earn .5 credit to be applied to their high school graduation requirement.

Spanish I (B)* (SPN1B)

This course is a continuation of Spanish I (A) and reinforces the fundamental elements of the Spanish language by incorporating the five C's of language learning. Emphasis is on the progressive development of listening, speaking, reading, writing skills and cultural studies. Students should be able to comprehend and respond, with increasing proficiency, to spoken and written Spanish and should be able to demonstrate further cultural awareness at the conclusion of this course. Students will be satisfactorily prepared for Spanish II. Students will be assessed based on standards put forth by the state of Michigan for world language as well as ACTFL proficiency. Upon successful completion, students will be able to earn an additional .5 credit to be applied to their high school graduation requirement.

Students are required to complete both Spanish I (A) and Spanish I (B) to earn their first sequential year of high school credit.

**High School credit may be awarded for successful completion of both Spanish courses.*

Language Arts

7 English Language Arts (7LA)

Seventh Grade English Language Arts will focus on teaching students the processes of skillful reading, writing, speaking, and listening for various genres, with emphasis on informational text. Students will be asked to read and write daily, using higher-level thinking skills and demonstrating their ability to utilize concepts presented in class. Grammar and conventions will be taught in conjunction with the various writing pieces. In addition, there is an independent reading requirement of 250 pages per quarter.

*"Once you learn to read, you will be forever free."
– Frederick Douglass*

8 English Language Arts (8LA)

Eighth Grade English Language Arts will be a continuation and expansion of the skills taught in 7th grade English Language Arts, with an emphasis on high school readiness. Students can expect more mature themes, the teaching and assessment of higher-level skills, and an extension of analytical reading and response to both fiction and nonfiction texts. As always, grammar and conventions will be taught in conjunction with the various writing pieces. There is an independent reading requirement of 250 pages per quarter.

*"A book must be an ice ax to break the frozen sea within us."
– Franz Kafka*

7 Honors English Language Arts (7HLA)

This course is intended for 7th grade students who would like to take an Honors English Language Arts class during their junior high experience. Be sure to note the prerequisites for entering GTA English Language Arts Honors courses. An approved GTA English Language Arts Honors application is necessary before registering, and

students must maintain a grade of “B” (83 percent) or higher to remain in the course. This class will focus on all of the same concepts as 7th Grade English Language Arts, but will require more independent reading, investigation of higher-level texts, and exploration of elevated writing strategies. Students who enter this class should have and maintain a high level of self-motivation and be prepared to work and investigate concepts independently. All honors students are expected to complete a summer reading assignment, which will be due on the first day of school.

“Today a reader, tomorrow a leader.”
—Margaret Fuller

8 Honors English Language Arts (8HLA)

This course is intended for 8th grade students who would like to take an Honors English Language Arts class during their junior high experience. Be sure to note the prerequisites for entering GTA English Language Arts Honors courses. An approved GTA English Language Arts Honors application is necessary before registering (including students who were enrolled in Honors English Language Arts in the 7th grade), and students must maintain a grade of “B” (83 percent) or higher to remain in the course. Students do not need to have taken the 7th grade Honors English Language Arts class to be considered. This course will focus on all of the same concepts as 8th grade English Language Arts but will require more independent reading, investigation of higher-level texts, and exploration of elevated writing strategies. Students who enter this class should have and maintain a high level of self-motivation and be prepared to work and investigate concepts independently. Heavy focus will be placed on high school readiness. All honors students are expected to complete a summer reading assignment, which will be due on the first day of school.

“All great books are challenging and should be challenged.”
—Anonymous

Mathematics

JH Math (Grade 7) (MA101)

Instructional time will focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational number and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and

working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

JH Pre-Algebra (Grade 8) (JHPR)

Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Health & Physical Education

PE (7 Boys PE, 7 Girls PE, 8 Boys PE, 8 Girls PE) (7PE, 8PE, 7PEG, 8PEG)

This course provides students with the opportunity to participate in a variety of activities that promote lifelong physical fitness. The curriculum consists of motor skills development, sportive play, health education, and a wide range of physical fitness exercise.

Science

7 Science (7SCI)

This course will introduce, reinforce, and enhance students’ scientific process skills, critical thinking, and content knowledge within the chemical, physical and life sciences. Specifically, the class will include units on basic scientific skills, energy, forces, general chemistry, cells, and body systems. Students will also work on a variety of middle school engineering practices. A variety of learning styles will be incorporated, and instruction will include classroom discussion, interactive lectures, hands-on activities, collaborative projects, and scientific labs. Students will be also developing and using models, then analyzing data based on mathematical computational thinking, along with cooperative learning activities for explanation.

8 Science (8SCI)

In this course, students will utilize scientific practices to discover knowledge and overarching concepts related to Earth and space science. Students will recognize unifying themes that integrate the major topics of Earth and

space science including Earth and its place in the universe, the solar system, plate tectonics, and physical geology. Students will also recognize unifying themes that integrate the major topics of Earth and space science including weather, climate, water, ocean circulation and topography, natural resources, and global sustainability. The curriculum integrates critical thinking and laboratory skills that stress the development of engineering and experimental design, detailed observation, accurate recording, data interpretation, and analysis.

Social Studies

Eastern Hemisphere (Grade 7) (7EH)

This is a survey course of world geography focusing on the five themes of geography. Emphasis will be placed on political, historical, and cultural analysis of the Eastern Hemisphere. Students will use interactive visuals to develop their critical thinking skills. The year will end with a culminating event where students will showcase their knowledge of a particular country at an International Expo highlighting the culture of a country including language, food, dress, etc.

American History (Grade 8) (78SS)

This course will cover the history of the United States from the earliest peoples to post Civil War. Major topics that will be explored are the American Revolution, creating the Constitution, westward expansion, the Civil War, and Reconstruction. These major events will be examined for their political, social, and economic impacts on the course of our nation's history. Students will have an opportunity to demonstrate their learning through a variety of methods: create propaganda posters, recreate and act out historical events, defend a position through debate, and more. Emphasis will be placed on document and visual analysis of primary sources.

Junior High Electives

Fine Arts

Cadet Band (CTBND)

This instrumental music class is for 7th grade students who have played their band instrument for at least one year and have completed the Standard of Excellence Book 1 (red book). This performance group is a year-long commitment and will focus on many styles of music, techniques, and ensemble playing. Students need to purchase the Standard of Excellence Book 2 prior to the start of the school year if they do not currently own one (\$12 from Marshall Music). Required performances will include a Holiday Concert in December, the Fundraiser Concert in March and a Spring Concert in May.

Concert Band (JHCNBD)

This instrumental music class is for 8th grade students who have played their band instrument for two years and can comfortably play music from the beginning of the Standard of Excellence Book 2 (blue book). This performance group is a year-long commitment and will focus on instrumental techniques and reading sheet music. Required performances will include a Holiday Concert in December, the Fundraiser Concert in March, and a Spring Concert in May. Students will need to purchase the Standard of Excellence Book 2 prior to the start of the school year if they do not currently own one.

JH Art (One Semester) (78ART1)

This course will introduce the basic elements of art and design, (color, line, texture, form, shape, and value). Students will have the opportunity to express themselves through a variety of art forms. A variety of techniques and medium will be explored while applying these principles and elements of design in the creation of two- and three-dimensional compositions. Some art history and appreciation will be presented during these studies.

Language Arts

JH Shakespeare (one Semester) (JHSHP)

Welcome to the wonderful world of Shakespeare! This class has a number of goals: to learn about The Bard himself, to dive into his numerous world-renowned works, to broaden our vocabularies, to engage in the fun

Shakespeare must have had creating these works and, most importantly, to have fun ourselves. In this course, we will build and improve upon the foundations of communication you would learn in a language arts class, add the creativity and fun of a drama class, and build a skill set that will leave you well equipped to continue on a journey of loving language, or at the very least just have a lot of fun along the way.

Intervention Supports

JH Academic Support (JHAS)

Academic Support provides an opportunity for students to work on homework and practice their academic skills. This class provides help with organizational skills, time management, and study strategies. The class will provide time in the day for students to check PowerSchool, update their course planners, and prioritize assignments and projects. This class does not provide credit, and is graded as credit/no credit based on work ethic.

JH Math Skills (MTHSKL)

This class provides additional help with math homework, opportunities to improve basic math skills, and much more. The course teaches place value and basic number skills, fractions and decimals, ratios, rates and percentages, and the beginning processes of algebra and functions, including equations and graphing. Basic skills and conceptual understanding will be a focus of this course, leading to a more solid mathematical foundation to ensure future success at the next level of mathematics.

Science & Technology

JH STEAM Workshop (One Semester) (JHSTEAM)

The course is designed for both 7th and 8th grade students. STEAM is an educational approach that combines science, technology, engineering, art, and mathematics. This class enhances science skills through the application of both the scientific and the engineering design processes through STEAM-based activities and projects. Projects will offer a workshop environment, and a makerspace, where students will gather and work in collaborative teams to solve science-related problems

and challenges. Students will explore and immerse themselves with the science content and build strong relationships, while taking risks at looking at science from another viewpoint.

JH Aerospace Exploration (One Semester) (JHAero)

There's something in the air! Following the STEAM educational approach of combining science, technology, engineering, art, and mathematics, this class will provide students an opportunity to analyze aviation, space exploration, the physics of flight, the future of flight technology and much more. A collaborative, project-based learning approach will encourage students to explore both the scientific and engineering design processes. By utilizing a makerspace to design and create prototypes and testing theories, accessing local professional resources and creating relationships with each other, students will immerse themselves in exploring and solving science-related problems within the world of aerospace.

Special Education

Junior High ELA Support (JHSEELA)

This course provides support from a certified special education teacher to assist students in accessing and making progress in the general education English language arts curriculum. Grading in the class is credit/no credit.

Junior High Life Skills Math (MSISE)

This course provides specialized instruction delivered by a certified special education teacher in the area of functional math skills needed for daily living. The course follows grade-level content through the Michigan Essential Elements. Grading in the class is credit/no credit.

Junior High Math Support (SEMath)

This course provides support from a certified special education teacher to assist students in accessing and making progress in the general education math curriculum at the middle school level. Basic math skills are addressed and strengthened through individualized support. Grading in the class is credit/no credit.

High School Graduation Requirements

Grand Traverse Academy High School students will graduate with the prerequisite academic skills and career orientation for college, technical training and/or quality employment. To this end, our graduation requirements are:

- Development of an individual academic/career plan leading to advanced post-high school study and/or employment.
- Successful completion of a minimum of 24 academic credits and four advisory credits.

Language Arts	4 credits
Mathematics	4 credits
Social Studies	4 credits
Science	3 credits
Foreign Language	2 credits
Physical Education/Health	1 credit
Technology	1 credit
Fine Arts	1 credit
Electives	4 credits

- All students will enroll in seven academic classes/credit hours per year. If a student is participating in a Junior/Senior Year Transition program, the combined schedule must be equivalent to full time.
- Students will complete a course for a full semester unless permission to be released is granted by the principal due to unusual circumstances.

High School Four-Year Course of Study

9th Grade Schedule*

1. 9 English Language Arts or Honors 9 Seminar
2. Algebra I or Geometry
3. Conceptual Physics
4. US History & Geography
5. STEM Exploration
6. Spanish
7. Elective
8. Advisory

10th Grade Schedule*

1. 10 English Language Arts or Honors 10 Seminar
2. Geometry or Algebra II
3. Chemistry
4. World History & Geography
5. Health & Physical Education
6. Spanish
7. Elective
8. Advisory

11th Grade Schedule*

1. 11 English Language Arts or AP Language & Composition
2. Algebra II or Pre-Calculus
3. Biology
4. Government & Economics
5. Elective**
6. Elective**
7. Elective**
8. Advisory

12th Grade Schedule*

1. 12 English Language Arts or AP Language & Composition
2. Algebra II, FST, or Pre-Calculus
3. Global Perspectives & Personal Finance or AP European History
4. Elective**
5. Elective**
6. Elective**
7. Elective**
8. Advisory

**The following academic credits are recommended to be earned by the end of each school year to maintain class membership: 9th – 5 credits, 10th – 11 credits, 11th – 17 credits*

***Junior/senior elective opportunities include participation in TBAISD Career-Tech Center programs and Dual Enrollment in college courses at Northwestern Michigan College as part of post-secondary transition preparation.*

High School Core Courses

Foreign Language

Spanish I (SPNI)

This course is designed for Secondary students who are new to Spanish or have had limited prior experience with Spanish language and culture at the elementary or middle school level; specifically, they have mastered the Elementary Spanish or Introduction to Spanish requirements. The objective of the class is to introduce and deepen Spanish language skills and cultural understanding through comprehensible input such as storytelling and role play, conversations, music, texts, gestures, and modeling appropriate uses of Spanish. There will be a heavy emphasis on language acquisition by building auditory and oral skills within the topic areas and circle of vocabulary of each unit. We will also be working with understanding the basic grammatical structures and usage appropriate to Spanish 1, including understanding present tense verbal conjugations. Each class will be given opportunities to learn through listening, reading, writing and speaking. Be ready to dance, sing, gesture and play!

Spanish II (SPNII)

This course is designed for Secondary students who have had prior experience with Spanish language and culture at the elementary or middle school level; specifically, they have mastered the Beginning Spanish requirements. The objective of the class is to build on the Spanish Language base and cultural understanding developed in Spanish 1 and deepen those skills through comprehensible input such as storytelling and role play, conversations, music, texts, gestures, and modeling appropriate uses of Spanish. There will be a heavy emphasis on language acquisition by building auditory and oral skills within the topic areas and circle of vocabulary of each unit. We will also be working with understanding the basic grammatical structures and usage appropriate to Spanish 2, including understanding past tense (preterite and imperfect) verbal conjugations. Each class will be given opportunities to learn through listening, reading, writing and speaking. Be ready to dance, sing, gesture and play!

Spanish III (SPNIII)

This course is designed for Secondary students who have had prior knowledge and experience with Spanish language and culture at the secondary level and can demonstrate competency at the novice-high level. The objective of the class is to build on the Spanish Language base and cultural understanding developed in Spanish 1 and Spanish 2. We will deepen those skills through comprehensible input such as storytelling and role play, conversations, music, texts, gestures, and modeling appropriate uses of the language. There will be a heavy emphasis on language acquisition by building auditory and oral skills within the topic areas and circle of vocabulary of each unit. We will also be working on expanding our understanding of the grammatical structures studied in Spanish 2 while introducing more complicated grammatical structures and usage appropriate to Spanish 3, including the formation and usage of the present perfect and the present subjunctive. Each class will be given opportunities to learn through listening, reading, writing and speaking. Be ready to dance, sing, gesture and play!

Spanish IV (SPNIV)

This course is designed to develop students' interpersonal communication skills in Spanish. The fundamental objective is for students to achieve a high level of ability in listening, speaking, reading and writing in Spanish. Students will develop a strong command of the Spanish language, with proficiency in integrating language skills and synthesizing written and oral materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and oral comprehension skills.

Language Arts

9 English Language Arts (FRWR)

The objective of this course is to build a solid foundation of knowledge, skills, and strategies that engage students in writing and reading activities with increasing complexity, setting the groundwork for their high school career. The focus throughout the year will include comprehension strategies, critical reading, effective

communication, characteristics of good writing and the processes to do so. Students will be introduced to the various genre of classic and contemporary narratives, informational texts, poetry, speeches, journals, and historical documents. Students will read 8-10 books, write short papers, formal essays, speak or present, learn organizational skills through note taking, and maintain a portfolio of personal reading and writing.

9 Honors English Language Arts (H9ELA)

This course is intended for students who would like to take an AP English Language Arts course during their junior or senior year. An approved GTA English Language Arts Honors application is necessary before registering, and students must maintain a "B" (83 percent) or higher to remain in the course. The workload in honors English sections is highly challenging, as are the reading selections and schedules. All honors and AP students are expected to complete a summer reading assignment, which will be due on the first day of school.

Students in this honors course will learn strategies to be critical consumers of texts, as the ability to access, navigate, and evaluate information is a crucial skill of citizens in contemporary society. Throughout the course, students will develop their knowledge of textual elements and structures, enabling them to engage in close reading of increasingly complex texts. They will explore the role nonfiction plays in their daily lives and identify and analyze the text structures and features of informational texts in print and digital formats. Students' knowledge of argument will be extended through frequent discussion and delineation of authors' claims, evidence, and reasoning. They will also develop analytical skills and strategies while moving through an array of texts and genres with a focus in American Literature. Students' knowledge of argument will be extended through frequent discussion and delineation of authors' claims, evidence, and reasoning.

10 English Language Arts (LABRLC)

This course will focus on the study of American literature. Students will continue to build a solid foundation that will be refined, applied, and extended as they engage in more complex ideas, texts, and tasks. Student's will examine the interactions between the writer's purpose, subject, and audience expectations, while also learning to evaluate for validity and quality. Students will learn to

identify and create a range of innovative pieces that fall within three particular writing types: argumentative, informative/explanatory, and narrative. Students will read 8-10 books and demonstrate understanding, write short papers weekly, compose formal essays, write a research paper, speak or present, and discuss and debate topics while learning to engage in civil discourse in the classroom.

10 Honors English Language Arts (H10ELA)

This seminar is intended for students who would like to take an AP English Language Arts course during their junior or senior year. An approved GTA English Language Arts Honors application is necessary before registering, and students must maintain a "B" (83 percent) or higher to remain in the course. The workload in honors English sections is highly challenging, as are the reading selections and schedules. All honors and AP students are expected to complete a summer reading assignment, which will be due on the first day of school.

This course is designed to lay the final foundational pieces required for students to advance to an AP English Language Arts course. Throughout this honors course, students will develop their knowledge of textual elements and structures, enabling them to engage in close reading of increasingly complex texts in order to more fully dissect the great ideas raised in each unit of study. They will also develop analytical skills and strategies while moving through a variety of fiction and informational texts. Students work with literary non-fiction, literature, and informational text types in both their reading and writing. Across the course, students will continue to deepen their skills of argumentation with close study and development of claims, counterclaims, line of reasoning, and evidence-based arguments. This writing will take place within the context of a writer's workshop, which will allow students to work closely with a small group of peer editors throughout the year to incorporate higher-level grammar and syntax in their own writing. Speaking will also be an important element to this course as students work on an independent author study research project; this will culminate in a final exposition demonstrating college-level research, writing, and formal presentation skills. Finally, students will utilize strategies applicable to the AP English Language and Composition as well as the AP Literature and Composition courses.

11 English Language Arts (WLC)

The first semester of this course is to introduce students to a broader scope of literature by connecting with and responding to texts through transformational thinking. Students will study British and World Literature and various cultures over the centuries, while cultivating an understanding and appreciation for canonical literature. Course study will include a variety of texts taken from the major periods of British history, incorporating literary theory and reading comprehension, while asking students to research, write, listen, and speak about the texts they read and how they inform literary traditions and modern literature. Students will write in a wide variety of formats, including non-fiction and analytical essays, and study Greek and Latin base word vocabulary. Students will present, listen and think critically as audience members, evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric.

The second semester is designed to prepare students for postsecondary pathways and building their foundation for college and career readiness. The objective of this semester's college preparation writing is to ensure that students are prepared to tackle a variety of writing scenarios they may encounter in their lives after high school. Assignments will be aligned with students' postsecondary goals, such as an application essay for college or another postsecondary institution and a research paper that studies the elements of outlining, note-taking, paraphrasing, and summarizing, as well as data collection methods, analysis, and synthesis of information. The writing assignments will closely emulate assignments given in college ELA courses so as to prepare students for their lives after Grand Traverse Academy.

AP Language & Composition (Grade 11 or 12) (APLC)

The purpose of this course is to develop the student's ability to read, write, speak, and think effectively at a mature college level and beyond. The course will adhere to the guidelines set by the College Board's Advanced Placement Course Description and prepare students to score highly on the AP Exam, receive Advanced Placement, and earn college credit where applicable. A wide selection of challenging fiction, non-fiction, and poetry will be covered in the course. For all material, the emphasis will be on understanding authors' rhetorical and linguistic strategies, effects, and choices, as opposed

to gaining an overarching comprehension of their place in the literary canon. Students will receive, throughout the entire year, intensive practice in grammar, sentence structure, vocabulary, and rhetorical strategies to improve their written and verbal skills. Since this is an advanced placement course, the demands on students will be greater than in other courses. The reading material will be more challenging and of a higher quantity, and the writing will be more extensive. A working competence in writing mechanics will be expected since this course is designed to take students beyond the formats they have developed in previous years. Completion of the summer reading assignment prior to starting the school year is expected and will be used for the first lessons of the year.

12 English Language Arts (CWA)

The goal of ELA 12 is to refine and apply the foundation of knowledge, skills, and strategies developed throughout their high school career. This class will require students to engage in critical thinking and civil, democratic discussions with their peers. Social issues and diverse perspectives that are reflected in a wide variety of literary genres will be explored. Students will identify and apply their own leadership skills, while synthesizing information, ideas, and themes to understand the past, present, and to think innovatively about the future.

Mathematics

Pre-Algebra (PRALG)

Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra I (Grade 9) (ALG101)

It is expected that students entering Algebra I are able to recognize and solve mathematical and real-world problems involving linear relationships, and to make sense of and move fluently among the graphic, numeric, symbolic, and verbal representations of these patterns.

Algebra I builds on this increasingly generalized approach to the study of functions and representations by broadening the study of linear relationships, to include systems of equations with three unknowns, formalized function notation, and the development of bivariate data analysis topics such as linear regression and correlation. In addition, their knowledge of exponential and quadratic function families is extended and deepened with the inclusion of topics such as rules of exponentiation (including rational exponents) and use of standard and vertex forms for quadratic equations. Students will also develop their knowledge of power (including roots, cubics and quartics) and polynomial patterns of change and the applications they model. In addition to deepening and extending students' knowledge of the algebra strand, Algebra I also draws upon and connects to topics related to number and geometry by including the formalized study of the real number system and its properties, and by introducing elementary number theory.

Geometry (Grade 10) (GEOM01)

Prerequisite: Algebra I

Students studying Geometry in high school further develop analytic and spatial reasoning. They apply what they know about two-dimensional figures to three-dimensional figures in real-world contexts, building spatial visualization skills and deepening their understanding of shape and shape relationships. Geometry includes a study of right triangle trigonometry that is developed through similarity relationships. These topics allow for many rich real-world problems to help students expand geometric reasoning skills. It is critical that connections are made from algebraic reasoning to geometric situations. Connections between transformations of linear and quadratic functions to geometric transformations should be made. Earlier work in linear functions and coordinate graphing leads into coordinate Geometry. The study of formal logic and proof helps students to understand the axiomatic system that underlies mathematics through the presentation and development of postulates, definitions and theorems. It is essential that students develop deductive reasoning skills that can be applied to both mathematical and real-world problem contexts.

Algebra II (Grade 11) (ALG201)

Prerequisite: Algebra I

The goal of Algebra II is to build upon the concepts taught in Algebra I and Geometry while adding new concepts to students' repertoire of mathematics. In Algebra I, students studied the concept of functions in various forms such as linear, quadratic, polynomial, and exponential. Algebra II continues the study of exponential and logarithmic functions and further enlarges the catalog of function families to include rational and trigonometric functions. In addition to extending the algebra strand, Algebra II will extend the numeric and logarithmic ideas of accuracy, error, sequences, and iteration. The topic of conic sections fuses algebra with geometry. Students will also extend their knowledge of univariate and bivariate statistical applications.

Functions, Statistics & Trigonometry (Grade 12) (FTrig)

Prerequisite: Algebra II

This is the fourth-year course for the college-bound or highly skilled workforce-bound student who has completed Algebra I, Geometry and Algebra II. Content presents topics from these three areas in a unified way to help students prepare for everyday life, with business applications. This is a class that is geared towards preparing students to have a better foundation for any college math class they may have to take. This course covers many things the students have seen in Algebra II but is used to expand on particular concepts.

Pre-Calculus (Grade 11 or 12) (PRCALC)

Prerequisite: Algebra II

Calculus is a powerful, useful, and versatile branch of mathematics. While the core ideas of calculus (derivatives and integrals) are not hard to understand, calculus is a demanding subject because it requires a broad and thorough background of algebra and functions. Study of the topics, concepts and procedures of pre-calculus is very strongly recommended for all college-bound students. These topics, concepts and procedures are prerequisites for many college programs in science, engineering, medicine and business. Pre-calculus is the preparation for calculus. The study of the topics, concepts and procedures of pre-calculus deepens students' understanding of algebra and extends their ability to apply algebraic concepts and procedures at higher conceptual levels, as a tool, and in the study of

other subjects. The theory and applications of trigonometry and functions are developed in depth. New mathematical tools, such as vectors, matrices, and polar coordinates, are introduced, with an eye toward modeling and solving real-world problems.

Physical Education

Health & PE (Grade 10) (HPE)

This course allows students to develop and maintain physical fitness through a variety of strength and conditioning methods, health education curriculum and sports. The curriculum will consist of participation in a wide variety of sports, health education, physical education concepts, conditioning workouts, motor skill development and character education. Students will learn health and fitness curriculum through demonstration of sport skills, goal setting, skill assessments, health assignments, quizzes and classroom presentations.

Science

Conceptual Physics (Grade 9) (9Phys)

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes introduction and interactions of matter, atom, motion & forces, electricity, work, machines, energy, waves, sound and light. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

Chemistry (Grade 10) (CHM101)

This is an introductory Chemistry course which may include the study of matter and energy, atomic theory, the periodic table, bonding, nuclear chemistry, reactions, stoichiometry, gases, solutions, acids and bases. Students will perform laboratory investigations to develop an understanding of the characteristics and quantitative relationships associated with matter. Emphasis is on a student-centered, inquiry-based learning approach. Students will collect and analyze data, as well as utilize algebraic and other mathematics skills for problem-solving. Students will be asked to explain scientific principles, cite evidence for scientific

claims and understand their applications in and implications for society.

Biology (Grade 11) (BIO101)

The Biology course involves the scientific study of living organisms and begins with basic units of life. The course considers the interactions among the vast number of organisms and systems that inhabit our region and world. It presents the basic form and function of these organisms, from their molecular processes, to cells, to organ systems; from simple molecules to complex humans. It delves into interactions between organisms, and between an organism and its environment. It also looks into how technology and continued scientific inquiry influences us and our daily lives. Students are given opportunities to demonstrate understanding through creative multiple intelligence-based assessment.

STEM Exploration (Grade 9) (HSSTEM)

Through cross-curricular integration, students will explore concepts related to forensics, robotics, engineering, modeling and computer science to find solutions to real-world problems and emphasize project-based learning. Students will utilize productive teamwork and collaborative learning while engaging in the engineering process, hands-on inquiry and open-ended exploration. Students will apply mathematical, computer, and science content to projects. This course allows for multiple right answers and failure as a necessary part of learning to promote critical thinking and problem-solving skills.

Social Studies

US History & Geography (Grade 9) (USH201)

The study of United States history prepares students to take up the challenges of life in contemporary society. This full-year course introduces students to the history of the United States with a focus on the post-Civil War Industrial Age to the present day. Beginning with a review of prior political, intellectual and demographic transformations that shaped the nation, students learn about major political, philosophical and historical underpinnings of our government. Throughout the course, students analyze how ideas of freedom and equality have shaped our collective past and explore implications for the future. Adopting a chronological

approach, students analyze the causes and effects of events in the nation's past. They use primary and secondary sources to explore time and place in the 20th century. Within their historical study of 20th century America, students deepen their understanding of major geographical themes, economic principles and significant concepts in United States government. Throughout the course, students learn to develop important questions, conduct inquiry and evaluate evidence. They also read a variety of historical arguments and develop skills in writing evidentiary based arguments and historical narratives. By helping identify common and diverse strands that formed and continue to shape life in America, students develop the habits of mind essential for democratic citizenship.

World History & Geography (Grade 10) (WHG)

The purpose of the World History & Geography year-long course is to develop a greater understanding of how events and cultures impact society today. This course includes the study of history from the earliest civilizations to the present, with particular emphasis placed after the 15th century. Economic and trade patterns, political institutions, development of nationalism, rise of technology, patterns of conquest and colonialism and social and cultural beliefs will be compared and contrasted across eras and regions. In addition to core content, the course emphasizes a skills based approach of inquiry, research, and analysis. Students will develop analytical and historical reasoning skills through a variety of activities including reading primary sources and written assessments, including professionally written research papers.

Government (Grade 11 – One Semester) (GVT301)

This one-semester course deepens students' knowledge of government, with a particular focus on national, state and local government in the United States. A particular emphasis is placed on current government events. Students engage in investigations, analysis and arguments about civic life in the United States and the role of the United States in the world. In making reasoned and evidentiary-based interpretations, arguments, or decisions, they consider differing points of view, and apply concepts and principles of American constitutional democracy through participating in democratic deliberations around public policy issues.

Economics (Grade 11 – One Semester) (ECN101)

This is a survey course of Economics that will introduce students to the fundamental and core economic principles. Knowledge of economics will enable students to understand and consider potential implications of the scarcity problem faced by societies. Through this course, students will analyze economic concepts in a reasoned, careful manner in dealing with personal, community, national and global economic issues. They will use measurement concepts and methods such as tables, charts, graphs, ratios, percentages and index numbers to understand and interpret relevant data.

Global Perspectives (Grades 12 – One Semester) (GP)

Global Perspectives is a groundbreaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including teamwork, presentations, projects and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

Personal Finance (Grade 12 – One Semester) (PERFIN)

This one-semester course is anchored by the Dave Ramsey High School Curriculum. Students explore the dangers of debt, the empowerment of planning, and the joys of giving. As a class designed for seniors, Personal Finance is a great final lesson in Choice Theory for GTA graduates. Dave helps students see how to "Live like no one else, so that later on in life they can live like no one else." The course helps students make both short- and long-term financial decisions, including paying cash for the car of their dreams, to retiring with dignity.

High School Electives

Fine Arts

Chamber Choir (Grades 9-12) (HSCC)

Mustang Choir is a non-auditioned ensemble focused on the learning and performance of mixed voice choral music. There are three concerts each year, and repertoire selections will cover classical standards, holiday fare, contemporary, jazz and pop works. Skills introduced will include ear training, solfege, rhythm reading, sight singing, musical vocabulary, proper vocal technique and more.

Varsity Band (BAND)

This performing instrumental group for high school band students will be introduced to Symphonic-level band literature and is a year-long commitment. Students must have completed the Standard of Excellence Book 2 (blue book) prior to the start of the school year with their band instrument. Required performances will include a Holiday Concert in December, the Fundraiser Concert in March and a Spring Concert in May. Varsity Band students can also participate with the GTA Pep Band at Friday night home basketball games. The required book for this class is the Standard of Excellence Book 3 (green book).

Symphonic Band (SBAND)

Symphonic Band is a year-long commitment for high school band students and will focus on the fine tuning and quality performance of difficult band literature. To be eligible to for this group, students must have completed the Standard of Excellence Book 3 with their band instrument and be self-directed and motivated to practice beyond class time. Students are expected to work on the refinement of their tone and private lessons are encouraged. Required performances will include, but are not limited to, a Holiday Concert in December, the Fundraiser Concert in March and a Spring Concert in May. Symphonic Band students will also participate in the GTA Pep Band at Friday night home basketball games.

Symphony Winds (SWBAND)

The Symphony Winds is a performing ensemble for high school students that will require much additional practice as we explore literature that will push the limits of our playing abilities. Daily attendance is expected and private lessons are encouraged. Required performances will include, but are not limited to, a Holiday Concert in December, the Fundraiser Concert in March, a Spring Concert in May and the GTA graduation ceremony in June. The Symphony Winds ensemble will also participate with the GTA Pep Band at Friday night home basketball games. Some instrumental sections will require auditions to enter this group.

Fine Arts, Visual or Applied

Art I (ART101)

This course is a beginning art class for students wishing to pursue upper-level art courses or for those who wish to satisfy their Fine Arts requirements. The emphasis is to teach the average or the experienced art student how to sharpen their artistic perception. This structured course follows basic exercises designed to develop and enhance students' creative potential. Students will develop skills in drawing from observation and two-dimensional design using a variety of art materials and tools. Students will apply their drawing and design skills in areas such as painting and the creation of three-dimensional sculptures. Students will also develop an appreciation for artwork of the past and present through classroom readings and writing assignments. Strong drawing skills are foundational to all other forms of art, so it is strongly suggested that this course be taken before Art II and III.

Art II (ART201)

This class is based on stimulating creativity and improving skills learned in Art I. Students will be working with a range of different media types to help them gain a better understanding of the arts and what they can accomplish as individuals in the arts. Students will gain some knowledge of art history and how art has progressed throughout history. As this course deals with more advanced areas of art, it is strongly recommended that Art I be taken before entering this class.

Art III (ART301)

This class is a studio-based class, providing students with more freedom to improve on skills learned in Art I and II. Students will be given the opportunity to guide themselves in the areas of art that interest them, along with instructor-assigned work which will reinforce ideas learned in Art I and Art II. As this course deals with more advanced areas of art, it is strongly recommended that Art I and Art II be taken before entering this class.

Art IV (ART401)

This is a year-long course for those who are seriously interested in the creation and experience of art. In this class students will use what they have learned in previous art courses to explore and expand on their mastery of concepts, composition and execution. Students in this class are encouraged to be independent thinkers and to explore their individual strengths in the creation of 2-D and 3-D works of art. Students who wish to take this class should be strongly motivated towards the creation of high quality works of art. Students will work towards creating an artist portfolio as the culmination of this class. Art IV admittance is pending Mr. Kline's approval; a demonstration of art work may be required.

Graphic Design (Graphic)

This course is an introduction to graphic design. Students will learn the formal, aesthetic and communicative aspects of creating effective graphic images. Students will be introduced to and will learn to use basic graphic software tools. Projects will include logos, product packaging and other design challenges as experiences that will promote mastery of technique, methods and materials. This class will help to strengthen students' visual literacy and communication skills through a creative process.

Photography (Photo)

This is a basic course in photography designed to help students become more experienced in the fundamentals of digital photography. Throughout the class various camera settings will be explored to offer greater creative and technical control. Students in the class will learn various compositional principles through photo capture and learn to examine images critically through critiques. Digital processing techniques will be introduced using various photo editing programs. Students taking the class

will also work in conjunction with the Yearbook Journalism class to provide high quality images of school life, activities and events for publication. Students taking the class should be willing and are expected to attend school activities and events outside of school hours. It is required that students taking the class provide their own digital camera, memory card and power source.

General

Advisory (advs9, advs10, advs11, advs12)

This course is focused on the advanced development of skills needed for success in school and life. Topics include character education, developing healthy study skills, utilizing an effective organizational system, short and long-term goal setting, decision-making, developing healthy relationships, career exploration, creation of an Educational Development Plan (EDP), and planning and preparation for post-secondary opportunities, including the college admissions process.

Academic Support (ACASUP)

Academic Support provides an opportunity for students to work on homework and practice their academic skills. This class provides help with organizational skills, time management, and study strategies. The class will provide time in the day for students to check PowerSchool, update their course planners, and prioritize assignments and projects. This class does not provide credit, and is graded as Credit or No Credit based on work ethic.

Language Arts

Creative Writing (HSCW)

Students will be introduced to various modes of creative writing, including, but not limited to, poetry, fiction, and drama. They will have opportunities to read each other's work and offer constructive feedback in a traditional "writers' workshop" environment. The semester will conclude with students assembling a portfolio of their revised work.

Shakespeare (Shakespeare)

Welcome to the wonderful world of Shakespeare! This class has a number of goals: to learn about The Bard himself, to dive into his numerous world-renowned works, to broaden our vocabularies, to engage in the fun Shakespeare must have had creating these works and,

most importantly, to have fun ourselves. In this course, we will build and improve upon the foundations of communication you would learn in a language arts class, add the creativity and fun of a drama class, and build a skill set that will leave you well equipped to continue on a journey of loving language, or at the very least just have a lot of fun along the way.

Yearbook Journalism (Grades 9-12) (YBJ)

This elective course will focus on the principles of journalism through the development of Grand Traverse Academy's Elementary and Secondary yearbooks. This course is designed to provide students with opportunities to develop skills related to project management, interpersonal communication, marketing, digital design and critical thinking. Students taking the class will also work in conjunction with the Photography class to create high-quality images for yearbook publication purposes. Participants of this course are expected to attend school activities and events outside of school hours.

Physical Education

Lifetime Sports (Grades 9-12) (FIT402)

The Lifetime Sports class is designed to introduce students to lifelong activities and sports that are both engaging and fitness oriented. All fundamentals will be reviewed, but a higher level of thinking will be explored. Students will gain a greater understanding of athletic activities that they might choose to participate in throughout their lifetime.

Science

Environmental Science (Grade 10, 11 or 12) (ESE)

Environmental Science will focus on an engagement with natural world cycles and our role as humans to interact and use these in a sustainable and productive manner. A function of the class will be the success and maintenance of the bio dome's aquaponics system and greenhouse. Other established components of composting, botany, water-quality, biogeochemical cycles and species interactions are also foundations of the class. Students will be challenged to personalize some learning to their own interests and goals. The format will be project based with student expectations centered on objectives aligned to a Life Science curriculum as well as skills needed from other disciplines. Students will often work

in teams to accomplish objectives and ensure successful implementation of specific goals. Assessments will be based on both individual and group accomplishments. Environmental Science offers a hands-on approach to science with an expectation of personal responsibility and offers tangible rewards to successful students.

Social Studies

AP European History (Grades 11-12) (APEH)

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. Students investigate significant events, individuals, developments and processes in four historical periods, from approximately 1450 to the present. Students will use primary and secondary sources, focusing on the skills of developing historical arguments, making historical comparisons and utilizing reasoning about contextualization, causation, and continuity and change over time. Emphasis will be placed on students' historical reasoning and interpretation skills, using a variety of instructional methods and sources.

Special Education

ELA Support (HSSEELA)

This course provides support from a certified special education teacher to assist students in accessing and making progress in the general education English language arts curriculum. Grading in the class is credit/no credit.

Life Skills Language Arts (LALS)

This course provides specialized instruction delivered by a certified special education teacher in the area of functional reading and writing skills needed for daily living. The course follows grade-level content through the Michigan Essential Elements. Grading in the class is credit/no credit.

Life Skills Math (LSMTH)

This course provides specialized instruction delivered by a certified special education teacher in the area of functional math skills needed for daily living. The course follows grade-level content through the Michigan Essential Elements. Grading in the class is credit/no credit.

Math Support (SEMS)

This course provides support from by a certified special education teacher to assist students in accessing and making progress in the general education math curriculum. Grading in the class is credit/no credit.

Transition Central (TRCN)

[Transition services](#) are provided to all students with disabilities beginning at the age of 14 through the Northwest Education Services. These services help students learn and build on skills learned at home and in school in a real-life context to prepare them to become as independent as possible in their adult lives.

Work Rotation (WorkRot)

Students achieving behavioral success while in school and demonstrating a desire to work will be exposed to vocational training, both in the classroom and the community. Work skills and behaviors are supported by experiences that take the students into the community. Work experience or work exploration is the next step on the continuum of vocational training experiences. These opportunities support the overall programs and services that are identified in a student's IEP goals and transition plan. Students who participate in work experience are supervised by a job coach provided by the TBAISD. Training experiences allow for gains in self-confidence and assist the learner to know more about the world of work. Following the experience, a formal evaluation is performed, outlining areas of strengths, weaknesses and other observations that will help the individual set goals for continued success.

College & Career Development

Work-Based Education

The Work Based Education experience provides seniors with the opportunity to gain exposure to an occupational area related to their interests and personal goals, as identified in their Educational Development Plan. This experience may help seniors identify and develop needed skills, knowledge, and preparation desired for employees.

Northwest Education Career-Tech Center

Juniors and seniors may opt to take classes at the Career Tech Center (CTC), at no cost, to get a head start on their post-secondary career planning and preparation. Post-secondary and direct college credits may also be earned while enrolled in CTC programs. Students can move into immediate job placement and/or additional post-secondary training in technical schools, colleges, universities or the US military. The following courses of study are available:

Arts & Communications

- Film and New Media
- Graphic Arts
- Writers' Studio

Trade, Business & Hospitality

- Business Careers
- Culinary Arts
- Information Technology
- Web & App Development

Public & Human Services

- Early Education
- Public Safety
- Teacher Academy

Health

- Health Sciences

Manufacturing, Technology & Engineering

- Engineering Academy
- Precision Machining
- Collision Repair
- Auto Repair
- Construction Trades
- 3D Drafting
- Electrical Occupations
- Power Equipment
- Welding
- Robotics & Automation

Natural Resources & Agriscience

- Agriscience

For more information about CTC Programs, and course descriptions, visit the Northwest Education Services site:

<https://www.northwested.org/career-tech-center/about-ctc/>

Dual Enrollment at Northwestern Michigan College

We highly encourage all college-bound Grand Traverse Academy High School students who have a minimum cumulative GPA of 3.3 to begin their college education during high school. This provides students with a foundation for transition to their college program. It also makes the last three years of high school more meaningful and motivating. Students who are in grades 10, 11 or 12 and are enrolled in at least one high school course, are considered full-time (through a combination of GTA and college classes), are on track to graduate with their class and have successfully completed all GTA required courses for their class level to date, are eligible to enroll and take college or university courses through Northwestern Michigan College. Our complete dual enrollment policy is available in the Secondary Office or through the school counselor.

NMC Direct Credit Courses Taught at GTA

SOC 101 Introduction to Sociology (Spring 2021-22)

This college course, taught at GTA by a Northwestern Michigan College instructor, is an introduction to the study of human group behavior through social interaction, with special emphasis on culture, the socialization process, social stratification, collective behavior, social institutions and social change.

PSY 101 Introduction to Psychology (Spring 2022-23)

This college course, taught at GTA by a Northwestern Michigan College instructor, provides a broad, general introduction to psychology, its basic subject matter, and its approaches to gathering and evaluating evidence about the causes and correlates of behavior.

For more information about dual enrollment, visit the [NMC Dual Enrollment site](#).

NMC [Michigan Transfer Agreement Group 1 courses](#).



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