February, 24 2014

Parents/Students:

This is the new Norton High School Program of Studies for the 2014-2015 School Year. As you review it, note that there are some changes.

Note, too, that we are always adding new courses. Please take the time to review each department for all the courses it offers before you make up your mind on what to take. There is a lot to choose from, and I encourage you to make the most of our academic program.

In this booklet you will find course names, numbers and descriptions, district and school mission and vision statements, expectations for student learning, graduation requirements, school-wide rubrics, and explanations of grades and grade point averages.

Make sure when choosing any course that its level of rigor and interest is appropriate for you. Ask your current teachers about what levels would best suit your needs. Ask teachers of courses you are considering what their expectations are. All full year courses are 5 credits each. All half year courses are 2 ½ credits each. All students must carry 35 credits per year.

Bear in mind, we schedule and staff according to the needs of our students. These needs are determined by course selections. Note that there will be very limited opportunity to change courses once the master schedule has been created.

Outside of our own offerings, Norton High School also gives students the opportunity to learn in non-traditional ways through our Dual Enrollment Program with five area colleges, our School-to-Career Internship Program, Virtual High School and Senior Project. Please see course descriptions for requirements to take courses in these areas.

In carefully planning an appropriate set of courses for next year, you will increase your chances of making your high school experience a rewarding one!

Sincerely,

Megan M. Lafayette
Principal
Core Values:
We believe in…
- creating a safe environment and showing respect and appreciation for individual differences
- an active commitment between family, community, and schools as vital to student learning
- high standards as key to academic excellence and lifelong learning
- taking responsibility for one’s own learning
- pride in our schools as being essential

Mission Statement: Guided by our Core Values the Norton Public Schools, in an active partnership with the community, provide each student with a quality education fostering personal development and intellectual growth which prepares each student to contribute and succeed in a global society.

Vision: The Norton Public Schools, in collaboration with the community, inspires excellence in teaching and learning in order to promote individual talents and maximize each student’s potential.

Norton High School

Mission: The mission of Norton High School is to encourage students to reach their full potential by providing challenging curricula in a positive learning environment and by promoting personal and social responsibility.

Academic Expectations
Norton High School students are critical thinkers and effective users of technology who:
1. Read, write, and communicate effectively
2. Work cooperatively and independently
3. Identify, analyze, and solve problems
4. Access, organize, evaluate, and apply information from a variety of sources
5. Demonstrate visual, artistic, and kinesthetic modes of expression

Civic/Social Expectations
Norton High School students are reflective citizens who:
6. Practice tolerance and respect toward others
7. Appreciate diversity
8. Understand and demonstrate civic and social responsibility to the school and community
9. Possess an awareness of good decision making for personal and social well-being, as well as for environmental sustainability.
2014 – 2015

NORTON HIGH SCHOOL PROGRAM OF STUDIES

The following pages describe all of the courses taught at Norton High School. Parents and students are urged to consult these descriptions for clarification of course objectives and content.

Information is listed under the following headings:

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GRADUATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 years (beginning with class of 2017)</td>
</tr>
<tr>
<td>Science</td>
<td>3 years</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 years (two of which must be U.S. History)</td>
</tr>
<tr>
<td>World Language</td>
<td>2 years</td>
</tr>
<tr>
<td>Computer</td>
<td>1 course</td>
</tr>
<tr>
<td>Wellness</td>
<td>4 years</td>
</tr>
<tr>
<td>Community Service</td>
<td>50 years</td>
</tr>
</tbody>
</table>

Any student who feels that he/she is proficient in the use of computers and would like to have the requirement waived should see his/her counselor.

In addition to the above, ten credits must be selected from any combination in business, fine arts, practical arts or computer science.

All students will be required to take seven majors a year. In order to be awarded a diploma from Norton High School students need to amass 125 credits. Also, students are required to meet the Competency Determination standard established by the Massachusetts Department of Education on the grade 10 Massachusetts Comprehensive Assessment System (MCAS) tests or retests in English Language Arts, Mathematics, and Science.

Students may not elect more than two courses in a department in a semester without prior approval.

- Advancement to next grade level based upon number of credits earned
  - Sophomore 30 credits
  - Junior 60 credits
  - Senior 90 credits

Students may not repeat a leveled course for credit if they have previously passed the course.

Also, in order to graduate, all seniors must achieve 30 out of 35 credits, 5 of which must be English. Seniors must also pass Wellness.

Community Service Requirement

All Norton High School students will be required to complete 50 hours of community service before graduation. Any hours students do for honor societies, teams, clubs, boy or girl scouts, church or temple count toward this requirement.
RESTORING CREDIT THROUGH SUMMER SCHOOL PARTICIPATION

SUMMER SCHOOL POLICY

With approval from the administration, students who fail one or more courses with an average of 50 or better may attend summer school to restore credits towards promotion or graduation. Students who successfully complete a 30-hour course will have credits restored and will be granted a passing grade, which is indicated by the letters SSP on their official transcript. No more than two failures in any subject may be made up in summer school. After a student has completed a summer course, departments, without denying credits, may require testing in the fall to determine the next placement in a given subject. A student may not remediate more than five courses over four years.

After the end of the school year in June, the guidance department will advise all students who need summer school for promotion or graduation. Registration forms for all area summer schools are available in the guidance office and must be signed by a counselor and administrator before a student can enroll in Summer School.

MASSACHUSETTS STATE COLLEGE REQUIREMENTS

Massachusetts state colleges and universities require sixteen (16) college preparatory units as the minimum standard for admission. Minimum Grade Point Average and S.A.T. scores must also be attained. Information pertaining to G.P.A. and S.A.T. scores may be obtained from your guidance counselor.

Students are advised that courses for special programs such as engineering, physical therapy or nursing that many colleges may require additional and/or specific units. Please consult your guidance counselor for details.

MASSACHUSETTS STATE COLLEGE REQUIREMENTS

| College Preparatory English | 4 years |
| College Preparatory Math (Algebra I and II, Geometry) | 4 years *
| College Preparatory Science | 3 years |
| College Preparatory Social Studies | 2 years |
| Language (same language, 3 years recommended) | 2 years |

*Four year requirement begins with students graduating in 2016

ELECTIVES (College Preparatory)

| English | Science | Fine Arts |
| Mathematics | Social Studies |
| Computer | Language |

N.B. If a student successfully completes Algebra I and/or Geometry in eighth grade, he/she satisfies the Algebra I and/or Geometry requirement indicated above. However, a student is required to complete 3 years of mathematics while in high school. Four years of mathematics as a graduation requirement beginning with the class of 2017.
EXPLANATION OF COURSE LEVELS

Course Levels

**Level 04 – Postsecondary (Advanced Placement & Dual Enrollment)** – courses contain instruction equivalent to a college level course and for which a student may earn college credits. AP Courses are available in English Literature, English Composition, American History, European History, Psychology, Calculus AB, Statistics, Biology, Chemistry, Physics, Environmental Science, and Art.

**Level 03 – Advanced (Honors)** – courses contain work that challenges academically talented students. The pace of instruction is advanced, the expectation is high and research work is required.

**Level 02 – General (College Preparatory)** - courses provide instruction that focuses primarily on college preparation and general concepts for the appropriate grade level. The curriculum content is similar to a Level 03 – Advanced course, but the pace and depth of coverage and independent study may differ. Curriculum materials will involve some research work and problem solving skills.

**Level 01 – General (College Preparatory 2)** – courses focus primarily on skills development. The course offered may focus on the improvement of a particular deficiency in content previously taught but not learned. The curriculum content is similar to a Level 02 – General course, but the pace, depth of coverage and independent study may differ.

**Unleveled Courses** - courses are not used in the calculation of a student’s grade point average or in the determination of class rank.
### Norton High School Ranking System

**Grade, Quality Points, and Numerical Equivalents for Grading System Using Pluses and Minuses**

#### Explanation of Quality Points Given for Levels of Course Work

<table>
<thead>
<tr>
<th>Level 04</th>
<th>Level 03</th>
<th>Level 02</th>
<th>Level 01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement</td>
<td>Honors</td>
<td>College Preparatory</td>
<td>College Preparatory</td>
</tr>
<tr>
<td><strong>Quality Points</strong></td>
<td><strong>Quality Points</strong></td>
<td><strong>Quality Points</strong></td>
<td><strong>Quality Points</strong></td>
</tr>
<tr>
<td><strong>Numerical Equivalent</strong></td>
<td><strong>Numerical Equivalent</strong></td>
<td><strong>Numerical Equivalent</strong></td>
<td><strong>Numerical Equivalent</strong></td>
</tr>
<tr>
<td>A+</td>
<td>6.33</td>
<td>5.83</td>
<td>5.33</td>
</tr>
<tr>
<td>A</td>
<td>6.00</td>
<td>5.50</td>
<td>5.00</td>
</tr>
<tr>
<td>A-</td>
<td>5.67</td>
<td>5.17</td>
<td>4.67</td>
</tr>
<tr>
<td>B+</td>
<td>5.33</td>
<td>4.83</td>
<td>4.33</td>
</tr>
<tr>
<td>B</td>
<td>5.00</td>
<td>4.50</td>
<td>4.00</td>
</tr>
<tr>
<td>B-</td>
<td>4.67</td>
<td>4.17</td>
<td>3.67</td>
</tr>
<tr>
<td>C+</td>
<td>4.33</td>
<td>3.83</td>
<td>3.33</td>
</tr>
<tr>
<td>C</td>
<td>4.00</td>
<td>3.50</td>
<td>3.00</td>
</tr>
<tr>
<td>C-</td>
<td>3.67</td>
<td>3.17</td>
<td>2.67</td>
</tr>
<tr>
<td>D+</td>
<td>3.33</td>
<td>2.83</td>
<td>2.33</td>
</tr>
<tr>
<td>D</td>
<td>3.00</td>
<td>2.50</td>
<td>2.00</td>
</tr>
<tr>
<td>D-</td>
<td>2.67</td>
<td>2.17</td>
<td>1.67</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Norton High School has a cumulative, weighted class ranking system. **Level 04** courses garner the most quality points towards class rank, and **Level 01** courses earn the least quality points towards rank. The student who earns the greatest number of quality points ranks first in his/her class. Unleveled courses are not used in the calculation of a student’s grade point average or in the determination of class rank.
## NORTON HIGH SCHOOL SCHOOL–WIDE RUBRICS

### Reading Effectively

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Deficient</th>
<th>Limited</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><em><strong>/</strong></em></td>
<td><em><strong>/</strong></em></td>
<td><em><strong>/</strong></em></td>
<td><em><strong>/</strong></em></td>
<td><em><strong>/</strong></em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summarizing, predicting and recalling information**

- **Deficient**: Rarely summarizes, predicts and/or recalls information
- **Limited**: Sometimes summarizes, predicts and recalls information
- **Acceptable**: Summarizes, predicts and recalls information
- **Exemplary**: Consistently summarizes, predicts and recalls information

**Synthesizing and applying information**

- **Deficient**: Unable to synthesize or apply information where appropriate
- **Limited**: Occasionally synthesizes and sometimes applies information where appropriate
- **Acceptable**: Synthesizes and sometimes applies information where appropriate
- **Exemplary**: Synthesizes and applies information where appropriate

**Understanding Vocabulary**

- **Deficient**: Understands few general and/or topical vocabulary terms
- **Limited**: Understands some general and/or topical vocabulary terms
- **Acceptable**: Understands general and topical vocabulary terms
- **Exemplary**: Understands and extends general and topical vocabulary terms

### Writing and Communicating Effectively

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Deficient</th>
<th>Limited</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Structure**

- **Deficient**: Follows few elements of required structure
- **Limited**: Follows most elements of required structure
- **Acceptable**: Follows required structure
- **Exemplary**: Follows required structure

**Organization**

- **Deficient**: Displays no clear organization
- **Limited**: Displays some organization
- **Acceptable**: Displays a clear attempt to remain organized
- **Exemplary**: Displays exemplary and cohesive organization

**Mechanical errors**

- **Deficient**: Contains many mechanical errors that disrupt purpose
- **Limited**: Contains multiple mechanical errors
- **Acceptable**: Contains some mechanical errors
- **Exemplary**: Contains very few mechanical errors

**Vocabulary**

- **Deficient**: Uses inappropriate or incorrect vocabulary
- **Limited**: Attempts to use some appropriate vocabulary
- **Acceptable**: Attempts to use appropriate vocabulary
- **Exemplary**: Uses appropriate vocabulary

**Understanding**

- **Deficient**: Demonstrates little or no understanding of topic
- **Limited**: Demonstrates some understanding of topic
- **Acceptable**: Demonstrates understanding of topic
- **Exemplary**: Demonstrates critical thinking

**Total**

---

8
### Problem Solving

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Deficient</th>
<th>Limited</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Does not identify the problem</td>
<td>Identifies the problem with little or no detail</td>
<td>Identifies the problem with some detail</td>
<td>Identifies the problem completely</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Support</td>
<td>Unable to select and implement relevant concepts and procedures</td>
<td>Selects and implements few relevant concepts and procedures/strategies</td>
<td>Selects and implements most of the relevant concepts and procedures/strategies needed to solve the problem</td>
<td>Selects and implements relevant concepts and procedures/strategies needed to solve the problem</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Features</td>
<td>Recognizes none of the constraints of the problem</td>
<td>Recognizes few of the constraints of the problem</td>
<td>Recognizes most constraints of the problem</td>
<td>Recognizes all constraints of the problem</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Does not provide a solution to the problem</td>
<td>Provides a solution and work that is incomplete or generally incorrect</td>
<td>Provides a solution and relevant work that is mostly complete and generally correct</td>
<td>Provides a solution and all relevant work that is complete and correct</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Working Cooperatively

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Deficient</th>
<th>Limited</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall cooperative strategy</td>
<td>Do not work as a group to address and complete the assignment</td>
<td>Attempt to work as a group to address and complete some components of the assignment</td>
<td>Work as a group to address and complete most components of the assignment</td>
<td>Work as a group to accurately address and complete components of the assignment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Distribution of work</td>
<td>Determine few or no roles for each member to assume</td>
<td>Determine some roles for each member to assume</td>
<td>Determine mostly appropriate and equitable roles for each member to assume</td>
<td>Determine appropriate and equitable roles for each member to assume</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td>Recognize and resolve few or none of the problems/points of confusion</td>
<td>Recognize and resolve some problems/points of confusion in appropriate manner</td>
<td>Recognize and resolve most problems/points of confusion in appropriate manner</td>
<td>Recognize and resolve problems/points of confusion in appropriate manner</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>Do not remain on task</td>
<td>Remain on task for some of the allotted time period</td>
<td>Remain on task for most of the allotted time period</td>
<td>Manage time effectively and remain on task for the allotted time period</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Working Independently

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Deficient</th>
<th>Limited</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addressing and completing components of the assignment</strong></td>
<td>addresses and completes few or no components of the assignment</td>
<td>addresses and completes some components of the assignment</td>
<td>Accurately addresses and completes most components of the assignment</td>
<td>Accurately addresses and completes all components of the assignment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Method for completing the assignment</strong></td>
<td>Does not implement a method for completing the assignment</td>
<td>Implements an inadequate method for completing the assignment</td>
<td>Implements an adequate method for completing the assignment</td>
<td>Implements an appropriate method for completing the assignment</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Recognizing and resolving problems and/or points of confusion</strong></td>
<td>Recognizes and resolves few or none of the problems and/or points of confusion</td>
<td>Recognizes and resolves some problems and/or points of confusion before seeking assistance</td>
<td>Recognizes and resolves most problems and/or points of confusion in a mostly appropriate manner before seeking assistance</td>
<td>Recognizes and resolves problems and/or points of confusion in an appropriate manner without assistance</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Remains on task</strong></td>
<td>Does not remain on task</td>
<td>Remains on task for some of the allotted time</td>
<td>Remains on task for most of the allotted time</td>
<td>Remains on task for the allotted time</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Total**

### Locating, Accessing, and Evaluating Information

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Deficient</th>
<th>Limited</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Questions</strong></td>
<td>Cannot identify potential sources of information to address a question</td>
<td>Identifies potential print and non-print sources of information to address a given question</td>
<td>Formulates questions and identifies a variety of print and non-print sources to address questions with some guidance</td>
<td>Formulates questions and identifies a variety of print and non-print sources to address the questions.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Selecting and Evaluating</strong></td>
<td>Selects sources without evaluating the quality of information</td>
<td>Selects sources that address the topic but are not always of high quality</td>
<td>Often chooses high quality, authoritative sources independently</td>
<td>Independently evaluates and selects high quality, authoritative sources</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluating</strong></td>
<td>Does not recognize the difference between fact and opinion</td>
<td>Sometimes recognizes the difference between fact and opinion</td>
<td>Distinguishes between fact and opinion and often uses what is appropriate</td>
<td>Distinguishes between fact and opinion and uses each appropriately</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Total**
<table>
<thead>
<tr>
<th>Applying</th>
<th>Does not make connections between new information and prior knowledge</th>
<th>Sees connections between new information and prior knowledge some of the time</th>
<th>Makes connections between new information and prior knowledge some of the time</th>
<th>Integrates new information with prior knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying</td>
<td>Is unable to apply new information to original question</td>
<td>Attempts to apply new information to original question</td>
<td>Applies new information to address original questions</td>
<td>Applies new information to address original question and, if necessary, develops new questions</td>
</tr>
</tbody>
</table>

**Total**

---

### Visual, Artistic, and Kinesthetic Modes of Expression

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Deficient</th>
<th>Limited</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative expression</td>
<td>Displays little or no creative expression</td>
<td>Displays some degree of creative expression</td>
<td>Displays an adequate degree of creative expression</td>
<td>Displays an exceptional degree of creative expression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required elements</td>
<td>Incorporates few or none of the required elements</td>
<td>Incorporates some required elements</td>
<td>Incorporates most required elements</td>
<td>Incorporates all required elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Techniques and Materials</td>
<td>Does not exhibit competence in the use of techniques and or materials</td>
<td>Exhibits some competence in the use of techniques and or materials</td>
<td>Exhibits competence in the use of techniques and or materials</td>
<td>Exhibits mastery in the use of techniques and or materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>Conveys minimal or no understanding of assigned topic</td>
<td>Conveys some understanding of assigned topic</td>
<td>Conveys general understanding of assigned topic</td>
<td>Conveys exceptional understanding of assigned topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**
<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>Effective Reading</th>
<th>Effective Writing and Communicating</th>
<th>Problem Solving</th>
<th>Working Cooperatively</th>
<th>Working Independently</th>
<th>Accessing Information</th>
<th>Demonstrating visual, artistic, and kinesthetic modes of expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mathematics</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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## ENGLISH

### REQUIRED ENGLISH COURSES BY GRADE

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<th>Grade</th>
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<td><strong>FRESHMEN</strong></td>
<td><strong>Honors English I</strong> – Level 03</td>
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### ELECTIVE ENGLISH COURSES

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<td>Global Studies: Chinese Language &amp; Literature – Level 02</td>
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ENGLISH

English is a full year course, and all students must pass four years of English to satisfy the requirement for graduation. At least two of these years’ credits in English must result from passing two full-year day courses at Norton High School or a similarly accredited day high school. No more than two years of credit will be given for summer school or night school, such as Taunton or Brockton evening high schools, or any other alternative course (all of which can be taken only after the student has failed a full year of English with a grade of 50 or better.) Exception can be made only by the Principal. Students are encouraged to select classes based on ability and past performance or teacher recommendation. Expectations and pace vary according to course level.

006 - FILM AS LITERATURE – Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7
Film as Literature allows students to develop analytical and compositional skills through the study of famous films and directors. In so doing, students gain a general overview and appreciation of filmmaking. Students learn to identify staging, camera angles, and use of actors as part of a director’s style. Students also learn to identify films by their genre, such as film noir, the western, musicals, sci-fi, and so forth. Students will study one director’s works extensively in order to interpret and analyze his particular view of the world and how it relates to his audience.
Prerequisite: None.

011 – HONORS ENGLISH I – Level 03
Grade 9
012 - ENGLISH I - Level 02
Grade 9
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7
5 credits
A major emphasis in English in grade nine is on learning the fundamentals of grammar, developing skills in writing and speaking, and studying vocabulary and spelling. Students also focus on reading and discussing literature, writing about themes found in the literary works, and writing creatively. All students read multicultural literature, as well as an array of literary genres, and engage in activities and projects. A library skills unit introduces students to the Media Center. All students are responsible for summer reading.
Prerequisite: 011 - Honors English I – None.
Prerequisite: 012 – English I – None.
Students are placed in levels on the basis of their grade eight performance and teacher recommendations.

015 – INTRODUCTION TO DRAMA - Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9
2.5 credits
Lights! Camera! Action! This course is an introduction to theatre, basic acting, and stage craft. Learn to act, direct, and communicate through theatre games, exercises and performance. In hands-on activities, students in this course learn and develop the specific skills and techniques required to produce exciting, vibrant theatre -- from acting, playwriting, costuming, and everything in between.
Prerequisite: None.
016 – DRAMA II - Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9  
2.5 credits  
From Practice to Performance - Experience the tried and true techniques of directors, actors, and playwrights as your participate in fun and challenging exercises designed to enhance your theatre performance and develop your potential. This course is a continuation of skills taught in Introduction to Drama and will draw upon previously learned skills to develop new ones. Students will learn to direct, score a dramatic text, keep an actor’s notebook, and create work from their own experience.  
Prerequisite: Successful completion of Introduction to Drama.

021 – HONORS ENGLISH II – Level 03  
Grades 10  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  
5 credits  
Grade ten students review and further develop those skills taught on the ninth grade level in grammar, literature, and written and oral communication. Both creative and expository writing continue throughout the year. All students are responsible for summer reading, and literature begins with the study of their summer reading. All students improve their library research skills through a variety of activities.  
Prerequisite: 021 - Honors English II – Teacher recommendation advised.  
Prerequisite: 022 - English II – None.

025 – JOURNALISM I – Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9  
2.5 credits  
This is an introductory course in how to gather and write news, features, and sports stories, as well as editorials. Students learn the craft as well as the content of journalism to enable them to gather and verify information, report clearly and accurately, and have a fundamental understanding of the role of the print and online media in delivering and shaping our understanding of the world.  
Prerequisite: None.

027 – WRITING & VISUAL INSPIRATION – Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8  
2.5 credits  
Thanks to Hollywood, video games, computers and the internet, today's high school students live in an increasingly visually-oriented world. This course is intended to address that reality by helping students develop a more discerning eye to view the representational world and to teach students valuable writing skills with which they can communicate their perceptions and thoughts. By offering an array of valuable writing approaches and techniques, this course encourages students to view their visual environment through a perceptive critical lens. Using artistic media as inspiration, motivation, and subject matter, students will explore specific writing tools and complete short and long term pieces of writing. Students will also learn to draw significant parallels between literature, art, and history. Upon completion of this course, students will have fostered their skills of observation, analysis, and written communication skills which are inarguably essential to every learner.  
Prerequisite: None.
030 – ADVANCED PLACEMENT ENGLISH-LANGUAGE & COMPOSITION–Level 04  Grade 11
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  5 credits
With argumentative discourse as its subject matter, this course teaches students to analyze how authors attempt to persuade us to adopt their attitude(s) toward issues presented in a text. Students in this level should be proficient writers who are able to write essays of analysis and argument and write several research- based papers. These students study considerable non-fiction and persuasive prose, in addition to traditional American literature. Students in AP English are required to take the Advanced Placement Examination. The summer reading requirement is more extensive than it is for other junior level courses.
Prerequisite:  Teacher recommendation advised.

031 – HONORS ENGLISH III – Level 03  Grade 11
032 - ENGLISH III - Level 02  Grade 11
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  5 credits
Grade eleven English has an emphasis on American Literature and reviews essential critical reading, usage and writing skills. By the end of junior year, all students should be proficient in written and oral communication. All students still write creatively. Throughout the year all students study vocabulary, poetry and literature which focus on several American themes. All students are responsible for summer reading, and literature begins with the study of their summer reading. All students are required to write a research paper related to the literature of grade 11.
Prerequisite:  031 - Honors English III – Teacher recommendation advised.
Prerequisite:  032 - English III – None.

034 – DRAMA III – Level 02 –  Grade 10, 11, 12
Academic & Civil/Social Expectations, 1, 2, 3, 4, 5, 6, 7, 8  2.5 credits
From Page to Stage/Director’s Workshop - Drama III is the continuation of skills taught in Drama I and II as well as incorporating a focus on directing. Students will lead classes, find or create warm up exercises, read and score a play (director’s notebook), talk to directors, visit a theatre, direct scenes from life and scripts, cast and direct a one act play, learn basic aspects of technical theatre, light a scene, create a basic set design, basic costume design, and sound design.
Prerequisite:  Successful completion of Drama II with at least a “B” average or permission of the instructor.

035 - CREATIVE WRITING - Level 02  Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8  2.5 credits
Good writing takes imagination, dedication, and enthusiasm! Beginning writers and experienced writers will be guided to create their own poems, fiction and non-fiction stories, movie reviews, advertisements, and other descriptive creative writing. Students will also work with a variety of readings and videos to capture ideas from life, develop them, and shape them into polished pieces of writing.
Prerequisite:  None.
**037 - THE POETRY OF SONG – Level 02**

Grades 9, 10, 11, 12

Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8

2.5 Credits

Do you like music and poetry? Do you enjoy writing? American music contains some of the most significant poetic work of the last 100 years. This course will analyze the use of poetic devices in songs. Students will develop skills and acquire familiarity and knowledge in dealing with poetry. Using audio media as inspiration, motivation, and subject matter, students will explore specific writing tools and complete short and long term pieces of writing. Students will also learn to draw significant parallels between literature, music, poetry and history. This course will be centered around the development of semester-long, student-directed writing portfolios based on a selected poetic theme.

**Prerequisite:** None.

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**038 - THE COMIC SPIRIT - Level 02**

Grades 11, 12

Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8

2.5 credits

What’s so funny? Find out in this class! Students will trace the use of humor in literature, theater, film, and television by exploring the different forms of comedy, including parody, satire, drama, and visual humor. Students will read and write about the works of comic spirits such as Edward Lear, Lewis Carroll, Mark Twain, Dorothy Parker, Art Buchwald, Dave Barry, Oscar Wilde, and William Shakespeare.

**Prerequisite:** None.

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**140 - SPORTS READING AND WRITING – Level 02**

Grades 9, 10, 11, 12

Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8

2.5 Credits

This semester-long English elective offers students the opportunity to read some of the best American sports writing available, both contemporary and historical, and learn to appreciate what makes great sports writing great. Students will improve their own critical thinking, reading, and writing skills through the study of what, for many, will be inherently more interesting, engaging and accessible reading material than what is offered in a traditionally literature-based English course. Students will critique sports writing, as well as produce some of their own, after viewing videotaped or live sporting events. Students will also learn about online media as a reporting venue for sports writing. Students will have the opportunity to submit their own sports writing to local newspapers for possible publication.

**Prerequisite:** None.

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**041 – ADVANCED PLACEMENT ENGLISH LIT. & COMPOSITION – Level 04**

Grade 12

Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7

5 credits

AP English Literature is an academically rigorous course designed for the highly motivated student who has demonstrated proficiency in English, as the course requires extensive reading and advanced writing, as well as analytical and interpretive skills. The course engages college-bound seniors in the careful reading and analysis of a wide array of literary texts, including literature, poetry and drama. Written assignments focus on the critical analysis of literary works and on developing coherence, unity, precision, structure and stylistic maturity. All students write a research paper related to literature or poetry of grade twelve. The summer reading assignment is more extensive than it is for the other senior level English courses.

**Prerequisites:** Teacher recommendation advised.
Grade twelve is primarily a survey of English and some world literature and offers students a source for writing and experiencing the poetry, the drama, and the fiction of various periods in literature. Students practice a variety of types of essay writing, autobiographical writing, and creative writing. The first quarter also focuses on a review of grammar and vocabulary, as well as test-taking practice and strategies, in preparation for SAT I tests. All students write a research paper related to course literature.

**Prerequisite:** 044 - Honors English IV – Teacher recommendation advised.

**Prerequisite:** 042 - English IV – None.

**066- GLOBAL STUDIES: CHINESE LANGUAGE & LITERATURE – Level 02**

*Grades 11, 12*

**Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8**

This course enables students to learn the basics of Mandarin Chinese and introduces them to Chinese-American literature. Students’ immersion in the Chinese language is largely student-directed; students take initiative in learning Chinese, culminating in weekly teacher-created examinations based on Rosetta Stone’s language instruction. Semester work culminates in a portfolio. Students “create their own textbook” with vocabulary, grammar, and short writing passages over the course of the semester. Students are also introduced to Chinese culture and customs through various forms of literature, including myths, poetry, and short stories. Students will be exposed to such authors as Nien Cheng, Anchee Min, and Amy Tan, and others who do not fit the traditional literary canon. Students are also afforded the opportunity to read sections of the literature in their newly acquired foreign language.

**Prerequisite:** None.

**067 - JOURNALISM II – Level 02**

*Grades 10, 11, 12*

**Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8**

This is a half year course designed to provide students with a deeper understanding of journalism. The prerequisite for the class would be the completion of Journalism I, which is designed to give students a basic overview of print, broadcast, and photojournalism. In Journalism I, students are taught the basics of hard news, features, opinion pieces, review writing, and Q &As. They are required to publish two pieces: one in the *Lance* and one in the *Sun Chronicle*. Students in journalism I also learn basic photography techniques. Additionally, students complete two broadcast journalism assignments. The first assignment is in conjunction with the Boston Celtics and the second assignment is the creation of a news broadcast.

**Prerequisite:** Journalism I.

**068 – HONORS ADVANCED CREATIVE WRITING – Level 03**

*Grades 10, 11, 12*

**Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7**

This course is designed to develop students’ writing ability by widening their range of creative writing experiences and by developing their knowledge of style. Students will learn to improve their writing across the range of forms and further develop their individual style and voice. The course builds on those forms of written expression introduced in *Creative Writing*-fiction, prose, and poetry, and supplements these with analytical writing. Students will learn to emulate the style and forms of well-respected literary artists and thereafter to develop a unified body of creative work of their own.

**Prerequisite:** Teacher recommendation advised.
This elective course is designed to enable students to explore the interdisciplinary study of Visual Art and English with a dual-certified teacher. The course represents a more academic, rigorous and formalized approach to Visual Art substantiated by a variety of written exercises intended to sharpen students’ reflective and meta-cognitive abilities. Writing tasks that require students to analyze and assimilate relevant (arts-based) text and reflect on their progress will be paired with rigorous, long-term visual exercises and drawings completed through the classical atelier method.

**Prerequisite:** Some drawing experienced recommended.
## SOCIAL SCIENCE

### COURSE OFFERINGS BY GRADE

#### FRESHMEN
- World History II – Level 02
- Civics & American Government – Level 02
- United States History Through Film – Level 02

#### SOPHOMORES
- Honors United States History – (Pre-AP) Level 03
- Honors United States History I – Level 03
- United States History 1 – Level 02
- Civics & American Government – Level 02
- United States History Through Film – Level 02
- Human Geography – Level 02

#### JUNIORS
- Honors United States History II – Level 03
- United States History II – Level 02
- Civics & American Government – Level 02
- Psychology – Level 02
- Sociology – Level 02
- Advanced Placement American History – Level 04
- Advanced Placement Psychology – Level 04
- Advanced Placement European History – Level 04
- Economics – Level 02
- United States History Through Film – Level 02
- Human Geography – Level 02

#### SENIORS
- Advanced Placement European History Since 1500 – Level 04
- Civics & American Government – Level 02
- Psychology – Level 02
- Sociology – Level 02
- Advanced Placement Psychology – Level 04
- International Relations – Level 02
- Economics – Level 02
- United States History Through Film – Level 02
- Human Geography – Level 02
- American History Through Music – Level 02
SOCIAL SCIENCE

158 - WORLD HISTORY II – Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8
5 credits
Students study the rise of the nation state in Europe, the French Revolution, and the economic and political roots of the modern world. They study the origins and consequences of the Industrial Revolution, 19th century political reform in Western Europe, and imperialism in Asia, Africa, and South America. They will explain the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, and the Russian and Chinese revolutions. Finally, students will study the rise of nationalism and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.
Prerequisite: None.

160 – HONORS UNITED STATES HISTORY I- Level 03
161 - UNITED STATES HISTORY I- Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9
5 credits
This is a full year course to be taken during sophomore year. Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and the key ideas of the U.S. Constitution. Students also study the basic framework for American democracy and the basic concepts of American government. Students study American westward expansion, the establishment of political parties, and economic and social change. The students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War and the consequences of the Civil War, including Reconstruction. Finally, students will analyze the causes and consequences of the Industrial Revolution in America and America’s growing role in world affairs.
A major theme of this course is the origin and impact of sectionalism on American life and politics.  
Prerequisite: 160 - Honors United States History I – Teacher recommendation advised.
Prerequisite: 161 - United States History 1 – None.

110 – HONORS UNITED STATES HISTORY 1 – (Pre- AP) - Level 03
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 9
5 credits
This Pre-AP course is designed to introduce students who aspire to take the U.S. History AP exam during their junior year to the requirements of the AP program. The AP Program in American History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in American history.
This is a full year course to be taken during sophomore year. Students will examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and the key ideas of the U.S. Constitution. Students also study the basic framework of the American democracy and the basic concept of the American government. Students study American westward expansion, the establishment of political parties, and economic and social change. The students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Finally, students will analyze the causes and consequences of the Industrial Revolution in America and America’s growing role in world affairs.
Prerequisite: Teacher recommendation advised.
This course is designed for students to continue the study of United States History begun during their sophomore year. Students will study the goals and accomplishments of the Progressive Movement and the New Deal. Students will also learn about the various factors that led to America’s entry into World War II and as the consequences of World War II on American life. Finally students will study the causes and course of the Cold War, important economic and political changes during the Cold War, including the Civil Rights movement, and recent events and trends that have shaped modern day America. A major theme of this course will be the rise and continuing international influence of the United States.

**Prerequisite:** 130 – Honors United State History II – Successful completion of United States History I, and teacher recommendation advised.

**Prerequisite:** 131 - United States History – Successful completion of United States History 1.

The Advanced Placement Program in American History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in American history. The program prepares students for intermediate and advanced college courses by making demands on them equivalent to those of full-year introductory college courses. Students should learn to assess historical materials— their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An Advanced Placement American History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment, and to present ideas clearly and persuasively in essay format. Students enrolling in this course must receive approval from the Social Science Department. College credit may be received for this class if a passing grade is attained on the AP exam.

**Prerequisite:** Teacher recommendation advised.

This course examines US History through film. Students will look at US history during pivotal time periods and will examine important issues that have faced the United States. Students will examine how these issues are portrayed through medium of film for accuracy and distortions of history. This course is designed to parallel the course content of US History I & II allowing more in-depth examination of certain topics and events; Vietnam War, labor movement, women’s rights movement, Native American resistance, Civil Rights movement, Revolutionary War period and other topics.

**Prerequisite:** None.

America is a nation which loves and defines itself by its music. One can often tell a lot about a people or a place by simply listening to its music. This course seeks to use the medium of music to examine and gain a wider understanding of modern America. By investigating the music, artists, and events that are a familiar part of the American landscape, students will deepen their understanding of the broader political, economic, and social patterns that make up modern U.S. History. The course begins with an overview of the ancestors and influences of rock & roll with a
look at blues, jazz, and country & western music. Students will then examine the birth of rock & roll as well as cultural and social trends of the 1950s, the British Invasion and rock upheaval of the 1960s, as well as the many changes that America and music went through in the 1970s. From there, students will examine how society and music have transitioned from the MTV era of the 1980s to the growth of the internet and technology in the 21st century.

**Prerequisite:** None.

**124 - HUMAN GEOGRAPHY** – Level 02

**Academic & Civic/Social Expectations:** 1, 2, 3, 4, 5, 6, 7

**Grades:** 10, 11, 12

**Credits:** 2.5

The effects of geography on human development involve understanding the standards, concepts, and skills which address the relationship between geography and the rise of civilizations and nations. In addition, students will learn the use of spatial concepts and landscape analysis to examine the human organization of space. Students will also learn how to use and interpret maps, data sets, geographic models, aerial photographs, and satellite images.

**Prerequisite:** None.

**127- CIVICS & AMERICAN GOVERNMENT**- Level 02

**Academic & Civic/Social Expectations:** 1, 2, 3, 4, 5, 6, 7, 9

**Grades:** 9, 10, 11, 12

**Credits:** 2.5

This course engages students in the question, “What are the rights and responsibilities of a citizen in a just society?” Students will study the structure of and reasons for our democratic system of government. Students will weigh the benefits and limits of our system of government. Democracy, students will learn, is kept alive by active and informed citizens, who recognize the rights of others and who are empowered to work for justice. Students will learn the roles of all levels of government from local to state to federal so that they can understand their role in American society.

**Prerequisite:** None.

**129 - ECONOMICS** - Level 02

**Academic & Civic/Social Expectations:** 1, 2, 3, 4, 5, 6, 7

**Grades:** 11, 12

**Credits:** 2.5

This course examines the allocation of resources and the economic reasoning used by people such as consumers, producers, savers, investors, workers, voters, and government agencies. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization and trade. Economics concerns everyone. One of the primary goals of the course is to integrate the discipline of economics within the framework of other social science studies and relate it to student experiences.

**Prerequisite:** Successful completion of World History and United States History I.

**138 – ADVANCED PLACEMENT PSYCHOLOGY** –Level 04

**Academic & Civic/Social Expectations:** 1, 2, 3, 4, 5, 6, 7, 9

**Grades:** 11, 12

**Credits:** 5

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

An introductory college course in psychology is generally one semester in length, with some variation among colleges. An Advanced Placement course in psychology need not follow any specific college curriculum. Rather, the aim is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses.

**Prerequisite:** Teacher recommendation advised.
144 - PSYCHOLOGY - Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 9  
Grades 11, 12  
2.5 credits  
This course will be designed as an introductory course in general psychology. By instruction in the elementary principles of psychology, this course helps develop an appreciation of how scientific methods are applied to human behavior, helps students understand themselves and develops an understanding of social problems and their possible solutions. It makes use of appropriate audio-visual aids, group work and supplemental readings. Also, specific psychologists including Freud, Maslow, Horney, Adler, Fromm, Jung, May, Bandura, Erikson, Watson and Skinner will be discussed. Through the study of a variety of psychological schools of thought, students should be able to draw positive conclusions in regards to themselves and their fellow man. Topics covered will include: Psychological Theories, Personality, Perception, Types of Learning, Problem Solving, Abnormal Psychology and Paranormal Psychology.  
Prerequisite: Successful completion of World History II and U.S. History I.

145 - SOCIOLOGY - Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 9  
Grades 11, 12  
2.5 credits  
The sociology course will present a breakdown of society into its component parts. Social relations, such as the family, social, religious and ethnic groups will be studied. The course will also give emphasis to prejudice and discrimination, both socially and vocationally.  
Prerequisite: Successful completion of World History II and U.S. History I.

148 - INTERNATIONAL RELATIONS - Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 9  
Grade 12  
2.5 credits  
This course is a capstone semester course for seniors that will provide an opportunity to apply the learning from their grades nine through eleven social science courses to the dynamic relationships that exist between nations throughout the world. This course will focus on America’s role in the 21st century. Since the close of World War II, the United States has taken a leadership role in the world. This course will include curricula materials that will offer students a forum to discuss, debate, and write position papers about the current state of affairs. In addition, students will be utilizing source materials that will enable them to develop and advocate a “future course” of action that would offer America and the world the best chance for peace and prosperity.  
Prerequisite: Successful completion of United States History I and II.

150 – ADVANCED PLACEMENT EUROPEAN HISTORY SINCE 1500 – Level 04  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  
Grades 11, 12  
5 credits  
This course is designed to give college-bound students a background of the history of Europe from 1500 to the present. It deals with the eras of the Renaissance, Reformation, Enlightenment, French Revolution, Age of Reaction, Nationalism in the 19th Century, World War I, Rise of Dictators and Totalitarian States, World War II, Cold War and the Atomic Age. This class is also intended to give seniors a background and taste of a college history class, since Western Civilization is a course that most college freshmen are required to take. Students are expected to take the advanced placement (AP) exam.  
Prerequisite: Teacher recommendation advised.
MATHEMATICS

COURSE OFFERINGS BY GRADE

FRESHMEN
Algebra I – Level 02
Algebra I – (Enriched) – Level 01
Honors Algebra II – Level 03
Geometry – Level 02
Honors Geometry – Level 03

SOPHOMORES
Honors Geometry – Level 03
Geometry – Level 02
Modified Geometry – Level 01
Algebra II – Level 02
Honors Algebra II – Level 03
*Learning to Program with Alice - Level 02
Honors Pre-Calculus – Level 03
Pre-Calculus – Level 02

JUNIORS
Honors Pre-Calculus – Level 03
Pre-Calculus – Level 02
Algebra II – Level 02
Geometry – Level 02
Modified Geometry – Level 01
Algebra IIA – Level 01
Financial Analysis – Level 02
Honors Engineering Mathematics – Level 03
Project Based Mathematics – Level 02
*Learning to Program with Alice - Level 02
Statistics & Probability – Level 02
Advanced Math Topics – Level 03
Advanced Placement Statistics – Level 04

SENIORS
Advanced Placement Calculus AB – Level 04
Advanced Placement Statistics - Level 04
Honors Pre-Calculus – Level 03
Pre-Calculus – Level 02
Statistics – Level 02
Algebra II – Level 02
Geometry – Level 02
Financial Analysis – Level 02
Algebra IIB – Level 01
Honors Engineering Mathematics – Level 03
Project Based Mathematics – Level 02
Advanced Math Topics – Level 03
*Learning to Program with Alice - Level 02

*Fulfills Norton High School’s computer requirement.
### Calculator Policy

To follow the Massachusetts Curriculum Frameworks and to meet our school's learning expectations, it is necessary to utilize technology as an essential tool in the teaching of mathematics. **All mathematics course listed here include the use of calculators.** In keeping with the school's Mission Statement, that "Norton High School students are critical thinkers and are effective users of technology," graphing calculators will be required for use both at home and in school.

Graphing calculators are an integral part of the learning process in mathematics courses at the high school. This technology allows students to explore complex mathematical topics and applications early in their learning experiences. Technology at all levels will be used as both tool and tutor. In fact, the graphing calculator can help students answer questions they otherwise would be unable to solve algebraically by offering students alternative routes for problem solving. It is our obligation to use available technologies as teaching tools if our students are to have every advantage and successfully attain their goals for college and careers in our technological world. The textbooks we have chosen to support our curriculum utilize the data and exploratory functions found in the graphing calculator. They will be used during classroom instruction and reinforced through individual practice at home. The graphing calculator is an invaluable tool that will be used throughout the student’s high school mathematics career. College Board exams allow the use of graphing calculators. In addition, students taking the math portion of the state testing program (MCAS), the PSAT’s and the SAT’s will be required to have their own calculators and be proficient with them. A graphing calculator is required for taking the Calculus AP exam.

All students will need to provide their own graphing calculators and develop proficiency with them. The TI-84, TI-83 Silver Edition or TI-83+ will be sufficient. High school teachers will use the either of these during classroom instruction.

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**262 – HONORS ALGEBRA II – Level 03**

Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7

Grade 9

5 credits

**211 – HONORS ALGEBRA II – Level 03**

Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7

Grade 10

5 credits

This course reviews Algebra I skills and progresses to solving and graphing equations, inequalities, quadratic and higher order equations, and systems of equations and inequalities. It further includes extensive study of polynomials, radical expressions, the complex number system, probability and statistics. Use of the TI-82/83 graphing calculator is incorporated in the study of quadratic and higher order functions as well as matrices and mathematical modeling.

**Prerequisite:** 262 – Honors Algebra II - a “B-” average or better in Algebra I.

*Students are placed in levels on the basis of their grade eight performance and teacher recommendations.*

**Prerequisite:** 211 – Honors Algebra II – a “B-” average or better in Algebra I and teacher recommendation advised.
267 – HONORS GEOMETRY – Level 03  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6  
Grade 9  
5 credits

221 – HONORS GEOMETRY – Level 03  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6  
Grade 10  
5 credits
This course will present to the student an in-depth study of fundamental ideas of plane and solid geometry necessary for advanced topics of high school mathematics. Students will develop powers of spatial visualization, while building their knowledge of the relationship among geometric elements as well as understanding deductive methods of problem solving with an appreciation for the need for precision of language.  
Prerequisite: 267 – Honors Geometry – A grade of “B” or better in Algebra I.  
Students are placed in levels on the basis of their grade eight performance and teacher recommendations.  
Prerequisite: 221 – Honors Geometry - A grade of “B” or better in Algebra I, and teacher recommendation advised.

219 – MODIFIED GEOMETRY - Level 01  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6  
Grades 10, 11, 12  
5 credits
This course is intended for those students who have successfully completed Modified Algebra I – Part I. The course is designed to help students understand the basic concepts of plane geometry, but the scope and sequence of the course will differ from the traditional geometry course in degree of difficulty and pacing. Hands-on manipulative, modeling activities and open-ended projects are an integral part of the curriculum. Placement in Modified Geometry is by teacher recommendation.  
Prerequisite: Successful completion of Algebra I or Algebra I (Enriched).  

222 – ALGEBRA II - Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 6, 7  
Grades 10, 11, 12  
5 credits
This course provides students with an intensive review of Algebra I skills then progresses to solving and graphing equations, inequalities, quadratic and higher order equations, and systems of equations and inequalities. It further includes the study of polynomials, radical expressions, the complex number system, and probability. Use of the TI-82/83 graphing calculator is incorporated in the study of quadratic and higher order functions as well as matrices and mathematical modeling.  
Prerequisite: A grade of “C-“ or better in Algebra I.

231 – HONORS PRE-CALCULUS – Level 03  
239 – PRE-CALCULUS – Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6  
Grades 10, 11, 12  
5 credits
This is a full year course for students who have successfully completed two years of algebra and one year of geometry. This course emphasizes trigonometric concepts and applications. The student proceeds to an extensive study of progressions, probability including permutations and combinations, the complex number system, graphing quadratic functions over the set of reals, and the utilization of theorems to locate roots of polynomials of degree greater than two. Graphing calculators will be incorporated extensively for problem solving and mathematical modeling.  
Prerequisite: 231 – Honors Pre-Calculus – A grade of “B” or better in Algebra I, and teacher recommendation advised.  
Prerequisite: 239 – Pre Calculus – A grade of “C“ or better in Algebra II.
266-GEOMETRY – Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6
Grade 9
10 Credits

232 - GEOMETRY - Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6
Grades 10, 11, 12
This course is for those students in Grades 10, 11 or 12 who have successfully completed at least one year of algebra. The course is designed to help students understand the basic concepts of Plane Geometry (Euclidian) through the use of deductive reasoning methods. Formal proofs are no longer stressed, but students will find the need for precision in mathematical language and spatial visualizations. Solutions to many problems require skills that integrate this course closely with algebra. Students will use the computer program The Geometer’s Sketchpad for enrichment and a tutorial purposes.
Prerequisite: Pass Algebra I.

234 - INTEGRATED MATHEMATICS - Level 01
Academic & Civic/Social Expectations 1, 2, 3, 4, 6
Grades 11, 12
This course is for those students in Grades 11 or 12 who have successfully completed at least one year of algebra and one year of geometry and who wish to continue the study of mathematics. The course will develop proficiency with mathematical skills, expand understanding of mathematical concepts and improve logical thinking in the areas of algebra and plane geometry.
Prerequisites: Pass Algebra I and Geometry.

204- Algebra IIA – Level 01
Academic & Civic/Social Expectations 1, 2, 3, 4, 6
Grades 11
This is the first of a two year Algebra II course. This course provides students with an intensive review of Algebra I skills then progresses to solving and graphing equations, inequalities, quadratic and higher order equations, and systems of equations and inequalities. It further includes the study of all operations with polynomials. Use of the TI-82/83 graphing calculator is incorporated in the study of quadratic and higher order functions as well as matrices and mathematical modeling.
Prerequisite: Teacher Recommendation.

205 - Algebra II B – Level 01
Academic & Civic/Social Expectations 1, 2, 3, 4, 6
Grades 12
This is the second of a two year Algebra II course. This course continues with the study of polynomials including graphing the functions. Students will study radical expressions including the complex number system, and then move onto probability. The course will also include an introduction to matrices. Use of the TI-82/83 graphing calculator is incorporated in the study of quadratic and higher order functions as well as matrices and mathematical modeling.
Prerequisite: Teacher Recommendation.
240 – ADVANCED PLACEMENT CALCULUS AB - Level 04
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6
Grade 12
5 credits
This course offers an intensive and extensive coverage of first semester college calculus. Students who elect to take AP Calculus are required to take the AP exam in May, and if they do well, may be placed in Calculus II as a college freshman and/or receive college credit. This course begins with a thorough review of analytic geometry, and then proceeds to cover limits, continuity, asymptotes, differentiation, curve-sketching, optimization problems, related rates, integration, sigma notation, definite and indefinite integrals, differential equations areas, volumes, exponential and logarithmic functions, trigonometric functions, and techniques of integration. A graphing calculator is required. A minimum of 10 students must enroll in the course in order for it to run. If there are not enough students enrolled, those signing up for AP will be reassigned to Honors Calculus.

Prerequisite: Teacher recommendation advised.

201 – FINANCIAL ANALYSIS – Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 6
Grade 11, 12
5 credits
This course is designed to make students aware of their economic environment. Topics include: investments, stocks and bonds (both municipal and corporate), mutual funds, annuities, IRA’s, 401K’s, 403B’s, treasuries, taxes (preparing 1040 returns), real estate, banking, owning a car, credit, and budgeting. Scientific calculators are constantly used in solving monetary problems. The students will become effective users of MS Excel and the Internet.

Prerequisite: Math elective offered to juniors and seniors or students with a minimum “C” average in Algebra and teacher recommendation.

202 - HONORS ENGINEERING MATHEMATICS – Level 03
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9
Grade 11, 12
5 credits
This course consists of 4 major projects that will help students gain the skills and knowledge to understand what engineers do. Each project is divided up into individual tasks which the students have their notebook/workbook to help guide them through. Students will split their time between the regular classroom and the shop. They will study the math and science of each project in the classroom and then actually make the project in shop class. Students taking this class must take the Engineering Lab Class (#733).

Prerequisite: Students must have a “C+” or better in Algebra II, and teacher recommendation advised.

203 - PROJECT BASED MATH – Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 9
Grade 11, 12
5 credits
This course will use math skills that students covered in Algebra I and Geometry and in addition the students will learn math topics generally taught at the beginning of an Algebra II course. These math skills will be used to do hands on math projects, web quests, and investigations. These include, but are not limited to, investigating the math involved with making hang gliders work, how math and weather are related, the art of geometry, construction math, and vacation planning. Students will work both in groups and on their own for projects and then they will make class presentations.

Prerequisite: Students must pass Algebra I and Geometry with a “C-” or better or they must have passed Integrated Math.
246 – STATISTICS – Level 02  
Grades 11, 12  
Academic & Civic/Social Expectations 1, 2, 3, 4, 6  
5 credits
In today’s data-driven world it is increasingly important for students to understand how information is collected, organized, analyzed and used in making decisions. This course explores many concepts including: data display, distribution, spread, skewness, standard deviation, expected value, confidence intervals, projections, probability, combinations and permutations. Students have the opportunity to understand and use these concepts in preparing for a number of career fields that require a background in statistics including business, medicine, psychology, engineering and science.  
Prerequisite: A grade of “C-” or better in Algebra II.

247- ADVANCED PLACEMENT STATISTICS - Level 04  
Grade 11, 12  
Academic & Civic/Social Expectations 1, 2, 3, 4, 6  
5 credits
The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:  
1. Exploring Data: Describing patterns and departures from patterns  
2. Sampling and Experimentation: Planning and conducting a study  
3. Anticipating Patterns: Exploring random phenomena using probability and simulation  
4. Statistical Inference: Estimating population parameters and testing hypotheses  
Prerequisite: Teacher recommendation advised.

259 – ALGEBRA I - Level 02  
Grade 9  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6  
10 credits
This course introduces solving equations, evaluating expressions, graphing linear equations, investigating linear relations and functions, and simplifying and factoring polynomials. These skills are used for solving real life related problems.  
Prerequisite: None.  
Students are placed in levels on the basis of their grade eight performance and teacher recommendations.

263 – ALGEBRA I (Enriched) - Level 01  
Grade 9  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6  
10 credits
This course introduces solving equations, evaluating expressions, graphing linear equations, investigating linear relations and functions, and simplifying and factoring polynomials. These skills are used for solving real life related problems.  
Prerequisite: None.  
Students are placed in levels on the basis of their grade eight performance and teacher recommendations.

268 - LEARNING TO PROGRAM WITH ALICE - Level 02  
Grades 10, 11, 12  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6  
2.5 credits
Alice is an innovative 3D programming environment that makes it easy to create an animation for telling a story, playing an interactive game, or a video to share on the web. Alice is a freely available teaching tool designed to be a student’s first exposure to object-oriented programming. It allows students to learn fundamental programming concepts in the context of creating animated movies and simple video games. In Alice, 3-D objects (e.g., people, animals, and vehicles) populate a virtual world and students create a program to animate the objects.
In Alice’s interactive interface, students drag and drop graphic tiles to create a program, where the instructions correspond to standard statements in a production oriented programming language, such as Java, C++, and C#. Alice allows students to immediately see how their animation programs run, enabling them to easily understand the relationship between the programming statements and the behavior of objects in their animation. By manipulating the objects in their virtual world, students gain experience with all the programming constructs typically taught in an introductory programming course.

Prerequisite: None.

249 - Advanced Math Topics – Level 03
Grades 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6
5 credits

Students will study various math topics that appear in movies and television shows. The math topics include, but are not limited to: series and sequences, infinite sums, derivatives, equations of tangent lines, game theory, projectile motion, rational function applications, mathematics of flight, and in depth work with logic. Students will learn the math, see the math in action by viewing various movies and television shows, and then the students will practice the math as it relates to the movies.
SCIENCE
COURSE OFFERINGS BY GRADE

FRESHMEN
Honors Biology – Level 03
Introductory Physics – Level 02
Introductory Physics – Level 01
Meteorology – Level 02
Physical Oceanography – Level 02

SOPHOMORES
Honors Biology – Level 03
Biology – Level 02
Biology – Level 01
Honors Chemistry – Level 03
Chemistry – Level 02
Meteorology – Level 02
Physical Oceanography – Level 02
Advanced Placement Biology – Level 04

JUNIORS
Honors Chemistry – Level 03
Chemistry – Level 02
Environment – Level 02
Meteorology – Level 02
Physical Oceanography – Level 02
Advanced Placement Biology – Level 04
Advanced Placement Chemistry – Level 04
Advanced Placement Environmental Science – Level 04
Honors Anatomy & Physiology – Level 03
Zoology – Level 02
Honors Biotechnology – Level 03
Biotechnology – Level 02
Honors Physics – Level 03
Physics – Level 02

SENIORS
Honors Physics – Level 03
Physics – Level 02
Honors Chemistry – Level 03
Chemistry – Level 02
Environment – Level 02
Meteorology – Level 02
Physical Oceanography – Level 02
Advanced Placement Biology – Level 04
Advanced Placement Chemistry – Level 04
Advanced Placement Environmental Science – Level 04
Advanced Placement Physics – Level 04
Honors Anatomy & Physiology – Level 03
Zoology – Level 02
Honors Biotechnology – Level 03
Biotechnology – Level 02

NOTE: Every student must take and pass at least one Science and Technology/Engineering MCAS Test in order to receive a high school diploma. Currently all take the Biology MCAS.
SCIENCE

300 - METEOROLOGY – Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9
Grades 9, 10, 11, 12
This course is designed to introduce students to meteorology as an observational science. A main focus of the class is the in class weather observations. Instrumentation, extratropical cyclones, catastrophic weather, global warming, El Nino, and ozone depletion are major topics that will be covered.
Prerequisite: None.

305 – PHYSICAL OCEANOGRAPHY – Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9
Grades 9, 10, 11, 12
This course covers basic physical oceanography. Topics include: the physical properties of seawater, temperature and salinity structure of the oceans, major current patterns, waves and tides, influences of the wind, El Nino and tropical oceanography. This course is designed to introduce students to the important physical processes in the oceans in such a way that they will understand both the conceptual physical principles and at the larger scale how these fit into the earth as a system. The structure of the class will include lab activities as well as accessing databases via the internet.
Prerequisite: None.

306 - INTRODUCTORY PHYSICS – Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9
Grade 9
Introductory Physics is a laboratory course where students recognize the nature and scope of physics, including its relationship to the other sciences. Students learn about basic topics such as motion, forces, energy, heat, waves, electricity, and magnetism. Students also learn about natural phenomena by using physical laws to calculate quantities such as velocity, acceleration, momentum, and energy.
Prerequisite: Students will be selected for this course based on a placement test, 8th grade academic performance, and teacher recommendation.

307- INTRODUCTORY PHYSICS – Level 01
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9
Grade 9
This Introductory Physics course is a highly structured class designed for a student that needs to go at a more moderate pace than Level 02. This course includes a laboratory component where students recognize the nature and scope of physics, including its relationship to the other sciences. Students learn about basic topics such as motion, forces, energy, heat, waves, electricity, and magnetism. Students also learn about natural phenomena by using physical laws to calculate quantities such as velocity, acceleration, momentum, and energy.
Prerequisite: Students will be selected for this course based on a placement test, 8th grade academic performance, and teacher recommendation.
308 – BIOTECHNOLOGY – Level 02  
Grades 11, 12  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9  
2.5 credits  
Biotechnology will provide students the opportunity to gain hands on experience through laboratory based investigations. Topics to be covered by lab activities include: DNA extraction, DNA electrophoresis, and Transformation. The course will also delve into the ethical decisions society will face in the future as we are further able to manipulate DNA and human systems. There is a maximum of 24 students per section for safe and successful completion of laboratory experiments. Students who are strong in laboratory work and problem solving are encouraged to enroll.  
Prerequisites: 308 - Biotechnology - Successful completion of a first year Biology course with a “C+” or better.  
Prerequisites: 310 - Honors Biotechnology - Successful completion of a first year Biology course with an “A-“ or better in Level 02 Biology or a “B-“ or better in Level 03 Honors Biology. Teacher recommendation.

310 – HONORS BIOTECHNOLOGY – Level 03  
Grades 11, 12  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9  
2.5 credits  

316 – HONORS ANATOMY & PHYSIOLOGY – Level 03  
Grades 11, 12  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9  
5 credits  
This course will study the basic human/vertebrate anatomy & physiology of some of the following 12 organ systems: Digestive, Circulatory, Respiratory, Excretory, Immune, Nervous, Reproductive, Endocrine, Integumentary, Skeletal, Muscular, and Lymphatic. Students will engage in learning activities and will investigate the overall structure and function of systems and how they help maintain homeostasis within living vertebrates. Dissections will be conducted where appropriate and possible throughout the course. Diseases that impact the organ systems will also be researched and studied in order for students to better understand the impact of the external environment on the internal system of vertebrates. The course delves into a greater depth of the systems than the first year biology course, and there is a greater amount of independent study in order to learn the complex and intricate anatomy and physiology of life. Students who are seriously interested in learning about the human body and intend on entering life science fields are encouraged to enroll.  
Prerequisite: Successful completion of a first year Biology course with “A-“ or better in Level 02 Biology, or a “B-“ or better in Level 03 Honors Biology. Teacher recommendation.

318 – ZOOLOGY – Level 02  
Grades 11, 12  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9  
2.5 credits  
The course will foster an appreciation and understanding of the animal kingdom. Students will survey the major phyla of the animal kingdom with an emphasis on the unity and diversity of life, evolutionary relationships, functional adaptations, comparative anatomy, and interactions between animals and the ecosystems they inhabit. Some of the subdivisions of study will include: Invertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Primates, and Anthropology. This is a laboratory based science elective.  
Pre-Requisites: Biology and teacher recommendation.
321 – HONORS BIOLOGY – Level 03
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9
 Grade 9, 10
5 credits
This first year course is designed for the student who is willing to participate at an accelerated pace. The course involves inquiry based laboratory work, and also requires a great deal of independent learning by the student. Students will be building upon factual knowledge as they start to unravel the processes of life and apply their knowledge. Critical reasoning is stressed in the core content areas which include the following major themes: Scientific Inquiry, Ecology and Biodiversity, Chemistry of Life, Cellular Biology, Genetics, Evolution and Taxonomy, and Human Anatomy and Physiology.
Prerequisite: A grade of “A-” or better in Introductory Physics/Physical Science Level 02 along with teacher recommendation. A grade of “B-” or better in 9th grade Honors Physical Science – Level 03 along with teacher recommendation. For incoming freshman of 2014, requirement is by placement test, 8th grade academic performance, and teacher recommendation.

322 – BIOLOGY - Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9
 Grade 10
5 credits
This first year course is designed to introduce students to the overall importance and major themes of Biology. The course will include laboratory based experiences coupled with the curriculum in order for students to gain a better understanding in Biology. Information will build upon the factual evidence in the Biological sciences. There will be some independent work required to have a successful experience. The major themes include the following: Scientific Inquiry, Ecology and Biodiversity, Chemistry of Life, Cellular Biology, Genetics, Evolution and Taxonomy, and Human Anatomy and Physiology.
Prerequisite: Introductory Physics/Physical Science and teacher recommendation.

324 - BIOLOGY - Level 01
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9
 Grade 10
5 credits
This first year course is a highly structured class designed for a student that truly needs to go at a more moderate pace than Level 02. Factual information from the required curriculum will provide the basis, along with using laboratory experiences and activities in order to build some higher order thinking skills and applications to real life. The major themes include the following: Scientific Inquiry, Ecology and Biodiversity, Chemistry of Life, Cellular Biology, Genetics, Evolution and Taxonomy, and Human Anatomy and Physiology.
Prerequisite: Introductory Physics/Physical Science and teacher recommendation.

331 – HONORS CHEMISTRY – Level 03
Academic & Civic/Social Expectations 1, 2, 3, 4, 5
 Grades 10, 11, 12
5 credits
Chemistry deals with substances which make up our environment and the changes these substances undergo. The concepts stressed in this course include chemical bonding, the structure of matter, matter-energy relationships, periodicity, and chemical reactions. The unifying principles of the subject are developed logically, with laboratory work supplementing this development. Students planning to enroll in this course are advised and cautioned that success in chemistry is dependent is part on a strong mathematics background and competency. This course is taught with a level of rigor designed to prepare students for AP Chemistry or other advanced science courses.
Prerequisites: Student must have taken Algebra II or be enrolled in it concurrently. Students need to have obtained a grade of “B-” or better in Honors Biology or a grade of “A-“ or better in Level 02 Biology. Teacher recommendation.
332 - CHEMISTRY - Level 02
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9
Grades 10, 11, 12
5 credits
Chemistry deals with the substances making up our environment and the changes these substances undergo. The concepts stressed in this course include chemical bonding, the structure of matter, matter-energy relationships, periodicity, and chemical reactions. The unifying principles of the subject are developed logically, with laboratory work supplementing this development.
Prerequisite – Student must have taken Algebra II or be enrolled in it concurrently. Student should have taken and passed Introductory Physics/Physical Science and Biology or be concurrently enrolled in Biology. Teacher recommendation.

335 – ADVANCED PLACEMENT BIOLOGY –Level 04
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9
Grades 10, 11, 12
5 credits
This course is for the highly motivated science student. It entails a great deal of independent work which includes college level reading and self note-taking. It is a fast paced, second year Biology course, which covers the equivalent of a first year Biology course at the College or University level. The laboratory component of the course is very rigorous and requires 12 different laboratory experiences. The major thematic units are as follows: Science as a Process, Evolution, Energy Transfer, Continuity and Change, Relationship to Structure and Function, Regulation, Interdependence in Nature, and Science, Technology, and Society. It is recommended that a student takes a chemistry course of Honors or Level 02 prior to taking this course, however it is okay to take chemistry concurrently. This course relies heavily on higher order critical thinking skills. An outside summer assignment prior to starting the course is a requirement along with a meeting prior to summer break for all enrolled students.
Prerequisite: Proven academic success in first year Biology and teacher recommendation.
NOTE: Students will be expected to take the AP examination in May. College credit may be issued by Post-Secondary institutions when a score of 3 or better (out of 5) is achieved. Some institutions also allow for advanced course work (check with individual schools to learn their policies).

337 – ADVANCED PLACEMENT CHEMISTRY – Level 04
Grades 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9
5 credits
This fast-paced second year Chemistry course covers the equivalent of a first year Chemistry course at the collegiate level, including all appropriate lab work. This course is designed for the highly motivated student and relies heavily on retention of concepts learned in a first-year Chemistry course and Algebra. Expectations include independent study, reading a college-level text, and note-taking. The rigorous laboratory experiments require detailed notes, analysis, and presentation and explanation of data. On average, one day per week will be devoted to a lab. The major thematic units are: Atomic Theory and Structure, Periodicity, Bonding, Phases of Matter from the Kinetic-Molecular viewpoint, Solutions and Solubility, Chemical Reactions and Stoichiometry, and Organic Chemistry. Students are required to attend a meeting prior to summer break, where they will receive a summer assignment. All students must own a graphing calculator.
Prerequisite: Proven academic success in first year Chemistry and teacher recommendation.
NOTE: Students will be expected to take the AP examination in May. College credit may be issued by Post-Secondary institutions when a score of 3 or better (out of 5) is achieved. Some institutions also allow for advanced course work (check with individual schools to learn their policies).
**340 - THE ENVIRONMENT - Level 02**

*Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 8, 9*

Grades 11, 12

This course has been designed to develop a greater awareness of the ecosystem, the biosphere and the role the students play in it; the availability, use, abuse, and limitations of our natural resources; the interrelationship between society and the environment; special environmental problems; and finally of the occupational opportunities available in this present, environmentally aware society. Additionally, students are required to participate in the paper recycling program. Students will be responsible for the continued success of this program by educating the school and the Norton communities about the importance of recycling, and by the weekly collection of paper from classrooms and offices.

**Prerequisites:** At least 2 of the following: Introductory Physics/Physical Science, Biology, and Chemistry. Teacher recommendation.

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**343 – ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE – Level 04**

*Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 9*

Grades 11, 12

5 credits

Environmental Science is interdisciplinary and embraces a wide variety of topics ranging from world population and global warming to watershed management and land planning. During this course, you will learn about the scientific principles, concepts and methodologies that are required to understand the interrelationships of the natural world. You will develop critical thinking skills by evaluating the impacts of environmental problems on global ecosystems and human societies. Written and verbal communication is a key component to this course, as well as independent library research and laboratory investigations.

AP Environmental Science is a fast paced course which covers the equivalent of a first year Environmental Studies course at the college or university level.

**Prerequisite:** Biology and teacher recommendation.

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**341 – HONORS PHYSICS – Level 03**

*Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 8, 9*

Grades 11, 12

5 credits

Honors Physics is a rigorous course where students learn about advanced topics such as motion, forces, energy, heat, waves, electricity, and magnetism. The course is geared toward students with a strong mathematical background, including knowledge of algebra, geometry, and trigonometry. The unifying principles of the subject are developed logically, with laboratory work supplementing this development.

**Prerequisite:** Completion of Geometry, Algebra II, and at least concurrently taking Pre-Calculus; Grade of B- or better in Honors Biology or Honors Chemistry; Grade of A- or better in Level 2 Biology or Level 2 Chemistry; Teacher recommendation.

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**346 - PHYSICS - Level 02**

*Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 8, 9*

Grades 11, 12

5 credits

Students learn about advanced topics such as motion, forces, energy, heat, waves, electricity, and magnetism. The unifying principles of the subject are developed logically, with laboratory work supplementing this development. Students planning to enroll in this course are advised and cautioned that success in physics is dependent in part on a strong mathematics background and competency.

**Prerequisite:** Algebra II or concurrently taking Algebra II. Teacher recommendation.
This is an extremely fast paced, second year lab based Physics course. Students will develop a deep understanding of foundational principles of physics in classical mechanics and modern physics by applying these principles to complete physical situations that combine multiple aspects of physics rather than present concepts in isolation. Students will design and conduct inquiry-based laboratory investigations to solve problems through first-hand observations, data collection, analysis and interpretation. Students will explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

Students are required to attend a meeting prior to summer break, where they will receive a mandatory summer assignment.

**Prerequisite:** Proven academic success in first year physics (Honors Physics 341 or Level 2 Physics 346); Mathematics course completion of Geometry, Algebra II, and Pre-Calculus; Teacher recommendation.

**NOTE:** Students will be expected to take the AP examination in May. College credit may be issued by Post-Secondary institutions when a score of 3 or better (out of 5) is achieved. Some institutions also allow for advanced course work (check with individual schools to learn their policies).
WORLD LANGUAGES
The Department of World Languages study in both French and Spanish. Students who demonstrate mastery of the eighth grade program will be placed in the second year of study as freshmen. These students will be able to fulfill a five-year sequence in either French or Spanish. Students are reminded that a two-year sequence of foreign language study satisfies the minimum requirement of the Massachusetts Board of Regents for admission to four-year state colleges. Highly competitive colleges expect a sequence of study beyond the two-year minimum. All Norton High School students will be expected to successfully complete a two-year sequence in either French or Spanish. The two years must be completed at the high school; courses taken at the middle school will not count toward the graduation requirement.

COURSE OFFERINGS BY GRADE

FRESHMEN
- French I – Level 02
- Spanish I – Level 02
- Honors French II – Level 03
- Honors Spanish II – Level 03

SOPHOMORES
- French I – Level 02
- Spanish I – Level 02
- French II – Level 02
- Honors French II – Level 03
- Spanish II – Level 02
- Honors Spanish II – Level 03
- French III – Level 02
- Honors French III – Level 03
- Spanish III – Level 02
- Honors Spanish III – Level 03

JUNIORS
- French I – Level 02
- Spanish I – Level 02
- French II – Level 02
- Honors French II – Level 03
- Spanish II – Level 02
- Honors Spanish II – Level 03
- French III – Level 02
- Honors French III – Level 03
- Spanish III – Level 02
- Honors Spanish III – Level 03
- Honors French IV – Level 03
- Honors Spanish IV – Level 03

SENIORS
- French II – Level 02
- Honors French II – Level 03
- Spanish II – Level 02
- Honors Spanish II – Level 03
- French III – Level 02
- Honors French III – Level 03
- Spanish III – Level 02
- Honors Spanish III – Level 03
- Honors French IV – Level 03
- Honors Spanish IV – Level 03
- Honors French V – Level 03
- Honors Spanish V – Level 03
WORLD LANGUAGES

411 - FRENCH I - Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7  
Grades 9*, 10, 11, 12  
5 credits  
Students are introduced to elementary French with a focus on vocabulary acquisition and present tense verb structures. Listening comprehension skills will be stressed and students will begin to develop oral proficiency, as well as reading and writing skills. Culture and civilization will be important components of this course.  
Prerequisite: None.  
*Students entering grade nine are placed in levels on the basis of their grade eight performance and teacher recommendations.

415 - SPANISH I - Level 02  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7  
Grades 9*, 10, 11, 12  
5 credits  
Students are introduced to elementary Spanish with a focus on vocabulary acquisition and present tense verb structures. Listening comprehension skills will be stressed and students will begin to develop oral proficiency, as well as reading and writing skills. Culture and civilization will be important components of this course.  
Prerequisite: None.  
*Students entering grade nine are placed in levels on the basis of their grade eight performance and teacher recommendations.

421 - FRENCH II - Level 02  
422 – HONORS FRENCH II – Level 03  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7  
Grades 9*, 10, 11, 12  
5 credits  
Students continue to refine the skills introduced in French I. A major focus of the second year of language study is the use of verbs in the past tense. Reading and writing skills continue to be developed and students will be exposed to various aspects of French culture.  
Prerequisite: 421 – French II - A passing grade in French I.  
Prerequisite: 422 – Honors French II – Teacher recommendation advised.  
*Students entering grade nine are placed in levels on the basis of their grade eight performance and teacher recommendations.

425 - SPANISH II - Level 02  
427 – HONORS SPANISH II - Level 03  
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7  
Grades 9*, 10, 11, 12  
5 credits  
Students continue to refine the skills introduced in Spanish I. A major focus of the second year of language study is the use of verbs in the past tense. Reading and writing skills continue to be developed and students will be exposed to a variety of Hispanic cultures.  
Prerequisite: 425 - Spanish II - A passing grade in Spanish I.  
Prerequisite: 427 – Honors Spanish II - Teacher recommendation advised.  
*Students entering grade nine are placed in levels on the basis of their grade eight performance and teacher recommendations.
431 - FRENCH III - Level 02 Grades 10, 11, 12
433 – HONORS FRENCH III - Level 03 Grades 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7, 8 5 credits
Increasingly complex grammatical structures will be introduced at this level. Students will begin
to communicate more complex, subjective thoughts both orally and in writing. A year-long
research and writing project will focus on the Francophone region of Quebec.
Prerequisite: 431 – French III - A passing grade in French II.
Prerequisite: 433 – Honors French III – Teacher recommendation advised.

435 - SPANISH III - Level 02 Grades 10, 11, 12
436 – HONORS SPANISH III - Level 03 Grades 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7, 8 5 credits
Increasingly complex grammatical structures will be introduced at this level. Students will begin
to communicate more complex, subjective thoughts both orally and in writing. Reading
comprehension will be stressed, with a focus on Hispanic literary traditions.
Prerequisite: 435 – Spanish III - A passing grade in Spanish II.
Prerequisite: 436 – Honors Spanish III – Teacher recommendation advised.

441 – HONORS FRENCH IV – Level 03 Grades 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7, 8 5 credits
The major emphasis of this course is reading, writing and discussion based on the history of
France. A variety of excerpts from French literary works and films will be studied from a
historical perspective. Advanced verb forms and grammatical structures as well as an
expanded active and passive vocabulary will be components of this course.
Prerequisite: A grade of “C+” or better in French III and/or teacher recommendation

445 – HONORS SPANISH IV – Level 03 Grades 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7, 8 5 credits
The major emphasis of this course is reading, writing and discussion based on a variety of reading
materials representing the wide scope of the Hispanic world. Advanced verb forms and
grammatical structures as well as an expanded active and passive vocabulary will be components
of this course.
Prerequisite: A grade of “C+” or better in Spanish III and/or teacher recommendation

451 – HONORS FRENCH V – Level 03 Grade 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7, 8 5 credits
Students continue to refine listening, speaking and reading and writing skills with a focus on
advanced grammatical structures. A variety of French literary works and films will be studied from
a historical perspective. This course includes an intensive study of the short novel Le Petit prince.
Discussion and writing will be major components of this course. Students at this level are
encouraged to take the SAT Subject Test in French.
Prerequisite: A grade of “B-” or better in French IV and/or teacher recommendation

455 – HONORS SPANISH V – Level 03 Grade 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 7, 8 5 credits
Students continue to refine listening, speaking and reading and writing skills with a focus on
advanced grammatical structures. Hispanic literary works and artistic themes will be studied from
a cultural perspective. Discussion and writing will be major components of this course. Students
at this level are encouraged to take the SAT Subject Test in Spanish.
Prerequisite: A grade of “B-” or better in Spanish IV and/or teacher recommendation
BUSINESS TECHNOLOGY
COURSE OFFERINGS BY GRADE

FRESHMEN
* ◊ Introduction to Business Information Systems – Level 02
   Business Law – Level 02
   Hospitality & Tourism – Level 02
   Sports & Entertainment Marketing - Level 02
* ☐ Principles of Accounting - Level 02
* ✓ TV/VIDEO – Level 02

Retail & Fashion Merchandising (DECA) – Level 02

SOPHOMORES
* ◊ Introduction to Business Information Systems – Level 02
* ✓ Principles of Marketing & Retailing (DECA) – Level 02
   Business Law - Level 02
* ☐ Principles of Accounting - Level 02
* ☐ Advanced Principles of Accounting – Level 02
   Sports & Entertainment Marketing - Level 02
   Hospitality &Tourism – Level 02
* ✓ Introduction to Multimedia Development - Level 02
   Retail & Fashion Merchandising (DECA) – Level 02
* ✓ TV/VIDEO – Level 02

JUNIORS AND SENIORS
* ◊ Introduction to Business Information Systems– Level 02
* ✓ Introduction to Multimedia Development- Level 02
* ✓ Principles of Marketing & Retailing (DECA) – Level 02
* ✓ Principles of Business Management (DECA) - Level 02
   Business Law – Level 02
* ☐ Principles of Accounting - Level 02
* ☐ Advanced Principles of Accounting – Level 02
   Sports & Entertainment Marketing - Level 02
   Entrepreneurship - Level 02
   Banking & Finance-Level 02
   Hospitality &Tourism – Level 2
   Retail & Fashion Merchandising (DECA) – Level 02
* ✓ TV/VIDEO – Level 02

* Fulfills Norton High School’s computer requirement.

◊ Successful completion of the Introduction to Business Information Systems course at Norton High School with a letter grade of “B” or better fulfills Bristol Community College 3 credit course # CIS11 Introduction to Business Information Systems.

☐ Successful completion of both the Principles of Accounting and Advanced Principles of Accounting courses at Norton High School with a letter grade of “B” or better fulfills Bristol Community College 3 credits course # ACC 101 Principles of Accounting.
BUSINESS TECHNOLOGY

Distributive Education Club of America - DECA

Students taking business department courses may participate in the DECA club and compete at DECA conferences in specific competitive events such as: Accounting Applications, Apparel and Accessories, Business Services Marketing, Food Marketing, Marketing Management, Quick Serve Restaurant Management, Retail Merchandising, Vehicles and Petroleum Marketing, Business Law and Ethics Management, E-commerce Management, Financial Analysis Management, Hospitality Services Management, Sports and Entertainment Marketing Management, Travel/Tourism Marketing Management, and Hospitality and Recreation Marketing.

DECA is an association of marketing students as well as a technology student organization where students can go to have fun, have a positive effect on your community and learn – all at the same time. It also provides students with the opportunity to learn about marketing, starting your own business, getting involved in e-commerce, and the ins and outs of international business. Students can also learn those leadership skills that will give you a head start toward a real career. DECA allows you the chance to enter your class projects into a competition that could lead you not only to applause but also to self-confidence and usable skills. Are you interested in sports and entertainment marketing, in the travel or hospitality business, in fashion, in a retail career, in advertising, in the restaurant trade? Activities and skills in these and any other marketing specialty are available to you in DECA.

502 – PRINCIPLES OF MARKETING & RETAILING (DECA) - Level 02 Grades 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8 5 credits
Marketing and Retailing Fundamentals will explore various processes, concepts, practices and trends relevant in today’s business world. Primary marketing themes will include the marketing environment; understanding buyer’s and marketing customer value, the impact of technology; ethics and social responsibility, global perspectives and managing the marketing process. Students with an interest in business and marketing as well as an interest in career practice for the 21st century information world will be served in this course. Course content includes human relations, math, communication, economics, salesmanship and leadership. Students learn competencies required securing and holding jobs. If you are interested in pursuing marketing/retailing related careers such as journalism, mass communication, advertising, public relations or you are planning to further your education at the post-secondary level in the marketing or business area, then Marketing/Retailing Fundamentals is the course for you.

This course is designed for students interested in studying a variety of marketing concepts. Instruction will include the relationship of products, prices, and promotions to the marketing of goods and services to consumers. An additional component requires mandatory enrollment in DECA and completion of a project based learning assessment
Pre requisite: None.

503 – PRINCIPLES OF MANAGEMENT (DECA) - Level 02 Grades 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8 5 credits
Students study basic management concepts and leadership styles as they explore business ownership, planning, economics, international business and human relations issues such as employee motivation and conflict resolution. Through engaging software simulations students learn to utilize efficiently and effectively the basic management functions of planning, organizing,
staffing, directing and controlling and their impact on human and capital resources. Upon completion of this course students will develop a business plan for a real or simulated business. This business class provides life skills to succeed in any career in the future.

This course is designed for students interested in studying a variety of management concepts. An additional component requires mandatory enrollment in DECA and completion of a project based learning assessment.

Prerequisite: 502- Principles of Marketing & Retailing (DECA).

504 – BUSINESS LAW - Level 02 Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8 2.5 credits
Business Law provides students with opportunities to study the Constitution as it relates to them, explore criminal and torte law as well as the court system, examine business crimes and contacts, focus on consumer rights and responsibilities, examine legal aspects of employment, research careers in the law field, and discuss the impact of laws on travelers and those living abroad. Students will have the opportunity to use the Internet to research and benefit from guest speakers. This course provides the most important legal concepts a business person must know to be successful in today's business environment.

Prerequisite: None.

505—INTRO TO BUSINESS INFORMATION SYSTEMS- Level 02 Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8 2.5 credits
This course deals with fundamental computer concepts applicable to business and management, including software, problem solving, case studies, business models, and computer systems analysis and design, as well as basic computer applications. Students learn to work with a spreadsheet, a database management system, word processing and presentation software and to apply these skills to the functional areas of organizations. Case studies will be drawn from accounting, finance, marketing, information systems, operation management, and other areas of business. Students learn how to use the Web successfully to research information.

Prerequisite: None.

**This course earns 3 college credits for the CIS 11 Introduction to Business Information Systems course at Bristol Community College

506 – INTRODUCTION TO MULTIMEDIA DEVELOPMENT - Level 02 Grades 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7 2.5 credits
Multimedia allows the development of dynamic presentations involving sound, motion, and interactivity. In this course, students learn to prepare business presentations using specialized programs. Emphasis is placed on learning the technical skills to utilize the multimedia software effectively to create business presentations and demonstrations.

Prerequisite: None.

507 – HOSPITALITY & TOURISM - Level 02 Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8 2.5 credits
The Hospitality and Tourism course provides the student with an understanding of two of the largest industries in the world. Specific applications include the evolution of the tourism industry, destination geography, airlines, international travel, cruising, travel by rail, lodging, and touring and travel agencies. Students taking marketing classes will have the opportunity to participate in the DECA Organization (student marketing leadership organization). DECA related activities and curriculum can be used as an approved part of all marketing classes.

Understand the structure of the travel and tourism industry.
Explore places and people around the world.
The student will explore the different forms of transportation used in the travel and tourism industry.
Discover the excitement of international travel.
Recognize important aspects of the hospitality and lodging industry.
Present the food and beverage industry.
Looks at the hospitality business behind the glamour.

Prerequisite: None.

508 - BANKING & FINANCE - Level 02 Grades 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8 2.5 credits
Banking and Finance will provide students with an overview of the banking and finance industry. Students will learn the history of banks, how banks function, and explore career opportunities in the banking industry. Students will analyze factors that affect interest and interest rates, the choice of credit, the costs of credit, and the legal aspects of credit with a focus on credit ratings, credit laws, and credit problems; and the role of government in economic systems, especially the role of government in the US economy. Special attention will be focused on the root causes of the 2008 financial crisis. Students will also evaluate savings and investment options to meet short and long term goals and evaluate services provided by financial deposit institutions to transfer funds. E-banking along with privacy and security issues will also be discussed. Students have the opportunity to learn through classroom instruction, hands on projects, simulations, and guest speakers. Students will be prepared for employment as a bank teller or other entry-level positions in the banking industry. Upon successful completion of this course, students will become candidates for positions in the Norton High School bank.
Prerequisite: None.

509 – RETAIL & FASHION MERCHANDISING (DECA) – Level 02 Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7 2.5 credits
The Retail and Fashion Merchandising course is an introductory course that teaches the concepts of entry-level business retail and fashion merchandising fundamentals. The following list of skill standards prepares the student in retail and fashion merchandising with the fundamentals of: basic fashion and business concepts and terminology, retail business fundamentals, strategies for retail success, marketing and merchandising in a changing world, fashion cycles, textile fibers and yarns, garment styles and parts, retail merchandise categories, and fashion promotion. Student taking this class will have the opportunity to participate in the DECA organization (Student Marketing Leadership Association).
Prerequisite: None.

521 – PRINCIPLES OF ACCOUNTING I – Level 02 Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7 2.5 credits
Accounting I introduces the students to a complete accounting cycle for a service business organized as a sole proprietorship and a merchandising business that is organized as a small, privately held corporation. Microcomputer applications provide the opportunity to use automated accounting software to solve problems.
Prerequisite: None.

522 – ADVANCED PRINCIPLES OF ACCOUNTING - Level 02 Grades 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7 2.5 credits
Students continue to master accounting principles and procedures, adding new topics about managerial accounting, cost accounting, financial analysis, and business ethics. Content areas include property, plant and equipment, corporate investments, bonds, notes payable and receivables, amortizations, cash flow statements and ratio analysis for the corporate structure.
Spreadsheet analysis and accounting software applications provide the opportunity for higher-level thinking skill activities and authentic simulations enhance teamwork, decision making, and communication skills. Students also develop an understanding of career opportunities as they complete career exploration activities. Upon completion, students should be able to demonstrate an understanding of the principles of decision making, problem solving and critical thinking, and apply them to both business and personal financial situations.

An additional component will provide the opportunity for enrollment in DECA and to compete at the District, State, and National Competitions.

**Prerequisite:** Principles of Accounting.

**545 – SPORTS & ENTERTAINMENT MARKETING - Level 02**

Grades 9, 10, 11, 12

**Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7**

2.5 credits

This course will take the students on a step-by-step journey through the world of marketing. Students will encounter and learn about the key functions of marketing and how those functions are applied to sports and entertainment. The basic functions of marketing are marketing-information management, financing, pricing, promotion, product/service management, distribution, and selling. Each marketing function is incorporated throughout the text. Features bring the links between the sports and entertainment industries and marketing into clear focus.

**Prerequisite:** None.

**549 - ENTREPRENEURSHIP - Level 02**

Grades 11, 12

**Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7**

2.5 credits

Entrepreneurs who turn dreams and ideas into profitable businesses are the foundation of the American free-enterprise system and one force that drives the world economy today. Self-employment is the fastest growing form of employment in the world. This course includes self-assessment activities that allow students to decide if they are suited to be entrepreneurs. It teaches students how the free-enterprise system works, the role entrepreneurs have in the system, and the characteristics common to successful entrepreneurs.

**Prerequisite:** None.

**715 – TV/VIDEO – Level 02**

Grades 9, 10, 11, 12

**Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7**

2.5 credits

This course is designed to expose students to the equipment and processes that are part of video/TV production. Students will learn how to use video cameras, editing hardware and software, teleprompters, microphones and the like so that they can get a hands on experience in video and TV production. In the classroom, students will learn the basics of production. In the TV studio, students will help to develop, produce, write, film and be the talent in student news, opinion shows and other projects. Students will also serve as film crews for high school and district events, which they will then edit and help air.

**Prerequisite:** None.
## TECHNOLOGY EDUCATION

### COURSE OFFERINGS BY GRADE

#### FRESHMEN
- **Woodworking I** – Level 02
- **Construction Technology** – Level 02
- **Design & Problem Solving** – Level 02
- *Computer Assisted Design (CAD)* – Level 02

#### SOPHOMORES
- *Computer Assisted Design (CAD)* – Level 02
- **Woodworking I** – Level 02
- **Woodworking II** – Level 02
- **Design & Problem Solving** – Level 02
- **Construction Technology** – Level 02

#### JUNIORS AND SENIORS
- *Computer Assisted Design (CAD)* – Level 02
- **Woodworking I** – Level 02
- **Woodworking II** – Level 02
- **Design & Problem Solving** – Level 02
- **Construction Technology** – Level 02
- **Honors Engineering/Lab** – Level 03

*Fulfills Norton High School’s computer requirement.*
TECHNOLOGY EDUCATION

721 - COMPUTER ASSISTED DESIGN (CAD) - Level 02  Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  2.5 credits
This course will be a high technology program that consists of several related units of study. The students will be introduced to computer hardware, computer software (CAD) and the basics of computer aided design. Students will develop critical design and drawing skills through the creation of preliminary sketches up through professional plans. Landscape plans, floor plans and model development will be included.
Prerequisite: None.

723 – CONSTRUCTION TECHNOLOGY - Level 02  Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8  2.5 credits
This course will give students the opportunity to experience basic as well as advanced techniques utilized in building structures. Students will learn strength of shape differences as well as how loads are deflected. Model bridges will be constructed in class and tested to failure. Results will be recorded and compared. Students will also be exposed to residential home construction. Groups of students will construct a ¾” scale model of a 2-story home. In order to successfully complete their project, students will be required to demonstrate a working knowledge of the codes and specifications mandated by the Massachusetts State Building Code as it relates to their project.
Prerequisite: None.

728 - WOODWORKING I - Level 02  Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  2.5 credits
This course covers the basics of woodworking. Topics include measurement, design, shop safety, hand tool usage, and finishing techniques. Group instruction is given in basic experiences which will allow students to use manipulative skills to develop in class projects. Instruction is principally on an individual basis since students work at their own pace.
Prerequisite: None.

729 - WOODWORKING II – Level 02  Grades 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  2.5 credits
This course is designed for students with sufficient knowledge from Woodworking I. Students will learn the purpose and use of woodworking machinery. Maintaining a safe and cooperative shop environment will be stressed throughout the course. Students will demonstrate the ability to create drawings and construct a project to be built in class.
Prerequisite: A grade of “C” or better in Woodworking I.

732 - DESIGN & PROBLEM SOLVING - Level 02  Grades 9, 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8  2.5 credits
This course will allow the student to experience a wide range of project development within the woodshop/lab environment. Projects will include motorized airplane construction, car drag-racing using compressed air, catapults, 3-Dimensional model home building, as well as other simple machine projects. Students must design the assigned project and build it within the classroom. The problem-solving approach will be used to refine the design to a desired outcome. As projects are completed, test result will be compared and contrasted.
Prerequisite: None.
This course will put into practice concepts learned in engineering Course #202. Through the use of CAD, students will develop engineering drawings suitable for project development. Students will construct model projects in the shop/lab using various tools and equipment. The problem solving approach will be stressed for individuals as well as cooperative learning experiences. **Prerequisite:** Students taking this course must be taking the “Engineering Mathematics” course (#202).
MUSIC

COURSE OFFERINGS BY GRADE

FRESHMEN
- Band - Unleveled
- Chorus - Unleveled
- Music Appreciation – Level 02
- Music Theory I – Level 02
- Percussion 101 – Level 02

SOPHOMORES
- Band - Unleveled

JUNIORS
- Chorus - Unleveled

SENIORS
- Music Appreciation – Level 02
- Music Theory I – Level 02
- Music Theory II - Level 02
- Percussion 101 – Level 02

"Since Music has so much to do with the molding of character, it is necessary that we teach it to our children."

Aristotle
MUSIC

803 – BAND – Un leveled  
Semester  
Grade 9, 10, 11, 12  
2.5 credits

810 - BAND - Unleveled  
Full Year  
Grades 9, 10, 11, 12  
5 credits

Academic & Civic/Social Expectations 1, 2, 4, 5, 6, 7, 8

This course is designed to help the student broaden their understanding of music through rehearsing and performing a wide range of instrumental music. Music ranges from traditional band literature to contemporary music of various styles. During the fall, band members may participate in pep band, which provides music at home football games, as well as parades. Band meets during the school day and performs concert music for school and community concerts. The ability to play a musical instrument is suggested, but not necessary if the student begins instruction during the summer.

Prerequisite: Permission of instructor.

Band and Pep Band are not used in the calculation of grade point average or in the determination of class rank.

817 - MUSIC APPRECIATION - Level 02  
Grades 9, 10, 11, 12  
2.5 credits

Academic & Civic/Social Expectations 1, 2, 4, 5, 6, 7, 8

Music Appreciation – A Study of our Music Culture - explores the many different styles, genres, composers and artists in music throughout history and up to today. Students will learn to become more of an active listener and performer, and have a deeper understanding of music’s place in our society. Students will become familiar with the inner workings of different styles of music and how music has changed over the ages to adapt to our culture and times.

Prerequisite: None.

818 – CHORUS – Unleveled  
Full Year  
Grades 9, 10, 11, 12  
5 credits

819 - CHORUS - Unleveled  
Semester  
Grades 9, 10, 11, 12  
2.5 credits

Academic & Civic/Social Expectations 1, 2, 4, 5, 6, 7, 8

The chorus is designed to provide students with the opportunity to develop vocal and musical abilities and skills, as well as participate in musical performances. The chorus performs annually in the music department holiday and spring concerts, graduation, and at other school and community functions. There is an opportunity to participate in district and all-state festivals, as well as other select groups.

Prerequisite: Permission of instructor.

Chorus is not used in the calculation of grade point average or in the determination of class rank.

823 - MUSIC THEORY I - Level 02  
Grades 9, 10, 11, 12  
2.5 credits

Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9

This course is designed to teach students the fundamentals of reading and writing music. Basic music theory will be the focus and will lead to writing, reading, sight singing, and arranging music. The ability to read music is suggested but not required.

Prerequisite: None.
This course is designed for those students who have successfully completed the basic fundamentals of Music Theory I. There will be a continuation of basics of music theory, including minor keys, harmonization and arranging, as well as aural dictation. The students will be more creative through analyzing works, writing arrangements and the writing of original works. **Prerequisite:** Successful completion of Music Theory I.
ART

COURSE OFFERINGS BY GRADE

FRESHMEN

Art I – Level 02
2 Dimensional Design – Level 02
3 Dimensional Design - Level 02

SOPHOMORES

Art I – Level 02
Art II – Level 02
3 Dimensional Design – Level 02
Art Appreciation – Level 02
*Graphic Design – Level 02
2 Dimensional Design – Level 02
Sculpture – Level 02

JUNIORS

Art I – Level 02
Art II – Level 02
Honors Art III / Portfolio – Level 03
3 Dimensional Design – Level 02
Art Appreciation – Level 02
*Graphic Design – Level 02
2 Dimensional Design – Level 02
Sculpture – Level 02

SENIORS

Art I – Level 02
Art II – Level 02
Honors Art III / Portfolio – Level 03
Honors Art IV / Portfolio – Level 03
Advanced Placement Art IV – Level 04
3 Dimensional Design – Level 02
Art Appreciation – Level 02
*Graphic Design – Level 02
2 Dimensional Design – Level 02
Sculpture – Level 02

*Fulfills Norton High School’s computer requirement.

Art is the visual communication of ideas - it enriches lives and allows for self-expression.
ART

834- Art I - Level 02  
Semester  
Grades 9, 10, 11  
Academic & Civic/Social Expectations 2, 5, 6, 7  
2.5 credits  
This course is based upon the *Elements of Art*. Students will study a variety of media necessary for a solid art background. Students will work with pencils, colored pencils, markers, pastels, acrylic paint, and scratchboard. Concept explored include: color theory, pencil shading, pen and ink techniques, the color wheel and paint techniques, one point perspective, some figure drawing and spatial composition studies. Lessons will be modified to accommodate a semester course.  
**Prerequisite:** none

827 - ART APPRECIATION - Level 02  
Grades 9, 10, 11, 12  
Academic & Civic/Social Expectations 1, 2, 4, 5, 6, 7  
2.5 credits  
Students will discover art history through visual presentations and art projects. This course is not limited to but covers: Neo-Classicism, Romanticism, Realism, Impressionism, Post-Impressionism, 19th century sculpture, Expressionism, Abstract Art, Surrealism, Photography and American Art. Students will work with a variety of art materials.  
**Prerequisite:** One year or semester of art with a grade of C or better.

830 - 3 DIMENSIONAL DESIGN - Level 02  
Grades 9, 10, 11, 12  
Academic & Civic/Social Expectations 2, 3, 5, 6, 7  
2.5 credits  
In this very hands-on course, students will construct or sculpt 3-dimensional pieces in abstract or realistic forms. Materials such as paper, cardboard, clay, plaster, tape and wire will be explored. Concepts this course covers, but is not limited to include: spatial forms, additive and subtractive processes, building off an armature, casting and assemblage.  
**Prerequisite:** None.

832 - GRAPHIC DESIGN - Level 02  
Grades 10, 11, 12  
Academic & Civic/Social Expectations 1, 3, 4, 5, 6, 7  
2.5 credits  
Create fantastic images and learn the principles of Art. Concepts explored, but not limited to include: use of color, space, contrast, applying text in terms of advertisements, postcards, business cards, fine art, portraiture and design. All computer images will be created on Adobe Photoshop CS Program. Graphic Design students could use their knowledge of concepts explored to assist school activities and clubs for advertisements.  
**Prerequisite:** One year or semester of art with a grade of “C” or better.

833 - 2 DIMENSIONAL DESIGN – Level 02  
Grades 10, 11, 12  
Academic & Civic/Social Expectations 2, 3, 4, 5, 6, 7  
2.5 credits  
2 Dimensional Design examines the relationship of the element and principles of design with emphasis on mass media, mass culture, and design. Projects include, but are not limited to, illustration, lettering techniques, marketing and design layout, advertising, and other forms of visual communication.  
**Prerequisite:** Completion of Art I.
835 - ART II - Level 02  Grades 10, 11, 12
Academic & Civic/Social Expectations 1, 2, 5, 6, 7  5 credits
This course is based upon the Principles of Art. Students will further explore media taken from Art 1, while discovering new media. New media such as pen and ink, colored pencils, charcoal and chalk, watercolor, pastels and advanced painting techniques will be introduced. Concepts explored include: advanced forms and compositions, figure drawing, landscapes, observational drawings, art history, and self-portrait.
Prerequisite - A grade of “C” or better in Art I

836 – SCULPTURE - Level 02  Grades 10, 11, 12
Academic & Civic/Social Expectations 2, 3, 5, 6, 7  2.5 credits
In this very hands-on course, students will construct or sculpt 3-dimensional pieces in abstract or realistic forms. Materials such as paper, cardboard, clay, plaster, tape and wire will be explored. Concepts this course covers, but is not limited to include: spatial forms, additive and subtractive processes, building off an armature, casting and assemblage.
Prerequisite: A grade of “C” or better in 3 Dimensional Design.

845 – HONORS ART III / PORTFOLIO – Level 03  Grades 11, 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  5 credits
This course will involve knowledge of two-and three-dimensional theory previously studied. Projects will be more in-depth and involved than in previous years. Media and techniques will include: printmaking, sculpture, mixed media, painting, drawing, pastels, and charcoal. Originality and personal style growth is encouraged.
Prerequisite: A grade of “B-” or better in Art II.

848 – HONORS ART IV / PORTFOLIO – Level 03  Grade 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  5 credits
This course is a culmination of the three previous years of art. It will entail in-depth projects in selected areas of concentration. This course is aimed at the student who will either pursue art as a career, or as a serious hobby.
Prerequisite: A grade of “B” or better in Art III.

839- ADVANCED PLACEMENT ART IV- Level 04  Grade 12
Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7  5 credits
Advanced Placement Art is designed for those students planning a future involving the visual arts. The advanced placement exam consists of a comprehensive portfolio of student work, showing range and growth. The curriculum is college level and students will be expected to implement the criteria in and outside of school hours.
Prerequisite: Successful completion of Art 3 Honors. Teacher recommendation advised.
<table>
<thead>
<tr>
<th>Class</th>
<th>Course</th>
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<tbody>
<tr>
<td>FRESHMEN</td>
<td>Integrated Health and Fitness – Unleveled</td>
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<tr>
<td>SOPHOMORES</td>
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</tr>
<tr>
<td>JUNIORS</td>
<td>Recreational Sports and Lifetime Fitness – Unleveled</td>
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<td></td>
<td>Team Sports - Unleveled</td>
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<td></td>
<td>Leadership – Level 02</td>
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<tr>
<td>SENIORS</td>
<td>Recreational Sports and Lifetime Fitness – Unleveled</td>
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<td>Team Sports</td>
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<td></td>
<td>Wellness – Unleveled</td>
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<td></td>
<td>Leadership – Level 02</td>
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<tr>
<td>850 –</td>
<td><strong>Integrated Health and Fitness – Unleveled</strong></td>
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<td></td>
<td>Grade 9, 10</td>
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<td>2.5 credits</td>
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<tr>
<td>851 –</td>
<td><strong>Recreational Sports and Lifetime Activities</strong></td>
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<td></td>
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<td>2.5 credits</td>
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<tr>
<td>852 –</td>
<td><strong>Team Sports</strong></td>
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<td></td>
<td>Grades 11, 12</td>
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<td>2.5 credits</td>
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**850 – Integrated Health and Fitness – Unleveled**

This course covers important adolescent health and wellness content including substance abuse awareness, human sexuality (relationships, HIV/AIDS, STI’s, and good decision-making), stress management, violence prevention, nutrition, and current health issues as they relate to the Massachusetts Health Frameworks. The course emphasizes skill development in refusal skills, listening, assertiveness, coping, conflict resolution, media literacy, decision-making, and communication. Instruction in the use of equipment in the fitness center (weight training and cardiovascular conditioning) is introduced along with selected lifetime activities (e.g. yoga) and adventure/challenge/problem-solving activities.

Grade: 9, 10 (REQUIRED)

**851- Recreational Sports and Lifetime Activities**

This course provides students with an opportunity to improve their physical fitness levels through participation in individual and group play of various sports and backyard games. It also encourages students to adopt a physically active lifestyle by participating in a variety of lifetime activities. This course includes recreational sports/lifetime activities such as Tennis, volleyball, badminton, ultimate Frisbee and backyard games such as bocce ball and whiffle ball games. Students will also be involved in personalized fitness training along with specialized program days that will touch upon current health topics. No experience in these sports and activities is necessary to join the course. All abilities welcomed.

**852 - Team Sports**

This course is designed for those students who have an interest in acquiring a complete understanding of various team sports (e.g. basketball, volleyball, soccer). Components of the course will include learning to referee, coach, record statistics, video, and announce/commentate as well as other facets of the games and culture. Additionally, students will continue to develop fundamental skills and strategies, and knowledge of the rules of the sports. Students will also participate in specialized program days that will touch upon current health topics. This course must have a minimum of 15 students.
Leadership class allows students to develop their own understanding of leadership and how it applies to their daily lives and how it will apply in the future. Students will have an opportunity to learn leadership concepts and practices through reading which include books like *How to Win Friends and Influence People*, *Difficult Conversations*, and *The EQ Quick Books: Emotional Intelligence*. Students will begin the course with leadership game “ice breakers” to develop a level of comfort and trust with the group and themselves and then move into a more personal level of the course where leadership skills are explored and dissected.

**Prerequisite:** None.

*Wellness is not used in the calculation of grade point average or in the determination of class rank.*

**After School Contract Health and Fitness**

This contract is for juniors and seniors who want to substitute an outside physical education instructional lifetime activity for their Health and Fitness requirement. One contract is allowed in student’s high school career. Students may sign-up using the following guidelines:

- Requests for the contract must be made to the Health and Fitness department prior to participation in the activity and prior to the start of the semester.
- Students in 9th and 10th grade may not enroll in this course.
- Programs which students choose must be instructional (i.e. karate, horseback riding, dance).
- Activity for which a contract is written is not offered at Norton High School.
- Time spent in a contract activity must meet the minimum time requirement of 40 hours, spread evenly throughout the semester. Reports on attendance and progress must be submitted at regular intervals, culminating with a summary report and additional assignment to the Health and Fitness office.
- Final grade (P or F) is contingent upon fulfillment of all contract responsibilities.

**Sports Team**

This option is for juniors and seniors who want to substitute a NHS interscholastic sport for their Health and Fitness requirement. One sport is equal to one semester of health and fitness and can only be used ONCE in a student’s high school career. One sports team (Gr. 11-12) is allowed for credit. If for any reason, including getting cut from the sport or injury, the students does not complete the sport, s/he must take a Health and Fitness course the following semester. Seniors who plan to use a spring sport for credit must have played that sport at the varsity level during the previous year. Students must see their guidance counselor to add their sport to their schedule by the second week of the school year.

**Sports Teams Course Numbers**

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<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Winter</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Cross Country (B)</td>
<td>Basketball (B)</td>
<td>Basketball (B)</td>
<td>Baseball</td>
</tr>
<tr>
<td>Cross Country (G)</td>
<td>Basketball (G)</td>
<td>Hockey</td>
<td>Softball</td>
</tr>
<tr>
<td>Golf</td>
<td>Ice Hockey</td>
<td>Track (B)</td>
<td>Track (B)</td>
</tr>
<tr>
<td>Soccer (B)</td>
<td>Winter Track (B)</td>
<td>Winter Track (G)</td>
<td>Tennis (G)</td>
</tr>
<tr>
<td>Soccer (G)</td>
<td>Winter Track (G)</td>
<td>Swimming</td>
<td>Tennis (B)</td>
</tr>
<tr>
<td>Football</td>
<td></td>
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<tr>
<td>Cheerleading</td>
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SPECIAL PROGRAMS

750 – INTRODUCTION TO SCHOOL-TO-CAREER 101 – Level 02  Semester 1  Grades 11, 12
2.5 credits

This introductory course will allow students to explore career opportunities through internships in their chosen areas. These internships can range from construction, law, accounting, medicine, or retail management. Students will leave school during the last period of the day and go to work on their internships. Norton’s School-to-Career Coordinator will meet weekly with the students involved in these internships and also with the businesses who are using these student interns. Students and teacher will meet once a week to work on career building activities. Students will receive credit for the time they are doing their internships. Should an employer wish to have students work beyond their scheduled hours, they would then be able to pay the students. A major part of this course is the completed Portfolio. If a student does not sufficiently complete the portfolio requirement, the student will not pass the class.

Prerequisite: Obtain necessary application packet from School-to-Career Coordinator to be completed and returned before the beginning of May. Find a work site/mentor to do your internship and provide contact information to the coordinator by the end of June. Students’ grades, attendance, and discipline record will be taken into consideration when selecting students for this course.

751 – ADVANCED SCHOOL-TO-CAREER 102 – Level 02  Semester 2  Grades 11, 12
2.5 credits

This advanced course will allow students to further explore career opportunities through internships in their chosen areas. Student will learn more about there chosen field and create a working portfolio. Students will leave school during the last period of the day and go to work on their internships. Norton’s School-to-Career Coordinator will meet weekly the students involved in these internships and also with the businesses who are using these student interns. Students and teacher will meet once a week to work on career building activities. Students will receive credit for the time they are doing their internships. Should an employer wish to have students work beyond their scheduled hours, they would then be able to pay the students. If a student does not sufficiently complete the portfolio requirement, the student will not pass the class.

Prerequisite: Passed School to Career 101 with a “C” or better, have teacher’s and career counselor’s approval.

STUDENTS MAY ONLY TAKE COURSE 750 AND 751 ONE TIME EACH.

754 - DUAL ENROLLMENT – Level 04  Bristol Community College  Grades 11, 12
2.5 credits

Students may take one course at a college during each semester. Students can take courses not offered by Norton High School at Bristol Community College and receive both college and high school credit. In this way, we can expand our course offering without adding more staff than necessary and give students the chance to gain college credit in a variety of courses at an affordable price.

Prerequisite: Guidance Counselor’s and Principal’s approval required.

766 - DUAL ENROLLMENT – Level 04  Wheaton College  Grades 11, 12
2.5 credits

Students may take one course at a college during each semester. Students can take courses not offered by Norton High School at HS at Wheaton College and receive both college and high school credit. In this way, we can expand our course offering
without adding more staff than necessary and give students the chance to gain college credit in a variety of courses at an affordable price.

**Prerequisite:** Guidance Counselor’s and Principal’s approval required.

**767 - DUAL ENROLLMENT – Level 04  Bridgewater State University Grades 11, 12  2.5 credits**

Students may take one course at a college during each semester.

Students can take courses not offered by Norton High School at Bridgewater State University and receive both college and high school credit. In this way, we can expand our course offering without adding more staff than necessary and give students the chance to gain college credit in a variety of courses at an affordable price.

**Prerequisite:** Guidance Counselor’s and Principal’s approval required.

**753 – SENIOR PROJECT– Level 02  Grade 12  Academic & Civic/Social Expectations 1, 2, 3, 4, 5, 6, 7, 8, 9  2.5 credits**

The Senior Project is designed to offer students the opportunity for self-directed study in a subject area of their choosing. This course allows for a broad spectrum of independent study topics and provides an opportunity for motivated students to construct their own research-based experience. During spring course selection, prospective juniors develop a proposal for a project to be completed during the first semester of senior year. Upon committee approval, students receive a Senior Project Handbook and identify subject-specific mentors. Each student will produce, but is not limited to: a declarative visual, an approved proposal, a research paper, a documented portfolio, and culminating presentations.

**756 – VIRTUAL HIGH SCHOOL - ENGLISH  Grades 11, 12  2.5 credits**

**757 – VIRTUAL HIGH SCHOOL - MATHEMATICS  Grades 11, 12  2.5 credits**

**758 – VIRTUAL HIGH SCHOOL - SOCIAL STUDIES  Grades 11, 12  2.5 credits**

**759 – VIRTUAL HIGH SCHOOL - SCIENCE  Grades 11, 12  2.5 credits**

**764 – VIRTUAL HIGH SCHOOL - BUSINESS  Grades 11, 12  2.5 credits**

**765 – VIRTUAL HIGH SCHOOL - ART  Grades 11, 12  2.5 credits**

Virtual High School – VHS classes take place entirely over the Internet. Anywhere students have access to the Internet, they can take a VHS class. By participating in a VHS course, a student will engage in a challenging on-line course that provides interactions with teachers and peers. Students will have a unique opportunity to collaborate and exchange ideas across cultures and time zones. VHS classes follow a semester schedule and assignments are due at specified weekly intervals. Student can complete the assigned work at anytime during the week, as long as work is posted by specified due dates. Additional information concerning the Virtual High School program is available online at www.goVHS.org.

Students may not elect a VHS class that is offered as part of Norton High School’s curriculum.

The **Course Level for a VHS course will be determined by the class level listed in the VHS course catalog.**

**Pre-requisite** – Approval by the Norton High School VHS coordinator.

A student must earn a grade of "C-" or better in each previous VHS course if a student wishes to pursue any additional course.