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FOREWORD

The purpose of this booklet is to help in planning your program of studies during your four years at Tawas Area High School. Graduation requirements, course descriptions, course prerequisites and courses recommended for college-bound students will assist you in planning your program.

We encourage you to think in terms of a four-year plan. Space is provided at the back of this booklet to write out your tentative plan. Planning for four years will help you see the relationship between classes and will help you plan a balanced schedule. It is helpful to think about your own interests, abilities and plans for the future when working on your schedule.

Your counseling office is available to meet with you to review your plans, make recommendations and offer assistance. You are the reason we are here, and we welcome your questions.

ALL SECTIONS CONTAINED WITHIN ARE SUBJECT TO CHANGE AND MODIFICATION BY THE ADMINISTRATION DUE TO UNFORESEEN CONFLICTS IN SCHEDULING, AVAILABILITY OR CERTIFIED INSTRUCTION, LOW CLASS SIZES, LIMITATIONS IN THE FACILITIES, OR OTHER COMPLICATIONS. THE BUILDING PRINCIPAL MAKES ALL FINAL DECISIONS AS TO WHETHER CERTAIN COURSES WILL BE OFFERED, DURING WHAT HOUR THEY WILL BE OFFERED, AND WHO WILL BE THE CERTIFIED TEACHER PROVIDING THE INSTRUCTION.

THE BOARD OF EDUCATION’S EXISTING POLICY WILL BE THE PREVAILING AND GOVERNING POLICY. ALSO, IT IS TO BE UNDERSTOOD THAT AT ANY TIME THE BOARD CAN AMEND AND CREATE NEW POLICIES AND RULES AND REGULATIONS. THESE ALSO WILL PREVAIL AND BECOME THE GOVERNING POLICIES AND RULES AND REGULATIONS.
PROGRAM SUGGESTIONS

Programs will be designed based on individual abilities, interests, and future plans. The courses listed below are the recommendations. To be competitive in the world of work and/or higher education, the following is a program recommended to students who wish to be successful upon graduation from high school:

1. Four (4) years of English  
2. One (1) year of Speech  
3. Four (4) years of Mathematics  
4. Four (4) years of Science  
5. Four (4) years of Social Studies  
6. Two (2) or three (3) years of World Language  
7. One (1) year of Computers/Business  
8. Electives

Students who do not plan on attending a traditional college are encouraged to select a career that will enable them to continue post-secondary schooling and to obtain employability skills necessary for success after high school. Students need to take into account their interests, abilities, and plans when considering these courses. Consultation with parents, teachers, and counselors is suggested in order to develop an individualized program. All students need to prepare for some form of post-secondary schooling.

REGISTRATION FOR CLASSES

The registration process for the following school year starts in February when the course catalogs are updated. The school counselors will visit the classrooms and review the catalog with the students. Students then are expected use the digital version of this course description catalog discuss their high school career with their parents. Rather than filling out only next year’s requests, it is suggested to completely fill out the course selection form (last page) to help ensure your goals. After selection of classes and parents’ signed approval, students will enter their selections into the computer and courses/schedules will be determined. It is essential for students to track their personal graduation progress. Use the Google calendar and digital course catalog to help follow the high school requirements.

CHANGING CLASS SCHEDULES

It is customary during the first week of a semester to make schedule changes for students involved in Co-op jobs or other vocational work experience. Other requests during this period of time will be considered based on the merits of each individual student’s circumstances.

Classes may be added during the first week of a semester only if class size permits. As for withdrawals, the Counseling Department will handle withdrawals that concern academic difficulty or improper placement and will confer with parents and teachers on the change. Regarding some schedule changes, a conference with the principal may be recommended by the counselor. The assistant principal will handle withdrawals that concern disciplinary or attendance problems and will confer with parents, teachers, and counselors. All drops and adds are subject to the approval of the building principal.
FINAL GRADE CALCULATION

Each semester is comprised of two nine-week marking periods, each equal to 40% of the final grade, and one semester exam, equal to 20% of the final grade. To receive credit for the semester, the student must receive a semester percentage of at least 59.5%.

The teacher determines the letter grade earned for each marking period, but once the letter grade is determined it is final (unless an error has been made). If a calculation error has been made in the averaging of the final marking period grades and the final examination, this can be corrected in the office; however, only the teacher can determine and change a letter grade for the marking periods and the final examination.

The following percentages are used in all classes to determine quarter, exam, and semester grades. **Beginning with the class of 2021, a 1.1 Grade Point Multiplier will be calculated for advanced coursework taken. These courses include AP, EMC, and dual enrollment classes:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
<th>Grade Point</th>
<th>1.1 Multiplier (Some Courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.5%</td>
<td>4.000</td>
<td>4.4000</td>
</tr>
<tr>
<td>A-</td>
<td>89.5%</td>
<td>3.667</td>
<td>4.0337</td>
</tr>
<tr>
<td>B+</td>
<td>86.5%</td>
<td>3.333</td>
<td>3.6663</td>
</tr>
<tr>
<td>B</td>
<td>82.5%</td>
<td>3.000</td>
<td>3.3000</td>
</tr>
<tr>
<td>B-</td>
<td>79.5%</td>
<td>2.667</td>
<td>2.9337</td>
</tr>
<tr>
<td>C+</td>
<td>76.5%</td>
<td>2.333</td>
<td>2.5663</td>
</tr>
<tr>
<td>C</td>
<td>72.5%</td>
<td>2.000</td>
<td>2.2000</td>
</tr>
<tr>
<td>C-</td>
<td>69.5%</td>
<td>1.667</td>
<td>1.8337</td>
</tr>
<tr>
<td>D+</td>
<td>66.5%</td>
<td>1.333</td>
<td>1.4663</td>
</tr>
<tr>
<td>D</td>
<td>62.5%</td>
<td>1.000</td>
<td>1.1000</td>
</tr>
<tr>
<td>D-</td>
<td>59.5%</td>
<td>0.667</td>
<td>0.7337</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
<td>0.000</td>
<td>0.0000</td>
</tr>
</tbody>
</table>

Each student’s report card will indicate a letter grade for each quarter and exam. Tawas Area High School uses the 4-point grading system for cumulative grade averages. A cumulative grade point average for each student is computed only at the end of each semester, and an overall grade point average is accumulated beginning freshman year. Final grades for each semester will not exceed a 4.0. Each quarter percentage grade will count as 40% of the semester grade calculation while the exam percentage will count as 20% of the semester grade calculation. The quarter and exam percentages are converted to a letter grade and a number on the 4.0 scale at the end of the semester. To receive credit, a student must have a semester percentage of at least 59.5%.

GRADUATION REQUIREMENTS

1. In order to graduate, all students must earn at least 26 credits.
2. Students entering high school, including transfer students, shall have no established grade point average (GPA) Students who have failed a required course must repeat and pass the course for credit, or test out.
3. Students are offered seven (7) classes per semester.
4. The district extends the State’s mandated option for “Dual Enrollment” with regard to taking college coursework as a high school student.
5. It is recommended that students planning to attend college take as much English, mathematics, science, world language, business, and speech as possible.

6. Schedule is determined based on student requests and availability.

To graduate with a High School Diploma, a student must obtain the following credits:

1. Four (4) credits in English with online State requirement articulated through the course.
2. Four (4) credits in mathematics to include:
   A. Algebra I
   B. Geometry
   C. Algebra II
   D. Mathematics during the 12th grade year
3. Three (3) credits in science to include:
   A. Biology in the 9th grade – one (1) credit
   B. General Physics in the 10th grade – one (1) credit
   C. Third year elective in science
4. Three (3) credits in social studies to include:
   A. U.S. History in 9th grade – one (1) credit
   B. World History in 10th grade – one (1) credit
   C. U.S. Government & Economics in 11th grade – one (1) credit
5. One-half (1/2) credit in physical education and one-half (1/2) credit in health
6. One (1) credit in computers with online State requirement articulated with the course
7. One (1) credit in visual, performing, applied arts.
8. Must have taken all portions of the Michigan Merit Exam (MME), including the SAT, ACT, WorkKeys, and M-STEP (Michigan Student Test of Education Progress).
9. Two (2) credits of world language; OR one (1) world language credit and one (1) department approved formal career & technical education program or additional advanced level visual, performing or applied arts credit.
10. Graduation and graduation exercises: Before a diploma will be presented, the student must meet all of the Board’s graduation requirements. EXCEPTION: Early Middle College students in good standing.
11. For a student to qualify to participate in graduation exercises he/she must be enrolled in the high school for at least one (1) full semester. A full semester shall count only if the student is enrolled on or before the official State count day.
12. Inclusion of the student in graduation honors such as valedictorian shall occur if the student has been enrolled at least five (5) consecutive semesters at Tawas Area High School, has taken the entire State core curriculum, and completed the MME (Exception: Early Middle College in good standing).

To graduate with a Certificate of Completion, a student must obtain the following credits:

1. Four (4) credits in English or related to:
   A. English I*
   B. English II * with online State requirement
   C. English III* articulated through the course
   D. English IV*
2. Four (4) credits in mathematics or related course (mathematics, articulated course with the Tech Center, and must have related course during the 12th grade year).
3. Two (2) credits in science or related course:
   A. Biology
   B. One (1) elective science course or articulated course with the Tech Center
4. Three (3) credits in social studies or related course:
   A. U.S. History
   B. World History or articulated/related course
   C. U.S. Government & Economics
5. One-half (1/2) credit in physical education and one-half (1/2) credit in health
6. One (1) credit in visual, performing, applied arts, or related course.
7. Must have taken all portions of the Michigan Merit Exam (MME), including the SAT, ACT, WorkKeys, and M-STEP (Michigan Student Test of Education Progress).
8. Two (2) credits of world language; OR one (1) world language credit and one (1) department approved formal career & technical education program or additional advanced level visual, performing or applied arts credit.
9. Graduation and graduation exercises: Before a certificate will be presented, the student must meet all of the Board’s graduation requirements. EXCEPTION: Early Middle College students in good standing.
10. For a student to qualify to participate in the graduation exercises, he/she must be enrolled in the high school for at least one (1) full semester. A full semester shall count only if the student is enrolled on or before the official State count day.
11. Inclusion of the student in graduation honors, such as valedictorian, shall occur if the student has been enrolled at least five (5) consecutive semesters at Tawas Area High School, has taken the entire State core curriculum, and completed the MME (Exception: Early Middle College in good standing).
HONOR ROLL

An Honor Roll is posted at the end of each marking period and each semester. The following requirements must be met: 1. A marking period GPA of 3.0 average or better. 2. Grades of A(s), B(s), and no more than 1 C.

NOTICE OF PROGRESS AND UNSATISFACTORY PROGRESS (NOUP Letters)

On occasion, teachers will find it necessary to send a report home to parents concerning unsatisfactory work or poor conduct exhibited by their son or daughter in school. These reports are often used as a warning that failure is likely unless improvement is made. Every 1/3 of the marking period (in alignment with eligibility and attendance letters), a progress report will be sent by electronic means (email/Skyward) or by postal mail (by parental request). In the middle of each quarter, a NOUP’s report (notice of unsatisfactory progress) will be sent to the parents or guardians of a student performing at the level less than a D+ in any class.

TESTING PROGRAM

The testing program at Tawas Area High School includes the following:

**Required:**
- 11th Grade – MME, the SAT, ACT WorkKeys, and M-STEP
- 10th Grade – PSAT (Preliminary Scholastic Aptitude Test)
- 9th Grade – PSAT (Preliminary Scholastic Aptitude Test)

**Optional:**
For the purposes of college admission and career planning, the following optional tests are administered:
- 11th Grade - PSAT (Preliminary Scholastic Aptitude Test)
- 11th & 12th Grade - *ACT (American College Test)

Some colleges or universities require the *ACT (American College Test).

Information on all tests is available in the Counseling Office.

*Fee
ELIGIBILITY STANDARDS TO COMPETE IN COLLEGE ATHLETICS

NCAA - FRESHMAN ELIGIBILITY STANDARDS: All Student-Athletes must register with the NCAA Initial-Eligibility Clearinghouse. Students must register after their Junior year (11th grade) of high school.

QUALIFIER: Can practice, compete, and receive athletics scholarship as a freshman.

*CORE REQUIREMENTS:

**DIVISION I**
16 CORE-COURSE RULE

**16 Core Courses:**
- Complete the 16 core course requirement in eight semesters:
- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science if offered by the high school)
- 1 extra year of English, math or natural or physical science
- 2 years of social science
- 4 years of extra core courses (from any category above, or foreign language, non-doctrinal religion or philosophy)
- Earn a minimum required grade point average in core courses
- Earn a combined SAT or ACT sum score that matches the core course grade point average and test score sliding scale. (For example, a 3.000 core-course grade point average needs at least a 620 SAT).

**DIVISION II**
14 Core Courses:
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 2 years of additional English, mathematics or natural/physical science
- 2 years of social science
- 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

**PLEASE NOTE:** Computer-science courses may only be used for initial-eligibility purposes if the course receives graduation credit in mathematics or natural/physical science and is listed as such on the high school’s list of NCAA-approved core courses.

*PLATO Classes offered do not qualify for or meet the eligibility requirements.

*Accounting, Science Olympics, and Contemporary English do not count toward the math, science, or English athletic eligibility requirements.

*For additional NCAA requirements, see your counselor or visit the NCAA website at www.ncaaclearinghouse.net.

Student athletes enrolling in college in August 2016 and later must meet all of the above requirements to receive aid in the first year and practice in the first term. In order to compete in the first year, prospects must meet all of the above and:

- Earn at least a 2.3 GPA in core courses
- Meet an increased sliding scale standard
- Complete 10 core courses prior to the start of the seventh semester, at least seven in English, math and science.
HIGH SCHOOL PLAN

FOUR YEAR CALENDAR: Laying the foundation for your high school career. This is a time to establish your academic and extracurricular credentials. You should also begin to explore options for your career or further education beyond high school.

Freshman Year:

- Make the grade: Get a good start with your grades because they will impact your GPA and class rank.
- Maintain college preparatory schedule (Math, Science, English, Social Studies and World Language) and good grades. Plan coursework to include rigorous courses.
- Visit college campuses if opportunity presents itself and visit college fairs.
- Get involved in extracurricular activities like sports, student government, music groups, and volunteerism.
- Build your credentials. (Extracurricular activities can help you discover your interests, develop leadership skills, demonstrate time-management, and show a commitment that colleges and employers look for in an application.) i.e. clubs, sports, fine arts, leadership, activities, etc. Get involved with community-based and leadership-oriented activities.
- Consider a college savings plan: Determine your Expected Family Contribution (https://bigfuture.collegeboard.org/pay-for-college/paying-your-share/expected-family-contribution-calculator), actual cost of college and sources for financial aid.
- Explore and identify career fields of interest through online research, attending career fairs and other events. Match your goals, interests, and skills. Think broadly.
- Keep a running list of accomplishments, awards, and recognitions to use in preparing a resume and college applications.
- Keep in mind that many of these freshman-year activities should continue through all four years of high school. Career planning, in particular, will merit careful, ongoing research; students may need to refine goals as they learn new information.
- Participate in career related learning experiences to explore different career areas.
- Make summer plans to work or participate in a variety of college and career related experiences, such as volunteerism, college visits, job-shadows, and internships. Take the time to speak with people in your daily life who are in careers that may be of interest to you.

Sophomore Year:

- Maintain college preparatory schedule and good grades.
- Continue to take advantage of opportunities to volunteer.
- Stay involved in school extra-curricular activities.
- Check your school e-mail regularly for college-related updates.
- Students planning to play college athletics must become eligible through the NCAA.
- Continue to research and visit colleges as time permits.
- Attend college and career information events.
- Research funding for college including scholarships, grants, loans, etc.
• Reach out to mentors in the fields of interest and continue exploring college and career options.
• Get a summer job: Finding steady summer work will look good to prospective colleges and employers. Putting the money you earn away for college will also help you get a head start on a personal savings plan.
• Make summer plans to work or participate in a variety of college and career related experiences, such as volunteerism, college visits, job-shadows, and internships. Take the time to speak with people in your daily life who are in careers that may be of interest to you.

Junior Year:

• This is a key year in the college planning process because you’ll be taking standardized tests, narrowing down your college list, and learning more about financial aid. In addition, you’ll need to stay involved in your high school courses and activities.
• Maintain college preparatory schedule and good grades.
• Attend meetings with college representatives who visit Tawas High School.
• Take the PSAT in October (National Merit Scholarship Qualifying Test).
• Register for Saturday ACT and/or SAT to be taken in the winter or spring.
• Take the Michigan Testing in the spring (includes SAT).
• Re-take the ACT/SAT if better score is desired.
• Continue research of career/college options and/or Attend in-person or online college fairs and college-prep presentations. Visit college campuses during summer.
• Continue to look for ways to be involved and be a leader.
• Create a resume/list of activities.
• Check your school e-mail regularly for college-related updates.
• Students planning to play college athletics must become eligible through the NCAA.
• Explore careers and their earning potentials.
• Research ways to pay for college.
• Identify scholarship opportunities to pursue; note deadlines on calendar.
• Contact colleges to request information and applications.
• Check on your class rank and your GPA. Even if your grades haven’t been that good so far, it’s never too late to improve. Colleges like to see an upward trend.
• Evaluate your education options: Now is the time to follow a more specific path. Decide whether you want to pursue full-time employment, further education or training (such as a vocational-technical school, career college, or two-year or four-year college), or a military career. If you’re interested in attending a military academy, talk to the counseling office about starting the application process now.
• Make a college list:
• Your list of colleges should include schools that meet your most important criteria (for example, size, location, cost, academic majors, or special programs). Weigh each of the factors according to their importance to you and develop a preliminary ranking of the schools on your list.
Summer Before Senior Year:

- Start college visits- keep a notebook and write notes of + and –’s of each. Or keep a separate folder for each college’s correspondence.
- Narrow down the colleges being considered.
- Make decisions regarding early decision or early action programs.
- Enter and/or update information in the FAFSA4caster.
- Create a calendar for due dates
- Take senior pictures
- Your senior year is the time to apply to college and career opportunities. Take time to understand and organize the various deadlines and applications you may need to complete. Be sure to take advantage of resources at your school to help guide you through the process.

Senior Year:

Fall:

- Check your school e-mail regularly for college-related updates.
- Review Senior Newsletter for updates relating to college admissions. Keep updated with the school’s bulletin, monitors, and college and career center.
- Register for and take the fall ACT or SAT if unsatisfied with previous score.
- Attend meetings with college representatives who visit Tawas High School or schedule visits to colleges; many colleges have special fall visiting days for high school students.
- Apply online to the college of your choice or sign up for on-site admissions.
- Research scholarship opportunities; apply before deadlines.
- Ask teachers for letters of recommendation if college applications require them.
- Students planning to play college athletics must become eligible through the NCAA.
- Attend financial aid night at Tawas High School.
- Register for a Federal Student Aid PIN.
- Complete and submit college applications AND Scholarship applications PRIOR to deadlines.
- Meet with a counselor to verify that graduation requirements will be met on schedule.
- Complete applications.
- Continue your scholarship search.
- Act on the results of early decision applications.
- Follow up on your applications.
- Submit financial aid forms.
Winter

- Apply for local scholarships in December; forms available online. Research scholarships...they are out there, go get them.
- Submit completed financial aid forms to the appropriate colleges/agencies by February 15.
- Continue to research scholarship opportunities and apply before deadlines.
- Inform counselor if college has requested your seventh semester grades.
- Double check your FAFSA account at www.fafsa.gov.edu.
- Review and make any necessary changes/corrections to the Student Aid Report.
- Finish submitting scholarship applications.
- College admissions will expect to see that aspiring college students continue to work hard to keep grades up and their involvement in school and community activities. Likewise, still enjoy life and time with friends while remaining focused on larger goals.

Spring

- Decide which college to attend; pay deposit if you have not already done so.
- Notify any colleges you do not plan to attend.
- Notify the Counseling Office of your decision by May 15, and your senior transcript will be sent automatically.
- Consider college acceptances; compare financial aid packages offered.
- Call college financial aid representatives with questions.
- Decide on the college to attend and contact its offices.
- Make informed decisions about student loans:
  - Watch your mail for notification from colleges.
  - Check out your options if you’re put on a waitlist.
  - Compare financial aid packages.
  - Prepare for any last standardized tests.
  - Make your final college decision.
  - Notify all schools of your intent by May 1. If you’re not sure which offer to accept, make one more campus visit to the schools you’re considering. Make sure to send your deposit to your chosen school and ask your guidance counselor to send your final transcript to the college in June.
- Follow up on financial aid information.
- Make sure you have received a FAFSA acknowledgement. If you applied for a Pell Grant, you will receive a Student Aid Report statement. Review this notice, make a copy for your records, and send the original to the college you plan to attend. If necessary, apply for loans.
- Complete enrollment paperwork for the college you will attend.
- Once you accept an offer, you should receive information from the college about course scheduling, orientation sessions, housing arrangements, and other necessary forms. Be sure to complete all required paperwork by the appropriate deadlines.

Congratulations! You’ve finished high school and are about to embark on an exciting new phase of life. Good luck!
COURSE DESCRIPTIONS

FINE ARTS

~ PERFORMING ARTS ~
Band • Choir • Theatre

Band is organized on a four-year instructional basis and is designed to lead the musically talented student to those skills and knowledge required in performing the finest pieces of music literature. The student performs music of many great composers representing periods of music from the pre-classical period to that of the contemporary period.

The courses offered are designed as a yearlong course split up into different ensembles to best accommodate the differing interests and abilities of the students. Director approval is required to qualify for membership in all band classes.

<table>
<thead>
<tr>
<th>CONCERT BAND</th>
<th>Grade Level: 9, 10, 11, 12</th>
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</thead>
</table>

(MU101) This band will act as a performing ensemble for all Fine Arts Performances including a Christmas program, a spring program, the Fine Arts Festival, as well as competing at MSBOA events such as District and State Band Festivals and Solo & Ensemble. This ensemble is also required to attend a mandatory summer band program (which will carry a fee that varies from year to year) that prepares musicians for the fall marching band season (which is also mandatory) that includes performing at home football games and a marching invitational. This group may also perform as a pep band for some home basketball games during the winter semester.

There are fees for this course which include uniform dry cleaning/care, reeds, valve oil, and other supplies needed on an individual basis by the student.

Prerequisite: Previous experience in the 6th, 7th & 8th grade bands and/or teacher approval

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<tr>
<th>MUSIC THEORY &amp; EXPLORATION</th>
<th>Grade Level: 9, 10, 11, 12</th>
</tr>
</thead>
</table>

(MU004) This is a music exploration course with a variety of topics that would be relevant to anyone interested in pursuing a career in music. Units of study will include music theory, music history, percussion ensemble, pop song cover projects, and composition projects. Students who take this class will also be required to take Concert Band unless approved by the director. Each month (approximately) there will be a primary focus (Monday/Wednesday/Friday) and a secondary focus (Tuesday/Thursday). District Solo & Ensemble (held in late January or early February) and State Solo & Ensemble (March) are required performances for this class. Attendance at all performances scheduled throughout the year is required.

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<tr>
<th>INSTRUMENTAL MUSIC METHODS</th>
<th>Grade Level: 11, 12</th>
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(MU201) This course is offered in conjunction with the 6th, 7th or 8th grade band class at the Middle School. The course class is open to the junior and senior band members who want to pursue instrumental music education once they enter college. The focus will be on learning how to play as well as how to begin a student on an instrument, common mistakes the 6th, 7th and 8th band students make and
how to correct those, as well as rehearsal techniques for working with the beginning ensembles. Students in this course are required to attend all of the performances of the band that they study with (6th, 7th or 8th grade) as well as to conduct one piece at the Christmas and spring performances. For students planning to pursue music education in college, this is a great class to start building a musical portfolio!

Prerequisite: Must be enrolled in the high school band program and director approval.

*Maximum enrollment of two (2) students

**CHOIR**

Grade Level: 9, 10, 11, 12

(MU013) Have you ever dreamed of being on American Idol, America’s Got Talent, The Voice or any of those other singing shows? Here is your chance to take that first step. LEARN HOW TO SING! Students will be taught how to properly produce pitch, breath support and management, correct posture, and how to read music. Students will also learn how to sing in multiple parts.

The choir will rehearse and perform a variety of choral music in a number of styles. Performances are mandatory and proper attire is required. All mandatory performances will be announced at least one month in advance so that schedules can be accommodated.

There is a mandatory fee for a choir t-shirt and other optional fees throughout the school year. Students who have an issue with meeting this requirement will be handled on a per student basis.

**THEATRE I**

Grade Level: 9, 10, 11, 12

(PA101) “And the Oscar goes to…” If you like to have fun and be creative, then you should consider Theatre I. This course is designed as an introduction to theatre. It mostly focuses on basic acting skills such as concentration, characterization, and creativity through the use of improvisation, pantomime, monologues, and group performances. There will be some study of technical theatre aspects like set design, costumes, lights, and makeup. If you enjoy musicals, then you will love the unit study where we focus on popular musicals. Various theatre texts will be used throughout the course such as plays, monologues, and musical scripts. Learn how to think outside of the box and think on your feet, while at the same time build your communication skills.

**THEATRE II**

Grade Level: 10, 11, 12

(PA201) Ready to dive deeper in the world of Theatre? Then look no further than Theatre II. This course is designed as an extension to the skills and concepts learned in Theatre I. Theatre II students will continue to explore and experiment with varied theatre texts and advanced acting techniques, theatre appreciation and evaluation, as well as directing and production elements. Students will also be required to participate in a Drama Club production through either an acting role or technical aspect.

Prerequisite: Theatre I and permission from the Instructor

~ VISUAL ARTS ~

*Attendance and the development of a display of artwork at our annual Fine Arts Festival in the spring is a required part of all visual arts students’ final exam grade.*
COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>FUNDAMENTALS OF ART</th>
<th>Grade Level: 9, 10, 11, 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AR500) This course may be taken for a full year or a semester. Have you ever wanted to learn how to draw a face or make something out of clay? If so, this is the class for you. It’s not only fun, you will also learn all the basics to move on to other art classes or just use your new knowledge to appreciate the world of art around you. Don’t forget, one Fine Arts credit is required for graduation and most colleges expect a student to have some visual arts experience.</td>
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<table>
<thead>
<tr>
<th>CERAMICS (POTTERY) I</th>
<th>Grade Level: 9, 10, 11, 12</th>
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<tbody>
<tr>
<td>(AR510) Do you like to be creative, build things, and maybe get a bit messy? If so, this a class for you! This course provides a comprehensive study in methods of sculpture using clay. Hand-build clay construction as well as basic wheel throwing techniques and explored. Students create both useful and sculptural forms. Creativity and craftsmanship are emphasized.</td>
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<thead>
<tr>
<th>CERAMICS (POTTERY) II</th>
<th>Grade Level: 10, 11, 12</th>
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</thead>
<tbody>
<tr>
<td>(AR102) This course continues to develop skills introduced in Ceramics I. Students will work developing independent skills on the wheel, as well as increasing their craftsmanship in handbuilding. Prerequisite: Ceramics (Pottery) I with a grade of C of better</td>
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<thead>
<tr>
<th>COMPUTER GRAPHICS I</th>
<th>Grade Level: 9, 10, 11, 12</th>
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<tbody>
<tr>
<td>(AR326) If you are interested in learning how to create original graphics this is the class for you! This course will introduce students to creating art, graphic design and original graphics using computer software and technological equipment. Students will gain skills using state-of-the-art Adobe Creative Cloud. You will learn to design poster, photo-real images as well as model 3D environments.</td>
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<tr>
<th>COMPUTER GRAPHICS II</th>
<th>Grade Level: 10, 11, 12</th>
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<tbody>
<tr>
<td>(AR226) This course is a continuation of Computer Graphics I. Students must earn a C or better in Computer Graphics I to take this course. In this course, you will take your graphic design skills to new levels using Adobe Creative Cloud as well as learn to create original motion graphics. Prerequisite: Computer Graphics I with a grade of C or better</td>
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<tr>
<th>DRAWING &amp; PAINTING I</th>
<th>Grade Level: 9, 10, 11, 12</th>
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<tbody>
<tr>
<td>(AR520) Whether you already draw well or if you can’t draw a stick person, this is a great class for anyone who wants to improve their drawing and painting skills. Anyone can be taught to draw or paint well; it’s a matter of learning the rules. In this class you will learn the rules and get a chance to use fun materials like pastels, charcoal, sidewalk chalk, finger paints, and more. The basic elements of art design, and color theory will be emphasized and lead you into painting. Paintings will be completed in watercolor, gauche, and acrylic and we will paint on paper, build canvases, and even paint furniture. This is a wonderful course that will help you develop your artistic vision and release your creative potential.</td>
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</tbody>
</table>
COURSE DESCRIPTIONS

| DRAWING & PAINTING II | Grade Level: 10, 11, 12 |

(AR530) This course is designed to give you a chance to really hone your drawing and painting skills. Emphasis is placed gaining rendering and composition design skills using a variety of media as well as developing a style all your own. Any student considering a career in visual arts or design should take this course.

Prerequisite: Drawing & Painting I with a grade of C or better

| DIGITAL PHOTOGRAPHY I | Grade Level: 9, 10, 11, 12 |

(AR150) Everyone knows how to take a picture with a digital camera, but have you ever wanted to take a really good photo that stands out from the rest? Taking this class will make your photography skills shine. You will learn tricks to get your little digital camera to take outstanding shots as well as some fun editing techniques. We will cover basic camera operation, composition, theory and editing. You will need your own digital camera for this class.

| DIGITAL PHOTOGRAPHY II | Grade Level: 10, 11, 12 |

(AR151) Now that you know how to compose a good photo, you can really get creative! In this course you will take your skills to the next level as you learn advanced camera and editing skills using Adobe Creative Cloud.

Prerequisite: Digital Photography I with a grade of C or better

| ADVANCED ART STUDIO | Grade Level: 11, 12 |

(AR400) This course is for the advanced art student who is interested in continuing in art or a related field of study post-high school. Through guided projects, the student will create a body of work that may be used for a pre-professional or college entrance portfolio.

Prerequisite: At least two (2) years of art with at least a B average and permission from the instructor

BUSINESS EDUCATION SERVICES TECHNOLOGY

The curriculum at Tawas Area Schools is designed to recognize the need to promote and recruit students into non-traditional jobs.

| PERSONAL FINANCE  | SEMESTER COURSE | Grade Level: 9, 10, 11, 12 |

(BS104) This course is designed to teach students how to set goals and manage risks to how to earn, spend, save, invest, and give. Units will cover various financial topics such as managing bank accounts, taxes, credit and borrowing, making major purchases, insurance coverage, and loans. If time allows, investing and retirement, student loans, and estate planning will also be covered. Speakers who specialize in several of the mentioned topics will present more to the students. This course focuses on personal financial well-being beyond high school.
## INTRO. TO BUSINESS MANAGEMENT | SEMESTER/YEAR | Grade Level: 10, 11, 12

(BS108) This full year course is designed for students who have developed the proper touch method of typing and need to continuously improve keyboarding skills. Students will be using their Chromebooks or a computer with Microsoft Office (if available). The use of Google, Office 365, and various web-based software will be utilized. This class is meant to prepare students for a vocation in the business field with an emphasis on workplace safety, marketing, human resources, business math, employment, management, and business and personal finance. Students will also be taught how to prepare for an interview, write a cover letter, and build a resume. Progress towards a Microsoft certification will be included in the course. **This class is a prerequisite for any student who is thinking of entering the work placement program primarily in a business-related field during the junior or senior year.**

## CAREER & PERSONAL LIFE PREPARATION (Elective) | Grade Level: 9, 10, 11, 12

(BS110) Personal power! This is a course focused to help you take charge of your personal power, to be in control of your life after graduation. Learn skills and pre-plan as you look forward to your future. Explore choices, discover opportunities and delve into areas to help you after graduation. Get a step up as you prepare for life after high school.

## MICROSOFT OFFICE CERTIFICATION | SEMESTER COURSE | Grade Level: 10, 11, 12

(BS120) A one semester course. Learn the Microsoft Office suite (Word, Excel, Access, PowerPoint, Outlook) using Microsoft 2016 in a lab setting. Upon completion of the course, students will be able to be certified (MOS) in one or more applications. Students will follow the course using Microsoft Imagine Academy and will complete a certifications test using Certiport.

## ACCOUNTING AND FINANCE I | Grade Level: 10, 11, 12

(BS241) Students will learn the basic knowledge of beginning accounting. Students will plan, keep, analyze, and interpret accounting records for a sole proprietorship and a corporation. Students can expect daily homework assignments that must be done for success in the course. Reinforcement activities are used throughout the course to strengthen the learned accounting skills. Since accounting is a course that is required for many business majors and minors in college, this course is recommended for any student who is considering a career in any business field. It is also an excellent course for students who may be working in an office setting or has a desire to own a business. **This class may be used as a related class for any student who is thinking of entering the work placement program primarily in a business-related field during the junior or senior year.**

## ACCOUNTING AND FINANCE II | Grade Level: 11, 12

(BS242) Students will acquire basic knowledge of advanced accounting concepts, such as: departmentalized, management, and cost accounting. Problems and practice sets will be completed manually or with online resources. Students can expect daily homework assignments that must be done for success in the course. The course is mainly done independently. Assignments need to be completed independently with minimal teacher instruction.

Prerequisite: Accounting and Finance I with a “C+” grade or better
COURSE DESCRIPTIONS

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<tr>
<th>COURSE DESCRIPTION</th>
<th>GRADE LEVEL</th>
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<tbody>
<tr>
<td>MARKETING I – GENERAL MARKETING</td>
<td>10, 11, 12</td>
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<td>Grade Level: 10, 11, 12</td>
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<tr>
<td>(BS300) Students will study the world of marketing and how it relates to consumers. Topics will include marketing products to society, how those products are sold, promoted, priced, and distributed. Other essential marketing skills such as math, communication, technology, and economics will be infused into the curriculum. Students will also learn about sports and fashion marketing, as well as hospitality and tourism.</td>
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MARKETING II – ADVANCED MARKETING

Grade Level: 11, 12

(BS400) Students will continue to advance marketing foundations with the use of projects, simulations, and virtual simulations.

Prerequisite: Marketing I

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<tr>
<th>COURSE DESCRIPTION</th>
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<tbody>
<tr>
<td>COMPUTER SCIENCE PRINCIPLES</td>
<td>10, 11, 12</td>
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<td>Grade Level: 10, 11, 12</td>
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<tr>
<td>(BS450) This semester course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, building applications, and the societal impacts of computing. Students will be going through an express coding course and expanding to working with drones.</td>
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Prerequisite: Algebra I

~ WORK PLACEMENT PROGRAMS ~

The curriculum at Tawas Area Schools is designed to recognize the need to promote and recruit students into non-traditional jobs.

- GOOD ATTENDANCE IS MANDATORY FOR ANY OF THE FOLLOWING PROGRAMS
- TRANSPORTATION IS THE RESPONSIBILITY OF THE INDIVIDUAL STUDENT
- STUDENTS WILL BE REQUIRED TO FILL OUT WEEKLY WORK LOGS AND SIGN IN DAILY

WORK BASED LEARNING (Out of District)

Grade Level: 11, 12

(VT342/VT343) Available to juniors or seniors who wish to gain work experience (paid or unpaid) that is related to their career pathway as evidenced by the student’s Educational Development Plan (EDP). Students will need to have completed 50% of a related class or be concurrently enrolled in a related class.

Students must have obtained a C or higher in the related class and are not allowed to fail any class in order to stay in the program. Students will be released from school early to go to their work site and will receive two or three credits for their placement, providing all hours are met and have received a passing grade. Students must work an average of 10 hours per week in order to meet the programs guidelines. All placement students are supervised by the program supervisor prior to and during the placement assignment.
The curriculum at Tawas Area Schools is designed to recognize the need to promote and recruit students into non-traditional jobs. If you are interested in any of these programs, contact your high school counselor for the following information:

- Program Application Process
- Program Time Schedule
- Program Location
- Program Contact Person

The Iosco Regional Educational Service Agency does not discriminate in any activity, program or employment on the basis of race, color, disability, national origin, gender, religion, age, height, weight or marital status.

### AUTOMOTIVE TECHNOLOGY I

**Grade Level:** 11, 12

Technical knowledge and skills in: automotive safety, general maintenance, tires, lubrication and cooling systems, automotive brake systems. Fundamental and diagnostic skills are incorporated through hands-on experience using real vehicles and most modern equipment. NATEF approved curriculum leading to ASE national certification in maintenance/light repair, brakes and electrical/electronic. Students use hands-on skills and develop troubleshooting skills using specialized equipment and scan tools. Field trips are college and career oriented and introduce students to opportunities available to them after graduation. Students learn work ethic skills, build a resume, earn certifications and learn technical skills vital to attaining a job after graduation. Suited to all students, male or female.

### AUTOMOTIVE TECHNOLOGY II

**Grade Level:** 11, 12

Technical knowledge and skills in: automotive electrical systems including circuit repair, ignition systems, starting and charging systems. Fundamental and diagnostic skills are incorporated through hands-on experience using real vehicles and most modern equipment. NATEF approved curriculum leading to ASE national certification in maintenance/light repair, brakes and electrical/electronic systems and a worksite program for second year students. Students use hands-on skills and develop troubleshooting skills using specialized equipment and scan tools. This is a two-year program that also incorporates engines and engine tune-up/ drivability fundamentals, steering and suspension systems, and diagnostic skills. Equipment in shop is state of the art and is similar to what students would use in a real world job. Students learn work ethic skills, build a resume, earn certifications and learn technical skills vital to attaining a job after graduation. Work site programs in place for second year students to do job shadowing in a real workplace environment. Suited to all students, male or female.

### BUILDING TRADES I & II

**Grade Level:** 11, 12

Building Trades offers opportunities to work with building materials, learn carpentry, masonry, drywall, and roofing, all while earning academic credit. Students achieve a wide variety of hands-on experiences, all related to the multi-faceted construction industry. Experiences will be acquired through proper use of technical vocabulary, interpretation and understanding of architectural drawings and blueprints, use of
leveling and layout instruments, proper installation techniques of both concrete flat work and the laying up of masonry units, rough and finish carpentry, insulation, drywall hanging, and finishing. Building codes, laws, and general construction safety will also be covered.

CULINARY ARTS & RESTAURANT MANAGEMENT I  Grade Level: 11, 12

Students will develop a thorough understanding of workplace safety; food safety and sanitation; foodservice equipment; application of business math and costing in the foodservice industry; converting recipes, soups, sauces; food preparation skills including proper knife skills, and various cooking methods. Students will have an opportunity to build communications skills, learn importance of team work, employability skills, receive First Aid and CPR certification and to test for their ServSafe® Food Handler Certification, ProStart Foundations Level One Restaurant Management & Culinary Arts Certification and begin mentored work experience. Students will have the opportunity to prepare food in a fully equipped commercial kitchen and practice these skills by working in our program restaurant, fulfilling catering orders and planning special events. Suited to all students male or female.

CULINARY ARTS & RESTAURANT MANAGEMENT II  Grade Level: 11, 12

Students will explore the history of foodservice; the art of service; marketing; entrepreneurship, purchasing and inventory control; accounting; expansion on food preparation skills including global cuisines; nutrition; garnishing, breakfast foods, sandwiches, piping techniques and baked goods, meats and poultry. Students will learn proper operations of a facility, safety and health regulations, budgeting accounting, marketing, management, hiring and promotion of staff, continue their career preparation and internships with a strong focus on placement into post-secondary programs. Students will have the opportunity to test for their ProStart Level 2 Management Certification. ServSafe Management Certification. Suited to all students male or female.

HEALTH SCIENCE I  Grade Level: 11, 12

Students will explore careers and develop skills pertinent and transferable to a wide variety of healthcare and public safety careers, such as: emergency medicine, nursing, certified nursing assistant, medical assistant, radiology, laboratory, ultrasound, occupational and physical therapy, respiratory therapy, veterinary medicine, forensic science, criminal justice, and various others. Students will experience related classroom instruction with “hands-on” training. Additional curriculum includes medical first responder, fire science skills, defense tactics and knowledge of anatomy and physiology. Students will complete the Health Center 21 online state aligned Health Science Curriculum. Students who successfully complete their curriculum may gain additional training through on-site work experience with local professionals in their chosen field.

Students are instructed in employability skills and develop and create a resume and portfolio to assist them with successful application of employment. Students are given the opportunity to participate at the Regional and State Health Occupations Students of America competition. Students are assisted with college exploration and scholarship applications. Upon successful completion of training, students may earn certification in First Aid, CPR/AED, Blood Borne pathogens, and hazardous material awareness. With successful completion of the Certified Nursing Assistant Program, students are eligible to take the State Certified Nursing Assistant test. Upon passing the State Certified Nursing Assistant test, students become eligible for employment. Suited to all students, male or female. Each student has the potential
COURSE DESCRIPTIONS

of receiving college credits through this program from various colleges through course work within the
program as well as taking college courses offered within the Health Science Program.

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<tr>
<th>HEALTH SCIENCE II</th>
<th>Grade Level: 11, 12</th>
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Students may return to the Health Science Program to gain additional knowledge in health and/or public
safety careers through advanced curriculum. It is expected all second year students will earn the privilege
to attend work site where they gain advanced skills and knowledge from professionals in their chosen
field. Academics consist of Advanced Medical Terminology, Medical Law and Ethics, a research
project, as well as curriculum related to their specific area of interest. Second year students may take
the Certified Nursing Assistant Program and participate in the HOSA competition. Satisfactory
completion of the curriculum may result in articulation credits with select post-secondary institutions.
Suited to all students, male or female. Each student has the potential of receiving college credits through
this program from various colleges through course work within the program as well as taking college
courses offered within the Health Science Program.

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<tr>
<th>POWER MECHANICS I</th>
<th>Grade Level: 11, 12</th>
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Students will learn related mathematics and science, technical communication skills, problem-solving,
occupational safety, teamwork and entrepreneurship. Students will develop leadership skills and
responsibilities of citizenship, as well as the technical information needed for entry into the occupational
area of business and industry. A basic understanding and overview of the transportation power sports
industry is the most important part for a first year student. The areas of in-depth competencies are core
safety fundamentals, lubrication system & preventative maintenance; electrical systems; braking system;
cooling systems; ignition systems; engine operation & repair; fuel systems; precision instruments; and
basic welding skills. Teamwork and Leadership skills will be gained by working on competitive pulling
tractors. Suited to all students, male or female.

<table>
<thead>
<tr>
<th>POWER MECHANICS II</th>
<th>Grade Level: 11, 12</th>
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Goals from the first year program will be expanded for the second year student. In-depth areas of
competency will be determined by the second-year students since a program will provide for the varied
interests and abilities of each student as well as the local industry and technical needs of the community.
Each student will be allowed to choose a career specific field of study such as Electrical/Electronic
Technician, Motorcycle/ATV/Snowmobile Technician, Diesel Technician, Lawn & Garden Equipment
Technician, and Marine Engine Technician. Teamwork and Leadership skills will be gained by working
on competitive pulling tractors competing. To expand the students’ knowledge and experiences,
providing they meet satisfactory academic and work ethics standards, students will have the opportunity
to work/job shadow at local repair facilities with experienced technicians, to further enhance their skill
levels. Suited to all students, male or female. Articulations may be granted from the following colleges
and apprenticeship offered by Kalitta Air, Delta College, and Alpena Community College through the
course study of Power Mechanics.

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<tr>
<th>TEACHER PREPARATION ACADEMY I &amp; II</th>
<th>Grade Level: 11, 12</th>
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The Teacher Prep Academy offers opportunities to work with a variety of students and teachers at
different grade levels, develop actual lessons and activities, and gain teacher experience while earning
academic and college credit. This program is designed to expand options for students interested in a
career in teaching. The Academy pairs future teachers with mentor teachers to provide students with
experiences in all aspects of school-related activities from board and parent/teacher meetings to classroom and professional development experiences. Students will be exposed to a variety of topics related to education. They include classroom teaching strategies, classroom management, State of Michigan Curriculum Framework, brain research, and more. In a process based on interviews, discussions, portfolios of student work, demonstrations, field trips, and actual teaching experiences, students will gain a realistic understanding of teaching as a career.

ENGLISH & WORLD LANGUAGE

~ ENGLISH ~

GUIDELINES FOR TAKING ENGLISH CLASSES (Read Carefully):

Must complete FOUR (4) years of English:
**Teacher recommendation for placement is encouraged for junior and senior English

The following classes are required and may not be substituted with electives:
- Literature and Composition 9
- Literature and Composition 10
- Literature and Composition 11 OR*
- Literary Analysis and Composition 11

BECAUSE YOU MUST COMPLETE 4 YEARS OF ENGLISH, YOU MUST ALSO TAKE 1 YEAR OF AN ENGLISH ELECTIVE.

College-bound students are encouraged to take the following classes:
- 12th grade Advanced Placement English OR*
- 12th grade Contemporary English Applications*
- One year of Speech

STUDENTS WHO NEED TO REPEAT A SEMESTER OR YEAR OF A REQUIRED ENGLISH CLASS MAY BE ENROLLED IN THAT CLASS AS WELL AS ENROLLED IN THEIR CURRENT YEAR OF REQUIRED ENGLISH.

STUDENTS MAY NOT TAKE A 12TH GRADE CLASS AS A SUBSTITUTE FOR A 9TH, 10TH, or 11TH GRADE REQUIRED COURSE (UNLESS STATED IN AN IEP OR A 504 PLAN).

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<tr>
<th>LITERATURE &amp; COMPOSITION 9 (Required)</th>
<th>Grade Level: 9</th>
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</table>

(EN138) This course explores literature by examining various forms and writing styles of selected authors. Students will work on critical reading skills and respond to literature by writing expository compositions. Writing workshops will focus around on-demand essays, persuasive, literature analysis, and composition units. Daily Studies will include the use of technology in and out of the classroom.
## COURSE DESCRIPTIONS

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<th>COURSE DESCRIPTION</th>
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<tr>
<td><strong>LITERATURE &amp; COMPOSITION 10 (Required)</strong></td>
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(EN215) Through the course students will analyze the development of a literary hero through literature and writings from various authors past and present. Students will continue to develop analytical skills to help improve their reading comprehension and understanding of texts. Through this development student will strengthen their understanding and application of the writing process while continuing to master essay, grammar, and vocabulary strategies. Research skills are taught in the course.

| **LITERATURE & COMPOSITION 11** | 11          |

(EN315) This is a course designed for students to further their comprehension and writing skills. Students will strengthen their understanding of authors’ choices by analyzing literature. Throughout the course, students will be asked to determine author’s craft in order to help showcase the authors’ purpose of writing. In conjunction with this analysis, student will continue to master the writing process.

| **LITERARY ANALYSIS & COMPOSITION 11** | 11          |

(EN300) A traditional course designed for college-bound juniors who have mastered the writing skills and grammar at grade level. Great emphasis is placed upon composition, vocabulary, interpretation, and analysis of literature. Research skills and MLA documentation are taught. Students will also prepare for the SAT test.

Prerequisite: 10th Grade Literature & Composition with a “B” grade or better or teacher approval.

| **CONTEMPORARY ENGLISH APPLICATIONS 12** | 12          |

(EN421) This class is the capstone course for seniors who are about to enter the post-high school world. Topics will include college research, essay and scholarship writing, form and application skills, goal setting, using technology for both practical and presentation purposes as well as the application of literary devices and appreciation to visual arts. Course material will be suitable for students preparing to enter college as well as those entering the work force.

| **ADVANCED PLACEMENT ENGLISH 12** | 12          |

(EN422) This is an Advanced Placement or honors class that prepares students to take the AP English Literature and Composition test in the spring. Students who enroll in this class should expect a rigorous reading schedule and frequent analytical papers. Students who enroll in this class are in the pursuit of college credit via the AP exam and are therefore required to take the exam. The College Board's AP English exam is administered in May. The exam fee must be paid at the beginning of the second semester.

Prerequisite: Literary Analysis & Composition with a grade of “B” grade or better, teacher recommendation, and a commitment to summer reading.
COURSE DESCRIPTIONS

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<tr>
<th>SPEECH I (Elective)</th>
<th>Grade Level: 9, 10, 11, 12</th>
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<tr>
<td>(EN231) Conquer your fear of public speaking! Everyone gets nervous when it comes to public speaking, but the only way to tame your nerves is to practice the skills to overcome stage fright. This course is an introduction to the basics of public speaking and communication. Speech skills will be practiced through impromptu speaking and prepared speeches such as informative, persuasive, demonstrative, descriptive, special occasion, interviews, and oral interpretation. Students will also study the basics of debate through impromptu debates, parliamentary, and policy debates. Communication skills will be explored through the fundamentals of communication, nonverbal communication, group communication, language, listening, and mass media.</td>
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<tr>
<td><em>This course can count as a senior English credit or elective credit.</em></td>
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<tr>
<th>SPEECH II (Elective)</th>
<th>Grade Level: 10, 11, 12</th>
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<td>(EN232) This course further explores a wide variety and range of public speaking skills. Students will also explore Speech and Debate (Forensic) topics such as: extemporaneous speaking, impromptu speaking, original oratory, oral interpretation, and storytelling. Students will analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances. Additionally, students are will study a range of debate disciplines including: congressional debate, public forum debate, and the basics of philosophy for Lincoln-Douglas debate. Students continue to refine diction, articulation, enunciation and projection skills while applying more advanced techniques of public speaking. Students exhibit personal responsibility through independent learning as they specialize in at least one area of focus (event). Additionally, students exhibit team/collaborative responsibility and develop skills of evaluation and analysis of performances and presentations.</td>
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<tr>
<td><strong>Prerequisite:</strong> Speech I</td>
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<tr>
<th>CREATIVE WRITING (Elective)</th>
<th>FULL-YEAR COURSE</th>
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<tr>
<td>(EN222) Creative Writing is designed for students to become more familiar with the elements of writing. Students will be expected to explore literary elements through their own writings. As a part of this course, students will explore various techniques authors choose when crafting certain genres. Through their writing, students will become more aware of written expression outside the boundaries of normal classroom literature. At times, students will be expected to explore writing elements through published pieces created by authors in order to gain a better perspective of how these elements can be incorporated in their own writing. This course is offered to juniors and seniors, and sophomores upon teacher approval.</td>
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~ WORLD LANGUAGE ~

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<tr>
<th>SPANISH I</th>
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<tr>
<td>(SP105) Spanish I is the beginning study of the Spanish language. This includes basic grammar (present tenses, verbs, adjectives, nouns) basic phrases, understanding the spoken and written language. Students will also get a glimpse of Spanish culture and history from various Spanish speaking countries.</td>
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## COURSE DESCRIPTIONS

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<th>Grade Level</th>
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</thead>
<tbody>
<tr>
<td><strong>SPANISH II</strong></td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>(SP205) A continuation of Spanish I, the course will further develop the student’s ability to read and speak in Spanish with an added attention on listening. The student will progress in Spanish grammar to use the past and future tenses. The course will include both group and individual projects to help advance the student in the spoken and written language. Culture will continue to be explored.</td>
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<tr>
<td>Prerequisite: Spanish II</td>
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<tr>
<th>Course</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td><strong>SPANISH III</strong></td>
<td>11, 12</td>
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<tr>
<td>(SP305) A continuation of Spanish I and II, the students will further develop their skills in reading and speaking Spanish.</td>
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<tr>
<td>Prerequisite: Spanish I &amp; II and permission from the instructor</td>
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<tr>
<th>Course</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td><strong>SPANISH IV</strong></td>
<td>12</td>
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<tr>
<td>(SP405) A continuation of Spanish III, the students will further develop their skills in reading and speaking Spanish.</td>
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<tr>
<td>Prerequisite: Spanish I, II &amp; III and permission from the instructor</td>
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<tr>
<th>Course</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td><strong>SPANISH CONVERSATION AND DRAMA</strong></td>
<td>1ST SEMESTER 10, 11, 12</td>
</tr>
<tr>
<td>(SP210) This course will be taught primarily in Spanish. The student will learn to be conversational in the target language. The primary focus is on the student’s ability to speak and listen. There will also be a focus on drama. This will be the main focus for the area of conversation. The class will begin with the use of pre-written dramas and will end with a class drama and a presentation to all the Spanish classes.</td>
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<tr>
<td>Prerequisite: Spanish II with “C” average or better or Spanish I with “A” average and/or permission of the instructor after passing oral test</td>
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<tr>
<th>Course</th>
<th>Grade Level</th>
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</thead>
<tbody>
<tr>
<td><strong>SPANISH CONVERSATION/ CULTURE &amp; LITERATURE</strong></td>
<td>2ND SEMESTER 10, 11, 12</td>
</tr>
<tr>
<td>(SP215) The student will be exposed to a variety of Hispanic cultures through literature, conversation, special speakers, food and exploration. This class will be taught primarily in Spanish. It will begin with simple readings and develop the conversation around these readings. As countries are introduced, culture will be explored through food, special speakers, and research using the Internet and other sources.</td>
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</tr>
<tr>
<td>Prerequisite: Spanish II with “C” average or better or Spanish I with “A” average and/or permission of the instructor after passing oral test</td>
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</table>
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION
SEMESTER
Grade Level: 9, 10, 11, 12

(HPE51) This required semester course is designed for the freshman level student. The course will emphasize a fitness theme. Students will learn the ten components of a healthy fitness routine that can be implemented throughout their lifetime. Grades are based on personal growth, sportsmanship, participating, and a positive attitude. Proper athletic attire is required.

HEALTH EDUCATION
SEMESTER
Grade Level: 9, 10, 11, 12

(HPE52) This required semester course is conducted in association with basic physical education. Topics focus on improving the health of youth, enabling young people to avoid risks, and make positive life choices. Subjects include violence prevention, tobacco and substance abuse prevention, nutrition, physical activity, sexuality education, and mental health issues.

ADVANCED PHYSICAL EDUCATION
SEMESTER/YEAR
Grade Level: 10, 11, 12

(HPE53) The emphasis of Advanced Physical Education is that of strength, speed and endurance. These three components of a healthy physiology, along with the appropriate nutrition, will give students the opportunity to explore their own body’s potential. Through weight training, plyometrics, agility, speed, and cardiovascular workouts students will optimize their physique. A daily workout log will be kept and article summaries will be assigned twice a month. An observation of student’s nutritional habits will help students identify unhealthy habits, and reinforce good ones. Students will be graded on individual improvement, attendance, participation and attitude.

Prerequisite: Physical Education or teacher recommendation

MATHEMATICS

GUIDELINES FOR TAKING MATH CLASSES:

Students are required to take 4 years of high school mathematics before graduation. Students considering acceptance at selective/competitive colleges should follow the traditional format of Algebra I, Geometry, Algebra II, and Pre-Calculus. Advanced math students who have successfully completed Algebra I in the 8th grade will follow the sequence of Geometry, Algebra II, Pre-Calculus, and Calculus for their 4 years of required math credits. Students who struggle with mathematics may consider the series of Algebra I, Fundamental Geometry, Fundamental Algebra II, and Algebra II.

PRE-ALGEBRA
Grade Level: 9

(MT210) This course will prepare the student for Algebra I. Material will be covered in depth with focus on theoretical applications. Correlation between algebra and geometry will be stressed. Topics included are: real numbers, solving equations and inequalities, graphing equations, review/drill on arithmetic,
COURSE DESCRIPTIONS

probability and statistics, and geometry essentials. **Enrollment in this course will be limited and by teacher recommendation only.** Students taking this course will be expected to follow the sequence of Pre-Algebra (9th grade), Algebra I (10th grade), Fundamental Geometry (11th Grade) **AND** Fundamental Algebra II (12th grade).

<table>
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<tr>
<th>ALGEBRA I</th>
<th>Grade Level: 9</th>
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(MT362) This course gives a comprehensive introduction to the basic language of algebra. Topics include real numbers, signed numbers, equations, inequalities, systems of equations and inequalities, verbal problems, factoring, graphing, functions, quadratic equations, and trigonometric ratios.

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<tr>
<th>GEOMETRY</th>
<th>Grade Level: 9, 10</th>
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</table>

(MT371) This course introduces the student to the terms and concepts of Euclidean geometry and provides an in-depth exploration of the content expectations of the Michigan Merit Curriculum. Topics include angles, concepts of parallelism, congruency, similarity, coordinate geometry, area, volume, transformations, logic, matrices, and trigonometric functions. Various forms of proofs are used throughout the course.

Prerequisite: Recommendation of teacher with completion of Algebra I

<table>
<thead>
<tr>
<th>FUNDAMENTAL GEOMETRY</th>
<th>Grade Level: 10, 11</th>
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</thead>
</table>

(MT370) The content of this geometry course meets the requirements of the Michigan Merit Curriculum. However, the pacing of the course will allow for repeated practice and application of the concepts.

Prerequisite: Approval by the math department and administration

<table>
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<tr>
<th>ALGEBRA II</th>
<th>Grade Level: 10, 11, 12</th>
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</table>

(MT365) This course is an extension of Algebra I and exceeds the content expectations required by the Michigan Merit Curriculum. Emphasis is placed on preparing the student for future advanced math courses. Topics include problem solving, solving equations and inequalities, sequences and series, linear and quadratic systems, polynomials, irrational numbers, complex numbers, conic sections, logarithms, and circular trigonometry.

Prerequisite: Recommendation of teacher with completion of Geometry

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<tr>
<th>FUNDAMENTAL ALGEBRA II</th>
<th>Grade Level: 11, 12</th>
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</table>

(MT360) The content of this Algebra II course meets the requirements of the Michigan Merit Curriculum. However, students enrolled in this course are provided the opportunity for extra practice in the content area.

Prerequisite: Approval by the math department and administration
COURSE DESCRIPTIONS

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<thead>
<tr>
<th>COURSE</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>PRE-CALCULUS/ TRIGONOMETRY</td>
<td>11, 12</td>
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</table>

(MT382) This course is designed to prepare the student for calculus. Topics include algebra review, basic analytic geometry, circular functions, trigonometry, limits, matrix review and elements of differential calculus.

Prerequisite: Recommendation of teacher with completion of Algebra II (Not Fundamental Algebra II)

*Algebra II grade should be no lower than 76%

| ADVANCED PLACEMENT CALCULUS                | 12              |

(MT393) This is the highest level mathematics course and is designed for students who want to pursue post-secondary careers in engineering, medicine, mathematics, science, or those who plan on taking Calculus in college. Students will be given the opportunity to take the Advanced Placement exam in May whereby they have the potential to earn college credit with a qualifying score. The topics covered in calculus include analytic geometry, simple and transcendental functions, limits, differentiation and its applications, integration and its applications, and vector analysis.

Prerequisite: Recommendation of teacher with completion of Pre-Calculus/Trigonometry

| ACCOUNTING AND FINANCE I                  | 12              |

(MT241) *This class meets the 4th year of math requirement only when taken as a senior.* Students will learn the basic knowledge of beginning accounting. Students will plan, keep, analyze, and interpret accounting records for a sole proprietorship and a corporation. Students can expect daily homework assignments that must be done for success in the course. Reinforcement activities are used throughout the course to strengthen the learned accounting skills. Since accounting is a course that is required for many business majors and minors in college, this course is recommended for any student who is considering a career in any business field. It is also an excellent course for students who may be working in an office setting or has a desire to own a business. This class may be used as a related class for any student who is thinking of entering the work placement program primarily in a business-related field during the junior or senior year.

| ACCOUNTING AND FINANCE II                 | 12              |

(MT242) *If a student has already completed Account & Finance I prior to their senior year, this class meets the 4th year of math requirement only when taken as a senior.* Students will acquire basic knowledge of advanced accounting concepts, such as: departmentalized, management, and cost accounting. Problems and practice sets will be completed manually or with online resources. Students can expect daily homework assignments that must be done for success in the course. The course is mainly done independently. Assignments need to be completed independently with minimal teacher instruction.

Prerequisite: Accounting and Finance I with a “C+” grade or better
GUIDELINES FOR TAKING SCIENCE CLASSES:

- College bound students need four (4) years of science
- College bound students should take Chemistry I

BIOLOGY  
Grade Level: 9

(SC100) This course will cover cell biology, genetics, microbiology, taxonomy and ecology. Basic laboratory technology including microscopy will be stressed.

GENERAL PHYSICS  
Grade Level: 10, 11

(SC200) This class will be divided into 2 basic areas of study: Physics and chemistry. Physics will include motion, conservation of energy, electricity, electromagnetic waves, and sound. Chemistry will include atomic structure, elements and compounds, the periodic table, bond formation and chemical reactions and equations. Students taking the class will be exposed to many hands-on laboratory situations from which they will describe natural happenings. Students will be expected to follow both oral and written directions.

Prerequisite: Passing grade in both semesters of Biology; Algebra I also recommended

SCIENCE OLYMPICS  
Grade Level: 10, 11, 12

(SC325) Science Olympics is a class which prepares students for the competitive state science tournament. There are 23 events (which change each year). Each event has an emphasis on problem solving and hands-on, minds-on constructivist learning practices. This goal is accomplished through in-depth core curriculum training. You must be in the class first semester to participate in the competition. Though all learners will have an opportunity to prepare for the events, only a select 15 member team will be chosen to participate in the sanctioned competition(s).

Prerequisite: Students must have passed Biology and General Physics with a B or better or instructor’s recommendation

PHYSIOLOGY  
Grade Level: 10, 11, 12

(SC212) This class will concentrate on human anatomy and physiology. Dissection and examination of various animal organs will be required. Self-directed research projects will be assigned for each body system.

Prerequisite: Biology
ADVANCED CHEMISTRY

Grade Level: 11, 12

(SC301) A student planning to attend college should take Chemistry I. This class will prepare students to take chemistry classes required in college. Additionally, this class will help prepare students for careers in medicine, nursing, engineering, forestry, and other sciences. Chemistry includes the study of elements, the Periodic Table, chemical equations and reactions, gas laws, stoichiometry, and acids and bases. Labs are done. Safety goggles and calculators are necessary. Mathematics through Algebra II is used.

Prerequisite: Complete or be taking Algebra II, passed Biology & Physical Science

ENVIRONMENTAL SCIENCE

Grade Level: 11, 12

(SC311) Topics to be covered will include, but not be limited to, air quality, ecosystems & biodiversity, energy resources & renewable energy, land use, water quality, and human impact on the environment.

Prerequisite: MUST have passed Biology & General Physics

ADVANCED PLACEMENT PHYSICS I

Grade Level: 11, 12

(SC401) A student who intends to earn a college degree in any science, or work in technical fields such as robotics, computers, piloting, or criminal law should take AP Physics I. The curriculum will follow the guidelines set by The College Board. The class will include using science practices while studying motion, collisions, gravity, energy, momentum, simple harmonic motion, rotational motion, electric charge and force, DC circuits, and mechanical waves. Mathematics through Algebra II will be used so completion of Algebra II is recommended. Students will be able to earn college credit by passing the AP Exam in May. The exam fee must be paid at the beginning of the second semester.

Prerequisite: Completion of Algebra II, or instructor's recommendation.

ADVANCED PLACEMENT BIOLOGY

Grade Level: 11, 12

(SC501) Topics will be covered under the themes of: science as a process; evolution; energy transfer; continuity & change; relationship of structure to function; regulation; interdependence in nature; and science, technology, & society. The course will follow the guidelines set out by The College Board to guide students to successful completion of the College Board AP Biology Test. Students will be able to earn college credit by passing the AP Exam in May. The exam fee must be paid at the beginning of the second semester.

Prerequisite: MUST have completed Biology & General Physics with a “B” grade or better.

Recommended: Physiology and/or Chemistry (may take concurrently)
SOCIAL STUDIES

SOCIAL STUDIES GUIDELINES: All college bound students should take Psychology & Sociology.

<table>
<thead>
<tr>
<th>U.S. HISTORY</th>
<th>Grade Level: 9</th>
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<tbody>
<tr>
<td>(SO403) A full-year course beginning with a review of the Reconstruction period following the Civil War and continuing with a focus on the Development of the Industrial United States, the Emergence of Modern America, the Great Depression, World War II, Post War United States, and Contemporary United States. Strong emphasis will be placed on the Core Democratic Values and principles of the Constitution.</td>
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<tr>
<th>WORLD HISTORY</th>
<th>Grade Level: 10</th>
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<tbody>
<tr>
<td>(SO120) A full-year course covering contemporary history of different world regions. This course will also have a strong emphasis on geography.</td>
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<thead>
<tr>
<th>AMERICAN GOVERNMENT</th>
<th>SEMESTER</th>
<th>Grade Level: 11, 12</th>
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</thead>
<tbody>
<tr>
<td>(SO420) A one semester course which focuses on the structure and operation of American government at the state and federal levels. Citizenship responsibilities will be analyzed as well as political thought. Exposure to local government will be strongly encouraged. In depth discussion of the core democratic values will be included.</td>
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<tr>
<th>ECONOMICS</th>
<th>SEMESTER</th>
<th>Grade Level: 11, 12</th>
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<tbody>
<tr>
<td>(SO423) A one semester course which will contain units on Personal Finance—which some people refer to as “Economic Literacy,” the Market Economy (Microeconomics), the National Economy (Macroeconomics), and the Global Economy. Students will also complete various individual and group projects that may include the Stock Market Game, “Banzai” Personal Finance, The FED Challenge, etc.</td>
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<tr>
<th>PSYCHOLOGY</th>
<th>SEMESTER</th>
<th>Grade Level: 11, 12</th>
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<tr>
<td>(SO425) A one semester course designed to acquaint students with the study of human behavior. Students will learn about the cognitive processes, memory, altered states of consciousness, environment, motivation, and basic concepts of investigation. Students are expected to research outside related information and write a research paper.</td>
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<tr>
<th>SOCIOLOGY</th>
<th>SEMESTER</th>
<th>Grade Level: 11, 12</th>
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<tr>
<td>(SO426) A one semester course that will provide students with an introduction to the analytical study of humans and their society. Content will include culture, power structures, cross-cultural comparisons, family, crime, and social changes. Students will be required to research outside related information and write a research paper.</td>
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### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>CURRENT ISSUES</th>
<th>SEMESTER/YEAR</th>
<th>Grade Level: 11, 12</th>
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<tbody>
<tr>
<td>(SO431) Current Issues is a semester course that deals with issues that will have an impact upon our daily lives. This class will explore these issues through the use of print and television media including the Internet. Additional or supplemental material will be gathered through the use of movies, documentaries and other types of video.</td>
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<tr>
<td>Prerequisite: Successful completion of two (2) Social Studies course offerings.</td>
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<tr>
<th>ADVANCED PLACEMENT U.S. HISTORY</th>
<th>Grade Level: 11, 12</th>
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<tr>
<td>(SO428) The advanced placement U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weight the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.</td>
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<tr>
<td>Prerequisite: U.S. History</td>
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### VOCATIONAL & TECHNICAL EDUCATION

The curriculum at Tawas Area Schools is designed to recognize the need to promote and recruit students into non-traditional jobs.

Upon completion of a senior’s 3rd or 4th year of drafting the student may take a State administered test in architectural drafting standards. A passing grade on the test will earn the student a certificate in that particular area of drafting knowledge.

<table>
<thead>
<tr>
<th>MECHANICAL DRAFTING</th>
<th>Grade Level: 9, 10, 11, 12</th>
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<tbody>
<tr>
<td>(VT301) This course introduces the basic understanding of drafting procedures and techniques. The student should have some ability to visually picture the way a drawing should look before it is put on paper.</td>
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<td>Prerequisite: A passing grade in 8th grade mathematics</td>
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<tr>
<th>CAD ARCHITECTURAL DRAFTING</th>
<th>Grade Level: 10, 11, 12</th>
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<tr>
<td>(VT315) This course will introduce students to computerized drafting technology. Architectural drafting will deal with modern house planning and construction. Landscaping will also be introduced.</td>
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<tr>
<td>Prerequisite: Mechanical Drafting or permission from instructor</td>
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COURSE DESCRIPTIONS

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<tbody>
<tr>
<td>CAD ENGINEERING DRAFTING</td>
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(VT316) Computerized drafting technology will be used to teach orthographic projections, dimension, pictorial drawings, threads, fasteners, springs, intersection and developments, gears and cams, technical illustrations and working drawings will be completed. This course is excellent for students who plan to go on into a drafting career.

Prerequisite: Mechanical Drafting or permission from instructor

| CAD TECHNICAL DESIGN | Grade Level: 11, 12 |

(VT317) Computerized drafting technology will be used to help students design custom house plans, solar additions and wood foundations. Students will build a scale model of a vacation home. The student should have a good understanding of orthographic projection and have a working knowledge of blueprints.

Prerequisite: Mechanical Drafting and Architectural Drafting are required or permission from instructor

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<th>OTHER</th>
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| MULTIMEDIA PRODUCTIONS | Grade Level: 10, 11, 12 |

(AA540) Multimedia Productions is a brand new course offered this Fall of 2017! This project-based course introduces students to the concepts of creating productions using various forms of media ranging from print to digital to audible. The course includes lessons learned while applying knowledge to a range of projects such as daily announcements, video productions, school website, school kiosks, and school yearbook. This fantastic course will allow students to impact the culture and climate of the school while learning about different methods of productions in the realm of multimedia. This does not meet the graduation requirement for the fine art credit.

| ACADEMIC SEMINAR (STUDY SKILLS) | Grade Level: 9, 10, 11, 12 |

(AS501) This is a supervised class designed for students who need additional time to prepare for their academic subjects. Students are encouraged to use this time wisely. Credit is given for Study Skills. Organized work will be given throughout the course. Learning/study skills will be taught with emphasis placed on helping the student learn how to prepare effectively for classes.

| DUAL ENROLLMENT | Grade Level: 9, 10, 11, 12 |

(DE) Dual Enrollment may be an option for some students. Eligibility for dual enrollment is determined by test scores earned on the PLAN, PSAT, M-STEP or ACT exams according to Public Act 160 and standards set forth by the district. Students will be required to enroll in at least one high school course and must be considered full-time students. The following attributes are necessary for a student’s success: self-motivation, independent learner, technologically literate, time management skills, and personal commitment.
## COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>EARLY MIDDLE COLLEGE</th>
<th>Grade Level: 11, 12</th>
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<tbody>
<tr>
<td>(EM) The IRESA/Tawas Area Early Middle College is a program that allows students to extend high school by one year in order to earn both their high school diploma and potentially earn an Associate Degree from an area community college, having the tuition paid for by Tawas Area Schools. Students receive college instruction from the college faculty. Students currently in the 10th grade may apply to start the EMC program as a junior. Students must qualify based on dual enrollment eligibility requirements. Students interested in applying should speak with a high school counselor. The following attributes are necessary for a student’s success: self-motivation, independent learner, technologically literate, time management skills, and personal commitment.</td>
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<thead>
<tr>
<th>ONLINE VIRTUAL LEARNING</th>
<th>Grade Level: 9, 10, 11, 12</th>
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<tbody>
<tr>
<td>(PL) PLATO courses are offered as enrichment courses for multiple world languages. However, space is limited. There are some circumstances where other PLATO courses may be offered as well. Any student who desires to participate in online courses should examine their personal skills and aptitude for taking a PLATO class. The following attributes are necessary for a student’s success: self-motivation, independent learner, technologically literate, time management skills, and personal commitment.</td>
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</table>
GRIEVANCE PROCEDURES
FOR TITLE VI OF THE CIVIL RIGHTS ACT OF 1964,
TITLE IX OF THE EDUCATION AMENDMENT ACT OF 1972,
SECTION 504 OF THE REHABILITATION ACT OF 1973,
AGE DISCRIMINATION ACT OF 1975, &
TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

SECTION I
Any person who believes that they have been discriminated against or denied equal opportunity or that the Tawas Area School District or any part of the school organization has inadequately applied the principles and/or regulations of (1) Title VI of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) the Age Discrimination Act of 1975, and (5) Title II of the Americans with Disability Act of 1990 may bring forward a complaint, which shall be referred to as a grievance to:

Ms. Mary Beth Schearer
Civil Rights Coordinator
255 West M-55
Tawas City, Michigan 48763
(989) 984-2166
mschearer@tawas.net,

SECTION II
The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer within (5) business days.

If the complainant feels the grievance is not satisfactorily resolved, they may initiate formal procedures according to the following steps:

Step 1: A written statement of the grievance signed by the complainant shall be submitted to the local Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The coordinator shall further investigate the matters of grievance and reply in writing to the complainant within (5) business days.

Step 2: If the complainant wishes to appeal the decision of the local Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Superintendent of Schools within (5) business days after receipt of the Coordinator’s response. The Superintendent shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within (10) business days.

Step 3: If the complainant remains unsatisfied, s/he may appeal through a signed, written statement to the Board of Education within (5) business days of receiving the Superintendent’s response in Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representative within forty (40) days of the receipt of such an appeal. A copy of the Board’s disposition of the appeal shall be sent to each concerned party within (10) days of this meeting.

Anyone at any time may contact the U.S. Department of Education/Office for Civil Rights for information and/or assistance at 216/522-4970. If the grievance has not been satisfactorily settled, further appeal may be made to the Regional U.S. Department of Education, Office for Civil Rights, 600 Superior Avenue East, Bank One Center, Suite 750, Cleveland, OH 44114-2611

Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

The local Coordinator, on request, will provide the complainant with a copy of the district’s grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based may be found in the Civil Rights Coordinator’s Office.
NAME: __________________________________

**MUSIC:**
- MU101 Concert Band
- MU004 Music Theory & Exploration
- MU201 Instrumental Music Methods*
- MU013 Choir

**PERFORMING ARTS:**
- PA101 Theatre I
- PA201 Theatre II
- PA301 Theatre III

**VISUAL ARTS:**
- AR500 Fundamentals of Art (formerly Basic Art)
- AR510 Ceramics (Pottery) I
- AR102 Ceramics (Pottery) II
- AR326 Computer Graphics I
- AR226 Computer Graphics II
- AR520 Drawing & Painting I
- AR530 Drawing & Painting II
- AR150 Digital Photography I
- AR151 Digital Photography II
- AR400 Advanced Art Studio*

**BUSINESS:**
- BS104 Personal Finance (SX)
- BS108 Intro. to Business Management (SX) / (YR)
- BS110 Careers & Personal Life Preparation
- BS120 Microsoft Office Certification (SX)
- BS241 Accounting and Finance I
- BS242 Accounting and Finance II
- BS300 Marketing I - General Marketing
- BS400 Marketing II – Advanced Marketing
- BS450 AP Computer Science Principles
- VT342 Capstone (Co-op)
- VT343 Work Based Learning (Out of District)

**CAREER & TECHNICAL EDUCATION (3 Hr Block):**
- CT763 Automotive Technology I
- CT773 Automotive Technology II
- CT663 Building Trades I
- CT673 Building Trades II
- CT723 Cultural Arts & Restaurant Management I
- CT733 Cultural Arts & Restaurant Management II
- CT743 Health Sciences I
- CT753 Health Sciences II
- CT783 Power Mechanics I (SX)
- CT793 Power Mechanics II
- CT683 Teacher Prep Academy I
- CT693 Teacher Prep Academy II

**ENGLISH:**
- EN138 Literature & Composition 9
- EN215 Literature & Composition 10
- EN315* Literature & Composition 11*
- EN300* Literary Analysis & Composition 11 *
- EN421 Contemporary English Applications 12
- EN422* Advanced Placement English 12 *
- EN231 Speech I
- EN232 Speech II
- EN222 Creative Writing

GRADE (Fall of 2020): ______________

**WORLD LANGUAGE:**
- SP105 Spanish I
- SP205 Spanish II
- SP305 Spanish III
- SP405 Spanish IV
- SP210 Spanish Conversation & Drama (SX)
- SP215 Spanish Conversation, Culture & Literature (SX)

**HEALTH & PHYSICAL EDUCATION:**
- HPE51 Physical Education (SX)
- HPE52 Health Education (SX)
- HPE53 Advanced Physical Education (SX) / (YR)

**MATHEMATICS:**
- MT210* Pre-Algebra*
- MT362* Algebra I*
- MT371* Geometry*
- MT370 Fundamental Geometry*
- MT365* Algebra II*
- MT360 Fundamental Algebra II*
- MT382* Pre-Calculus / Trigonometry *
- MT393* AP Calculus*
- MT241 Accounting and Finance I
- MT242 Accounting and Finance II

**SCIENCE:**
- SC100 Biology
- SC200 Physical Science/General Physics
- SC212 Physiology
- SC325 Science Olympics
- SC301 Advanced Chemistry
- SC311 Environmental Science
- SC401 AP Physics
- SC501 AP Biology

**SOCIAL STUDIES:**
- SO403 U.S. History
- SO120 World History
- SO420 American Government (SX)
- SO423 Economics (SX)
- SO425 Psychology (SX)
- SO426 Sociology (SX)
- SO431 Current Issues (SX) / (YR)
- SO428 AP U.S. History

**VOCATIONAL & TECHNICAL:**
- VT301 Mechanical Drafting
- VT315 CAD Architectural Drafting
- VT316 CAD Engineering Drafting
- VT317 CAD Technical Design

**OTHER:**
- AA540 Multimedia Productions
- AS501 Academic Seminar (Study Skills)
- DE Dual Enrollment
- EM Early Middle College
- PL Online Class

(SX) = Semester Class  (Y R) = Year Long Class

*Teacher Recommendation Required
# 2020-2021 COURSE SELECTIONS (9th - 12th Grades)

**Name:**

**Graduation Credit Requirements:** 26 Credits

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>S1</th>
<th>S2</th>
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<tbody>
<tr>
<td>EN138</td>
<td>Lit. &amp; Comp. 9</td>
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<tr>
<td>SO403</td>
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<td>SC100</td>
<td>Biology</td>
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<td>HPE51</td>
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**Total:**

Please list **two alternate** courses, in order of preference

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<tr>
<th>Grade 10</th>
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<tr>
<td>EN215</td>
<td>Lit. &amp; Comp. 10</td>
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<tr>
<td>SO120</td>
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<td>FINE ARTS (or elective)</td>
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**Total:**

Please list **two alternate** courses, in order of preference

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<thead>
<tr>
<th>Grade 11</th>
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<tbody>
<tr>
<td>EN300* or EN315</td>
<td>Lit. Analysis &amp; Comp. 11 or Lit. &amp; Comp. 11 (circle one)</td>
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<td>SO420</td>
<td>Government (Semester)</td>
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<td>SO423</td>
<td>Economics (Semester)</td>
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<td>SCI</td>
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<td>MATH*</td>
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**Total:**

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<th>Grade 12</th>
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<tr>
<td>EN421* or EN422</td>
<td>Contemp. English App. 12 or AP English 12 (circle one)</td>
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**Total:**

Please list **two alternate** courses, in order of preference

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Student Signature

Parent Signature

~Priority will be given to signed course selection requests~

*Teacher’s Authorization Required (initials)  
Received by: ____________________________