



2009 - 2010 Spotlight On Curriculum

What Your Child Will Learn In

Grades 9-12

Dear Families:

It is with pride in excellence and a pleasure to communicate our newest venture in the reform of our curriculum. This SPOTLIGHT ON CURRICULUM enables parents and guardians to view a snapshot of all areas of the Manchester Public Schools curriculum spanning the skills presented to students from kindergarten to twelfth grade. What you are presently viewing represents the curriculum for your child's grade level for the current school year.

In the minds of our fine educators, this paper version of the curriculum comes alive. Our dedicated teachers and staff ensure that our students are prepared for lifelong learning. We are dedicated to ensuring that we provide programming to address and accommodate the diverse needs of our learners to facilitate continuous growth.

The Manchester Public Schools curriculum uses a focus in all disciplines highlighting the ability for students to perform skills and know content. All areas are aligned with National and State Standards, cultural awareness and 21st century learning, as well as the essential skills and understanding for success on our Statewide Connecticut Mastery Test and Connecticut Academic Performance Test. Also included is the integration of fine arts, physical education, music, technology education, world language, technology literacy and media services. These programs provide students with well-rounded abilities to make healthy life decisions.

Learning is most favorable when connections are made with families and the community. Working together is the best way to ensure that all of our students reach their fullest potential. Our families and school based partnerships are important additions to the creation of a successful and respectful climate for the benefit of our students. Together our school system grows strong to benefit our students' futures.

Respectfully,

Ann M. Richardson

Ann M. Richardson, Ph.D.
Assistant Superintendent
Curriculum & Instruction

MANCHESTER PUBLIC SCHOOLS

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English

The English program prepares students for the demands of today, as well as the world of tomorrow. This preparation focuses on the ability to listen, view and read with understanding and to speak and write effectively. Students in English classes are encouraged to challenge themselves and to strive for excellence.

Students are exposed to both classical and modern literature focusing on evaluation of universal themes and an exploration of human nature. Writing instruction follows the writing process as each student develops a writing portfolio. Writing assignments in general include; analysis, narration, persuasion, exposition and creative writing.

English courses require students to demonstrate the ability to research information, solve problems and make responsible decisions. Productive use of technology to obtain and organize information will assist students both in class and in life. In addition to instruction related to the control of English skills, it is the intent of the Department of English that students will develop a love of reading which will continue through life.

Performance/Presentation

- Elaborates and presents with accuracy, focus and appropriate resources.
- Produces written, oral and visual texts to express, develop and substantiate ideas and experiences.
- Demonstrates a thoughtful creative process.
- Presents a logical and engaging progression of subject matter.
- Uses appropriate eye contact and voice.
- Demonstrates technical skill and an insightful relationship to the idea and or concept expressed.

Reading (Comprehension)

- Selects a variety of literary texts for specific purposes.
- Sets and monitors reading goals making adjustments and corrections as needed.
- Recommends books to others and explains the reason for the recommendation.

English (Cont.)

- Demonstrates an understanding of the story as a whole with an interpretation that is supported with examples from the text.
- Reflects, revises, reshapes and deepens understanding of text.
- Demonstrates perceptive judgments about the literary quality of the story and supports judgments with examples from the text.
- Applies appropriate strategies before, during and after reading in order to construct meaning.
- Evaluates and synthesizes classical and contemporary texts from many cultures and literary periods.
- Demonstrates an understanding of ideas presented in text and is able to thoughtfully respond.
- Extends ideas found in text to analyze, draw conclusions and make inferences.
- Makes connections within and beyond the text (text-to-text, text-to-self, text-to-world).
- Evaluates quality and/or credibility of text.
- Demonstrates basic understandings of the text's general content.
- Elaborates on the text and make judgments about quality and themes.

Writing

- Applies conventions of Standard English in oral, written and visual communications.
- Takes a strong arguable position and presents convincing arguments.
- Chooses effective, ample support and introduces and cites support properly.
- Writes essays and paragraphs that are fully developed with effective transitions and stays on topic.
- Writes in a fluent style with language that demonstrates a sophistication of phrasing.
- Perceives and expresses universal applicability of thematic concepts, ideas and/or information.

Mathematics

Mathematics Opens Doors to Productive Futures

Goals:

To educate students so that they are able to:

- Understand and apply mathematical concepts.
- Develop logical thinking and organizational skills.
- Apply integrated mathematical problem-solving strategies to investigate, evaluate and solve problems from within and outside mathematics.
- Formulate mathematical definitions and express generalizations discovered through investigations.
- Use and value the connections between mathematics and other disciplines.
- Prepare building mathematical literacy to become an educated consumer and prepare for future mathematical study.
- Build a foundation for post-graduate study in related fields.
- Use the tools of math inquiry including spreadsheets, graphing calculators and computer programs.

Mathematics at MHS

Manchester High School math students have demonstrated their excellence by achieving recognition and/or awards for:

- S.A.T. Performance
- AP Calculus Performance
- National Merit Scholars
- AHSME Examination
- Math Team Competition
- UCONN Mathematics and Statistics Credit

Career Paths Using Mathematics

Mathematics is a critical foundation for all future pursuits and career paths. As students progress in mathematical study, the range of career paths broadens and expands infinitely! Following is a list of possible career paths open to students which necessitate a background and use of mathematical concepts.

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Mathematics (Cont.)

The following chart illustrates various paths for careers that use mathematics.

Careers That Require A Solid High School Foundation of College Preparatory or Honors Mathematical Study

Meteorological Technician	Bookkeeper
Computer Technologist	Metallurgical Technician
Pharmacy Assistant	Landscape Technician
Respiratory Technologist	Agricultural Technician
X-Ray Technician	Ophthalmic Assistant
Medical Equipment	Dental Assistant
Maintenance Technician	Health Record Admin.
Survey Technician	Lawyer
Draftsman/Woman	Geographer
Cartographer Technician	Urban Planner
Forestry Technician	Property Appraiser
Horticulturists	Cartographer
General Accountant	Survey Technologist
Commercial Driver	Engineering Technologist
Sports Administrator	Occupational & Physical Therapist
Office Clerk	
Animal Care Technician	Nuclear Medical Technologist
Data Processor	Speech Therapist
Industrial Administrator	Sociologist
Industrial Designer	Registered Nurse
Welder	Elementary Teacher
Tool and Die Maker	Psychologist
Electronic Technician	Audiologist
Farm Equipment Mechanic	

Mathematics (Cont.)

Careers That Require A Minor In Undergraduate Mathematics

Chartered Accountant	Optometrist
Business Administrator	Landscape Architect
Engineer	Forester
Chemist	Veterinarian
Physicist	Biologist
Geologist	Agrologist
Astronomer	Interior Designer
Meteorologist	Surveyor
Physician	Graphic Artist
Dentist	Architect
Pharmacist	Economist
Medical Lab Technologist	

Careers That Require Post Graduate Work in Mathematics

Pure Mathematician	Engineer
Applied Mathematician	Statistician
Computer Scientist	Actuary

Successful completion of Algebra I in the middle school will be noted on the student's official MHS transcript. All students must, however, meet the graduation requirement of a minimum of three courses in mathematics at MHS and proficient CAPT performance.

The major goals of the Mathematics Department are to provide a curriculum that reflects varied student abilities, interests and needs and to develop in each student the ability to apply mathematics to solve problems in everyday life, vocations and careers.

Science

The general field of science offers opportunities for careers, some of which are traditional, some of which are new and some of which don't even exist now! A solid background in the physical, biological and chemical sciences allows students to position themselves for entry into many science careers or to pursue the higher education needed to enter these fields.

A Sampling of Careers in Science

Doctor	Meteorologist
Nurse	Gemologist
Geologist	Laser Technologist
Engineer	Operating Room Technician
Research Scientist	Firefighter
Teacher	Archeologist
Phlebotomist	Environmental Lawyer
Forensic Pathologist	Hydrologist
Environmentalist	Geneticist
Pharmacist	Biotechnologist
Climatologist	

The emerging field of biotechnology offers opportunities for research, technicians, marketing, sales and finance, all of which will need an understanding of Biotechnology and Molecular Genetics, as well as an ability to use a computer for analysis and presentation of information.

The Science Department believes that science and technology affect every aspect of our lives and that everyone needs to know about the nature of science, how it works and what it can and cannot achieve. Fundamental to this proposition is the need for all students to develop, communicate and apply the basic knowledge and skills of scientific reasoning. Parents and teachers have a shared responsibility for helping students learn and apply this knowledge in making decisions and solving problems.

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Science (Cont.)

Students can best acquire this knowledge in the biological, physical and chemical sciences by participating in an inquiry-oriented, hands-on, integrated science program. Science teachers will employ a variety of teaching techniques to help students to better understand the scientific world and to maximize their understanding of the content and processes of science.

The end product of the Manchester High School science program is a scientifically literate citizenry infused with the lifelong habit of developing scientific reasoning and applying it to everyday life.

Students are required to take Physical Science and Biological Science and one-half credit in an advanced science course. All students are encouraged to further their science education by including advanced courses in Physics, Biology and Chemistry; this is essential for all students who wish to major in science in college.

It is important that students are appropriately placed as a level change may present problems for a student because the texts and course sequencing vary from one level to the next.

Courses Offered Are:

BIOLOGICAL SCIENCES	PHYSICAL SCIENCES
Biology	Physical Science
AP Biology	Science for the Consumer
Marine Biology	Forensic Science
Animal Behavior	Chemistry
Human Anatomy and Physiology	AP Chemistry
	Physics
	AP Physics B
CAPT Science Concepts	Science Principles of Technology

Social Studies

The Social Studies Department at Manchester High School focuses instruction on three areas. Classes teach students the skills they will need to succeed inside and outside the school walls. Secondly, the Social Studies Department exposes students to content from areas such as history, geography, economics, culture and political science. Lastly, students are instructed and encouraged to apply these skills and content knowledge in practical applications. Students who wish to graduate from Manchester High School are required to earn 3.5 credits in Social Studies.

In addition to credit requirements, all students must complete two Board of Education requirements:

1. In the junior year, all students will complete a history day project in the Modern United States History, American Studies, or AP United States History classes. Failure to complete this project will prevent the student from graduating with a diploma.
2. In the senior year all students will complete a service learning project in one of the following classes: Participation in American Society, Law & Order or Law & American Society. Failure to complete this project will prevent the student from graduating with a diploma.

Students follow the course of study below. The required courses are:

- Grade 09 -- Roots of Global Civilization (1.0 credit)
- Grade 10 -- Modern World History (1.0 credit)
- Grade 11 -- Modern United States History (1.0 credit)

Students must pick ONE of the courses below in the senior year to earn their remaining .50 credit. They may also choose to take more than one of these courses as an elective. The choices are:

- Grade 12 - Participation in American Society (.50 credit)
- Grade 12- Law & Order (.50 credit)
- Grade 12- Law & American Society (1.0 credit)

Social Studies (Cont.)

In addition to the required courses, the Social Studies Department offers the following elective courses:

- Advanced Placement United States Government and Politics
- Advanced Placement Modern European History
- African-American History
- Advanced Placement Psychology
- 20th Century American Music & Film
- Sociology
- Law & Order
- Law & American Society
- Psychology
- Economics

Social Studies elective courses are designed to provide concentrated study on specialized topics to meet student interests and needs and to acquaint students with employment opportunities in related Social Studies fields.

Required courses for the 9th, 10th, 11th grades are offered on all levels. Elective courses are also offered at a variety of levels.

Library/Media Services

The library media program at the high school level reinforces technology literacy skills and encourages reading for lifelong learning. By the end of ninth grade students will:

- Participate in discussions with library staff about literature selections.
- Independently and accurately identify the requirements of an advanced research task.
- Apply evaluative criteria to a reference source such as motive, point of view and/or stereotyping.
- Create charts and timelines using advanced graphing software.

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Library/Media Services (Cont.)

- Create complex multimedia presentation using advanced features of multimedia software.
- Demonstrate ethical use of the computer relative to security, privacy, passwords and personal information.

Art

Visual arts are essential to your complete education. Study in the visual arts helps develop your intellect and provide you with the skills necessary for effective communication by teaching you to:

- Create artworks that express concepts as well as your ideas and feelings.
- Respond with understanding to diverse artworks.
- Understand and use materials, techniques, forms and language relevant to visual arts.
- Understand the importance of visual art in expressing and illuminating human experience, beliefs and values.
- Identify works of art and recognize characteristics of art from different historical cultures and periods.
- Develop mastery in at least one art form to continue lifelong involvement as a responder and a creator.
- Develop mastery in preparation for a career, if you choose.
- Participate in the artistic life of the school and/or community.
- Understand the connection between visual arts and daily life.

The major goal of the Art Department is to develop the students' creative skills as well as their recognition of the artistic achievements of others. The students will develop and demonstrate an awareness and understanding of the diversities of American and world cultures through the arts. They will be encouraged to challenge themselves and strive for excellence in their own artwork. The courses will encourage personal growth through the exploration of career goals in the art field.

Art (Cont.)

2 Dimensional Art Courses	3 Dimensional Art Courses
Explorations in 2-Dimensional Design	Explorations in Jewelry Making*
Drawing*	Sculpture*
Advanced Drawing	Metals/Jewelry*
Painting	Advanced Jewelry/Metals
Advanced Painting	Pottery*
Advanced Placement Studio Art	Advanced Pottery
Portfolio Preparation	

* Courses with an asterisk (*) have no sequential requirements.

Physical Education

Our intention is that students will have sufficient skills to enjoy participation in many activities and allow them to successfully pursue these activities into adulthood. Along with skill development is the achievement of self-initiated behaviors that promote success in activity settings. These include safe practices, adherence to rules and procedure, etiquette, cooperation, teamwork, ethical behavior in sport and positive social interaction. At times the history and background of the sport is included in the activity unit. In keeping with these standards the sport offerings required in grades 9, 10 and 11 offer opportunities for students to experience new sport activities and refine others. Activity units are designed that focus on game play and performance, with refinement and enhancement of basic and advanced skills.

DEPARTMENTAL GOALS:

- Exposure to a variety of individual and team sports.
- Understanding the positive benefits of physical education.
- Confidence and knowledge to participate in fitness activities for a lifetime.

Physical Education (Cont.)

ESSENTIAL SKILLS:

- Leadership
- Problem solving (group and individual)
- Communication
- Self initiative
- Individual and team work
- Sport and individual skill work

CAREER PATHS:

- Athletic training
- Teaching
- Coaching
- Recreation
- Officiating
- Personal Training
- Leisure Studies
- Sports Management

COURSE OFFERINGS:

The physical education courses will be determined by grade level so all students will have opportunities to participate in a wide range of activities. All students must take a basic swimming/survival course, which will be offered in the 9th grade curriculum and repeated in grade 10. Those students who do not pass this swimming/survival test may be placed into a beginning swimming class in grade 11.

Only students who are excused from regular physical education by a physician will be exempt from classes. For any prolonged illness or injury, the physician must submit the necessary school forms to the nurse. A determination is then made concerning placement for the student.

All Physical Education classes are offered on the PSP level. Grades are based on points accumulated each class meeting. Students are expected to attend class and be prepared to participate in the class activity. Written tests, quizzes and other assignments may also be used to determine the grade.

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Performing Arts

The primary goal of the MHS Performing Arts Department is to offer all students the opportunity to explore and express their creativity and artistic development. Skill development rooted in a strong emphasis on the basics is at the heart of the performing arts program. Students may choose to participate in performing ensemble classes or classroom studies. There is an honors credit option available to all students participating in a performing ensemble.

VOCAL PERFORMING ENSEMBLES

- Chorus & Chorale

STRING INSTRUMENT PERFORMING ENSEMBLES

- Orchestra
- Guitar Ensemble

BAND INSTRUMENT PERFORMING ENSEMBLES

- Concert Band, Jazz Ensemble, Percussion Ensembles

CLASSROOM SUBJECTS

- Music Theory I & AP Music Theory
- Theater Arts
- Beginning Guitar & Advanced Guitar
- Creating Music with Computers I & II
- Music Appreciation

PERFORMING ARTS CLUBS (CO-CURRICULAR) INCLUDE:

- Chamber Orchestra
- Hand Bell Choir
- Jazz Choir
- Marching Band
- MHS Spring Musical
- Roundtable Singers
- Sock-'n-Buskin drama club
- Santa Band
- Spring Musical
- Stage Band
- String Quartets

Performing Arts (Cont.)

Students enrolling in a performing ensemble class must accept the obligation to participate in all scheduled performances and rehearsals, many of which may occur outside the regular school day. All members of performing groups participate in regular evaluation and assessment ranging from weekly lessons to individual skill reviews. These assessments account for a percentage of the student's classroom grade. Enrichment activities for all members of MHS performing ensembles are encouraged. Among these suggested activities are; private music instruction, auditions for Connecticut Regional and All-State Music Festival and other local musical activities.

BENEFITS OF THE PERFORMING ARTS EXPERIENCE:

- It is fun.
- Research shows a strong connection between sustained arts involvement and academic achievement.
- Develops creative and critical thinking skills.
- Enhances cultural development.
- Ensemble experiences promote teamwork and cooperative learning.
- Lifetime skills.
- Appreciation of the role of the arts in society.

HIGHER EDUCATION AND PERFORMING ARTS

- Colleges seek students with sustained involvement in the arts.
- Colleges seek creative and original thinkers.
- Career opportunities in performing arts, arts management, recording industry, retail and many other arts related fields.

Performing Arts (Cont.)

Manchester High School students have received recognition for excellence and have been involved with the community in the following ways:

- School concerts.
- Major community events; Memorial Day Parade, Board of Directors Swearing in, Martin Luther King Day, Holiday on Main, events at the Manchester Senior Center.
- Local trips; concerts in local schools, UCONN, statewide festivals and competitions.
- Regional and National Trips to; Florida, New York, Boston, The Big "E", Virginia Beach, Washington, DC.
- Guest Artist Concert Series; The United States Marine Band, The U.S. Navy Sea Chanters Chorus, The U.S. Air Force "Airmen of Note" Jazz Ensemble, Maynard Ferguson, Louie Bellson, Boston Brass, The Buddy Rich Alumni Band with Dave Weckl, Steve Smith and Jon Pattitucci, The United States Navy Concert Band, The U.S. Navy "Commodores" Jazz Ensemble.

EXTRA OPPORTUNITIES SUGGESTED FOR ADVANCED MUSICIANS

All-State, Regional and All-New England Music Festival and private music instruction, honors level ensemble credit.

World Language

The major goal of the World Language Department is to teach students to communicate through oral and written expression. Listening, speaking, reading and writing skills are developed. Fostering an understanding of other cultures in our multicultural world is an integral part of all courses.

Students are given the opportunity to explore, develop and practice communication strategies and critical thinking skills as well as the language and culture studied. Each course incorporates the Five C's of Foreign Language Learning:

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World Language (Cont.)

- 1.) **Communication** - to engage in conversation, provide & obtain information, express feelings and exchange emotions;
- 2.) **Cultures** - to understand the traditions, practices and perspectives of the culture studied;
- 3.) **Comparisons** - of their own language and the language studied;
- 4.) **Connections** - between the language studied and other disciplines;
- 5.) **Community** - using language beyond the school setting.

REQUIREMENTS

At this time world languages are not a requirement for MHS graduation. However, most 4-year colleges require a two-to-three year sequence of study of another language as an entrance requirement.

French 1, 2, 3, 4, 5
 Italian 1, 2, 3, 4
 Latin 1, 2, 3
 Spanish 1, 2, 3, 4, 5

Family & Consumer Science

The Manchester Family and Consumer Sciences Department Grades 7–12 empowers students with life skills to be successful in the future.

Family and Consumer Sciences curriculum touches the future through the:

- Application of academic, critical thinking and communication skills.
- Development of occupational and personal skills required for employment.
- Management and conversation of individual, family and community resources.
- Preparation for parenting and childcare responsibilities.
- Exploration of career options including entrepreneurial opportunities.

Family & Consumer Science (Cont.)

- Understanding of the interdependence of science, technology and nutrition.
- Development of consumer and career skills involving the creation of fashions.
- Development of an understanding of multi-cultural and multi generational populations.
- Exploratory and enrichment program offered to all 7th and 8th graders.
- Child development, foods and nutrition and textiles are investigated through a variety of projects.
- Identify factors that impact their own physical, intellectual, social and emotional development.

The following courses are offered. Courses marked by an (*) can provide Manchester Community College Credit; and Courses marked by a (U) can provide UConn Credit.

FASHION AND DESIGN

- Fashion and Design I
- Fashion and Design II
- Textiles Technology Seminar
- Fashion Merchandising
- Interior Design & Housing

HOSPITALITY

- Modern Meals
- International Foods
- Bake Shoppe I
- Bake Shoppe II
- Culinary Arts
- Hospitality, Tourism and Recreation
- Nutrition for Fitness

Family & Consumer Science (Cont.)

HUMAN DEVELOPMENT

- World of Children I
- World of Children II
- Child Development*
- Human Services*
- Individual and Family Development for Future Teachers/Nurses (U)

Career Opportunities Include

Fashion Designer	Family Counselor
Food Editor	Senior Center Director
Restaurant Manager	Fashion Illustrator
Tailor/Seamstress	Child Life Specialist
Elementary School Teacher	Food Technologist
Dietician	Clothing Retailer
Pastry Chef	Textile Researcher
Social Worker	Day Care Provider
Caterer	Bridal Consultant
Cruse Director	Interior Decoration

CLASSROOM AND EXTRACURRICULAR EXPERIENCES INCLUDE:

Community Service Opportunities:

- Catering the Greater Manchester Chamber of Commerce Holiday Party.
- Production of breads and pies for a local soup kitchen.
- Participation in our departmental club—FCCLA (Family, Career and Community Leaders of America).
- Production of fleece hats and scarves which are donated to MACC.

School and Business Partnerships

- Internships at various Manchester elementary schools, our middle schools and elder care facilities.
- Work experience at Jo-Ann stores.

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Family & Consumer Science (Cont.)

School Based Enterprises

- Management of the MHS nursery school by human development classes.
- Staff luncheons prepared by culinary arts classes.
- Holiday food sales by Bake Shoppe I and II classes.
- Production of "An Evening of Fashion and the Arts" by the fashion and design classes.

Technology Education

Technology courses provide students with experiences in the application of technology, an appreciation of the impacts of technology on our society and the opportunities technology provides. The program develops technological skills and provides opportunities for career exploration within technological fields. Students participate in exciting, hands-on activities while achieving these goals.

PROGRAM FEATURES:

- **Career Pathways Programs:** Students receive Manchester and Capitol Community College credit for courses taken at MHS.
- **Technology Student Association:** Our technology club competes annually at the TSA state conference and has been particularly successful in computer aided design, architectural design, manufacturing design, structural engineering and other events.
- **Communications Technology:** Classes produce printed and silk-screened products for the community.
- **Architecture:** Classes have designed houses for Habitat for Humanity and their architectural drawings have been used in planning renovation projects at MHS.
- **Tools and Materials:** Classes have built and installed cabinets and computer desks at MHS.

Technology Education (Cont.)

- **Scientific Principles of Technology:** Classes have participated in the New England Board of Higher Education Project Photon.
- **Automotive Technology:** Students have designed and built alternative energy vehicles and raced them in statewide competition.
- **World of Technology:** Students take part in the West Point bridge design contest.
- **Construction:** Classes build a scale model house, learn how to read blueprints or help build a full size storage shed using the latest tools and construction techniques.

In Technology Education courses, students learn many real world skills, such as:

- Program a robot
- Create a CADD model
- Design a house
- Weld metal
- Write a computer program
- Cut, drill and saw wood
- Build a model plane
- Use an oscilloscope
- Replace an exhaust system
- Develop film
- Produce a TV program
- Write a news article
- Design an electronic product
- Design business cards
- Make a circuit board
- Operate a CNC milling machine
- Build a rocket
- Silkscreen a shirt Solder electronic parts
- Design an electronic car
- Make a blueprint
- Operate a printing press
- Repair a transmission
- Use a computer
- Design a robotic vehicle
- Use a digital camera
- Build a bookcase
- Learn Physics
- Measure voltage
- Build a model house
- Build an amplifier
- Balance a tire
- Read a blueprint
- Design, build and Race an electric car
- Design a website

Technology Education (Cont.)

CHOOSING CAREERS

Technology courses provide career related experiences for students for careers in a wide range of fields. Students are exposed to career possibilities in class and in job shadowing experiences coordinated by the MHS Career Center. Most careers require college or other post-secondary training. Some of the career fields chosen by our students are:

Career Opportunities Include

Technology Education Engineering (all types and levels) Computer Science Automotive Technology Computer Technology Electronics Technology	Building Trades Broadcasting (all phases) Manufacturing Architecture Graphic Communications Industrial Design MHS School Newspaper
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Technical Education

Operational Skills

- Demonstrates ability to operate a PC based school computer.
- Successfully logs into school server using their unique username and password.
- Distinguishes between and access various school folders to create, save and retrieve files.
- Demonstrates ability to use a computer to access other devices such as printers and storage media.
- Demonstrates ability to operate digital equipment such as scanners, cameras and video projectors.

Electronic Research Skills

- Demonstrates ability to navigate the worldwide web using basic browser functions.
- Demonstrates ability to download, save and upload internet files.
- Demonstrate ability to copy graphics and text from internet sites to other productivity software.
- Demonstrate ability to successfully and efficiently print information from the internet.

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Technical Education (Cont.)

- Demonstrates ability to use advanced features of an electronic database to access pertinent information.
- Demonstrates ability to access the high school's card catalog to access information resources.

Productivity Skills

- Demonstrates ability to use word processing software to create written products.
- Demonstrates ability to use advanced features of word processing software.
- Demonstrates advanced keystroke skills to create written products.
- Demonstrates ability to use advanced graphing software and hardware to create charts and timelines.
- Demonstrates ability to use spreadsheet software to create spreadsheets.
- Demonstrates ability to use advanced graphing software and hardware to express curricular concepts.
- Demonstrates ability to use spreadsheet software to express curricular concepts.

Communication and Presentation Skills

- Demonstrates ability to use multimedia software to create a simple multimedia presentation.
- Demonstrates ability to use advanced features of multimedia software to create a complex multimedia presentation.
- Demonstrates ability to use interactive curricular based software.
- Demonstrates ability to use simple website generating software to create simple web pages.
- Independently determines the most appropriate format to present information for a research task and gathers the necessary materials to incorporate in that format.
- Demonstrates ability to retrieve and send information from/to home for research purposes.
- Demonstrates ability to communicate with public organizations to retrieve information (college applications, health, etc.).

Technical Education (Cont.)

Ethical Use

- Demonstrate responsible use of the school's computer equipment.
- Demonstrate responsible use of the school's computer software.
- Demonstrate responsible use of the school's computer network.
- Demonstrates appropriate online behavior, including awareness of and response to cyber bullying and interacting with other individuals on social networking sites and in chat rooms.

Cultural Relevance

The goal of cultural relevance is to develop and implement culturally responsive environments within a classroom setting. Emphasis is placed on providing faculty with materials and models that support the use of culturally appropriate pedagogical practices that demonstrate respect for all. Teachers will develop cohesive and comprehensive multicultural principals throughout the curricular to respond to the needs of diverse learners. State and district data are reviewed to support and/or create programming that will improve the academic achievement for all students while eliminating education disparities.

Students will:

- Know and praise their own and each others' cultural heritage.
- Be empowered, emotionally, socially and intellectually as a result of educator's use of cultural references to impart knowledge, skills and attitudes.
- Respond to a variety of texts, ideas, perspectives and styles while developing and expanding their learning strategies.
- Develop awareness of societal issues while understanding the importance of committing to improving the lives of others.
- Be prepared to live in a global community.