PROGRAM OF STUDIES

2026-2027 SCHOOL YEAR

Malden Public Schools | 110 Pleasant St, Malden, MA 02148 | 781.397.6100 | Maldenps.org

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LETTER FROM THE SUPERINTENDENT

Dear Students, Educators, Staff, Families & Caregivers:

I am pleased to present the Malden Public Schools Program of Studies for the 2026-2027 school year. This document outlines the courses and programs we offer in our schools.

This Program of Studies reflects our core values: include and collaborate, embrace growth, and do right by all kids. We are committed to meeting the various needs and interests of all our students through this diverse range of courses and programs. We offer numerous electives in the arts, technology, world languages, career and technical education, and more. Students can also earn college credit, participate in real-world learning experiences, and engage in extracurricular activities that enhance their learning and development.

I am thankful to the Malden Public Schools community for your continued support to our students. I wish you all a fantastic 2026-2027 school year!

Go Malden!

Timothy Sippel, Ed.L.D.
Superintendent of Schools

MPS ASSESSMENTS OVERVIEW SY 2026-2027

Formative Assessments

Expectations:

- All students in grades K-12 are required to take the following screener assessments three times each year.
    - K-5 ELA: DIBELS benchmark assessments*
    - K-8 ELA: i-Ready Inform*
    - 9-12 ELA: IXL assessment
    - K-12 Math: IXL assessment
- All students in grades K-12 participate in ongoing classroom-based and curriculum-embedded formative assessments to inform instructional decisions and provide feedback to students about learning trajectories.
- Students educated with Massachusetts public funds are required by federal laws and the 1993 Massachusetts Education Reform Law, state law M. G. L. Chapter 69, section 1I, to participate in statewide testing, including the MCAS and ACCESS exams. Some students at Malden High School also participate in the PSAT/NMSQT, SAT, and AP exams. At intervals, random sampling of students, as determined by the US Department of Education, in the district take the national NAEP exam (National Assessment of Educational Progress).

*Consistent with DESE guidance; kindergarten students take assessments two times per year, starting at mid-year.

How to Use This Document

This is the information that you will find in this program of studies: :

- Course Title: name assigned to each course
- Aspen Course Code: number assigned to the course for use with the Student Information System, Aspen. The course code is generally used by school administrators and school counselors to plan schedules
- DESE Code: number assigned to the course for use with the MA Department of Education to categorize all courses.
- Levels: indicate whether the course is grade level or honors or AP
- Prerequisites: the requirements a student must meet to be able to enroll in that class
- Credit: indicates if course receives a high school credit (1.0 or 0.5)
- Term: Length of course (i.e. Full year or half year/semester)
- Pacing Guide / Scope and Sequence / Curriculum Overview

Note for Caregivers

Consistent with Massachusetts regulations, 6O3 CMR 26.05(1) the Malden Public Schools, through its curricular and materials, encourages respect for the human and civil rights of all individuals, regardless of race, color, sex, gender identity, religion, national origin or sexual orientation. In accordance with district guidelines, families may request information from the building principal on available accommodations related to curriculum content.

PRE K-8 PROGRAM OF STUDIES

EARLY LEARNING CENTER

257 Mountain Avenue
781.397.7025

Mr. Rock
Principal

PRE K

BEEBE SCHOOL

401 Pleasant Street
781.388.0622

Dr. Murphy
Principal

GRADES K-8

FERRYWAY SCHOOL

150 Cross Street
781.388.0659

Dr. Stahl
Principal

GRADES K-8

FORESTDALE SCHOOL

74 Sylvan Street
781.397.7025

Mr. Weldai
Principal

GRADES K-8

LINDEN SCHOOL

29 Wescott Street
781.397.7329

Mr. Garcia
Principal

GRADES K-8

SALEMWOOD SCHOOL

529 Salem Street
781.388.0647

Ms. Huynh
Principal

GRADES K-8

MIDDLE SCHOOL HONORS PATHWAY

We believe that every student must be held to high expectations, all middle school students need to engage in content deeply through problem-based learning, critical and creative thinking, and higher-order questioning. How we differentiate general curriculum from honors classes is in how we add sufficient challenges for students to continue to progress in their learning. All students need access to a curriculum that is challenging, exploratory, integrative, and relevant. What's challenging to one student is not to another. While the qualities of a challenging curriculum can be considered for all students, honors classes include these to a larger degree with more intensity to match the level of challenge needed for a student to stretch, grow, and be in a zone for true learning to occur (zone of proximal development).

General Curriculum	Honors Pathway (H)
MPS general curriculum aligns to the Massachusetts Curriculum Frameworks that provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers. Our general curriculum presents rigorous grade-level expectations in the areas of Math, English Language Arts, Science and Social Studies/History and identifies the knowledge and skills students need in order to be successful in college and in future careers. These standards will help ensure that students have similar academic skills. Students in general curriculum courses have homework on a regular basis, and will be expected to complete various types of assignments including complex writing assignments, project-based assignments, and long-term assignments. Some classroom time is devoted to reviewing concepts and problems encountered in the homework.	The MPS Middle School Honors Pathway Recognition is to recognize students for their academic and civic skills and achievement in one or more of the four separate core content areas: English Language Arts (ELA), Math, Science, and Social Studies/History. Students must complete all of the requirements outlined below to participate. Students in the four core content areas must consistently demonstrate the following: 1. Grades in the class as well as honors content: 89-100 2. Differentiated assignments: a. Complex multisteps assignments b. More rigorous, honors-level work Students will begin participation during the third quarter of the year. If successful with Honors content, they will receive a recognition ('Honors') on their middle-school transcript for the courses in which they participated.

CURRICULA PreK-5

Content Area	Curriculum Vendor	Schools/Grade Levels
ELA	Amplify CKLA	ALL K-5
English as a Second Language (ESL)	English 3D	ALL 4-5
Math	Eureka Math Squared	ALL K-5
Science	Mystery Science with additions from Gizmos.	ALL K-5
History	TCI Social Studies Alive!, Children Discovering Justice, iCivics, Investigating History,	ALL K-5
Health & Physical Education	Health Smart	ALL K-5
Art/Music	Content department developed	ALL K-5
Digital Literacy & Computer Science	Scratch, Scratch Jr., Bee Bots, Dash Robots	All / K-5

CURRICULA Grade 6-8

Content Area	Curriculum Vendor	Schools/Grade Levels
ELA	Amplify ELA	ALL 6-8
English as a Second Language (ESL)	English 3D	ALL 6-8
Math	Open Up Resources (OUR)	All 6-8
Science	OpenSciEd (OSE)	All 6-8
History	History Alive!, iCivics	All 6-8
Health & Physical Education	Health Smart	ALL 6-8
Art/Music/Band/Theater	Content department developed	ALL 6-8
STEM	Tinkercad, Beebots/ Dashbots, Gravit.io, Scratch Common Sense Media	ALL 6-8
Spanish	Content department developed/CILiftoff Holt Exprésate/Vista Higher Learning Descubre	5-8

PRE-KINDERGARTEN

KINDERGARTEN

LITERACY

- Phonological Awareness
- Phonics
- Handwriting
- Comprehension
  - Literature
  - Informational
- Narrative Writing
  - Narrative
  - Informational
  - Opinion

MATH

- Counting and Cardinality
- Two- and Three-Dimensional Shapes
- Comparison
- Composition and Decomposition
- Addition and Subtraction
- Place Value Foundations

SCIENCE

- The Five Senses
- Plants
- Farms
- Seasons and Weather
- Taking Care of the Earth
- Force Olympics
- Sunny Skies

SOC. STUDIES

- Native Americans
- Kings and Queens
- Columbus and the Pilgrims
- Colonial Towns and Townspeople
- Presidents and American Symbols

The Malden Early Learning Center (ELC) has been the educational ground breaker for the students of Malden for over 20 years. The ELC has been providing students from diverse backgrounds ages 3- 5 years old with a robust educational experience. Using the Massachusetts Department of Elementary and Secondary Education (DESE) preschool standards as a foundation for success, the staff works to develop our students' academic, social, and emotional skills. We strive to ensure the time our students spend at the ELC is fun, engaging, and full of a variety of learning opportunities. Play is a big part of learning. Throughout the school day, students are provided times to develop their play skills and social skills. Staff actively fosters an environment where play is essential to learning. Staff employs both a supportive structured environment as well as helping students develop their independence through play. The ELC has an indoor play space, gym, and a playground. Art and music instruction are integrated into classroom instruction and activities daily, and students have thirty minutes of physical activity daily during recess.

The ELC serves 200-300 students annually. The classrooms consist of integrated programs, inclusion programs as well as our intensive learning program. There are 19 highly qualified classroom teachers providing direct instruction to a variety of students. All the teachers are certified in PreK and/ or Special Education. Every classroom has 1-2 highly qualified Educational Support Professionals to support the educational/ school environment. Family engagement is a priority we strive to maintain. We work to stay connected with the families of our students at all levels. There are a variety of ways for families to be involved at the ELC, including Parent Teacher Organization (PTO) and School Council.

Literacy (Reading and Writing)	DESE CODE #51039 / #51129
ASPEN CODE #PK00	**Term**: Full Year

In prekindergarten, students engage with all domains of literacy (reading, writing, listening, and speaking) through a thematic, unit-based approach. Through learning about topics and themes such as families and communities, plants, animals, habitats, classic tales, and important people in American history, students interact with and apply the skills needed to prepare them for Kindergarten. Students have many new experiences in pre-kindergarten, such as working and talking with many different people, both adults and other students, during classroom activities and play time; listening to stories and poems read aloud, and talking about the characters and what happens in them, with the help of an adult; telling a story to an adult while the adult writes it down; and drawing pictures to show what happens in the story. By the end of Pre-K, students will be able to handle a book appropriately by holding it right side up and turning the pages one at a time; recognize their written name and some common labels; and recognize and say rhyming words (like cat, bat, and sat) with help from adults.

Through its research-based structure, the Amplify CKLA for PreK curriculum provides developmentally appropriate instruction and activities that do more than lay the groundwork for foundational skills. Uniquely, this preschool language arts curriculum offers content knowledge, recognizing research that shows true literacy also requires background knowledge in history, science, art and literature.

Thematic Math Instruction	DESE CODE #52029
ASPEN CODE #PK01	**Term**: Full Year

The Massachusetts prekindergarten standards apply to students who are at the end of the preschool age group, meaning older four- and younger five-year olds. In preschool or pre-kindergarten, activity time should focus on two critical areas: (1) developing an understanding of whole numbers to 10, including concepts of one-to-one correspondence, counting, cardinality (the number of items in a set), and comparison; and (2) recognizing two-dimensional shapes, describing spatial relationships, and sorting and classifying objects by one or more attributes. Relatively more learning time should be devoted to developing students' sense of number as quantity than to other mathematics topics.

Thematic Science Instruction	DESE CODE #53229
ASPEN CODE #PK01	**Term**: Full Year

The World Around Me Pre-K students focus on experiencing and making observations of the world around them. They are beginning to learn about their own environment as they observe plants and animals, the moon and the sun, and the daily weather. They experience their world through their senses and body parts and begin to recognize that animals also use their senses and body parts to meet their basic needs. They investigate pitch and volume, shadow and light, liquids and solids, and how things move. They sort materials by simple observable properties such as texture and color. They share their understanding of these concepts through discussion as they develop their language and quantitative skills. Prekindergarten students build awareness of the wide variety of natural phenomena and processes in the world around them.

Thematic Social Studies Instruction	DESE CODE #54429
ASPEN CODE #PK00	**Term**: Full Year

History consists of rich and varied stories. Preschoolers are very inquisitive, therefore; teachers create fun ways to help the students retain historical information by singing songs and watching interactive videos. We focus on teaching students about their own heritage, which tends to get preschoolers interested in history. We start by introducing students to their personal histories first. When we interest students in their heritage, it opens up the possibility of developing a genuine interest in history in general. We start by finding out where mom and dad are from and understanding family relationships, we move to emotions, community helpers, caring for our world, and introduce reading history themed illustrated kid friendly books that are fascinating to preschool students.

Special Education Intensive Learning Program (ILP)	**DESE CODE #73029**
ASPEN CODE #PK00	**Term:** Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum. Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

KINDERGARTEN

KINDERGARTEN

LITERACY

- Phonological Awareness
- Phonics
- Handwriting
- Comprehension
  - Literature
  - Informational
- Narrative Writing
  - Narrative
  - Informational
  - Opinion

MATH

- Counting and Cardinality
- Two- and Three-Dimensional Shapes
- Comparison
- Composition and Decomposition
- Addition and Subtraction
- Place Value Foundations

SCIENCE

- The Five Senses
- Plants
- Farms
- Seasons and Weather
- Taking Care of the Earth
- Force Olympics
- Sunny Skies

SOC. STUDIES

- Native Americans
- Kings and Queens
- Columbus and the Pilgrims
- Colonial Towns and Townspeople
- Presidents and American Symbols

EXPLORATORY

- Art
- Health
- Music
- Physical Education
- Spanish Language and Culture
- STEM

This is an overview of what your student will be learning in Kindergarten. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All Kindergarten students at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs) will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

Kindergarten is a year of active learning during which students engage in rich curriculum units that are integrated with skills from all content areas. Social learning is a strong component of the kindergarten year, as students work and play collaboratively, developing their organizational skills, language skills, and logical thinking. Each day there are opportunities to explore, communicate, and explain their thinking.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every Kindergarten classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as DIBELS, i-Ready, and IXL.

Literacy (Reading & Writing)	DESE CODE #51040 / #51130
ASPEN CODE #0K00 / #0K10	**Term**: Full Year

Kindergarten students will begin their literacy journey with the Amplify CKLA curriculum. In Grades K-2, the Amplify CKLA curriculum provides students with 2 separate blocks of time to practice 1.) their foundational phonological awareness, Phonics, and handwriting skills, and 2.) engage in knowledge-building, complex texts through Read-Alouds, collaborative discussions, and project-based activities. In the 'Skills' strand, students will be expected to separate the first, middle, and last sounds of simple words, such as cat (c-a-t), map (m-a-p), hit (h-i-t); recognize all uppercase (capital) and lowercase letters in the alphabet; recognize and understand some very common words: for example, the, of, to, you, she, my, is, are, do, and does; and identify rhyming words and phrases read aloud. In the 'Knowledge' domain of the curriculum, students will be expected to listen to a story read aloud, and understand where and when the story takes place; compare what the same characters (like Henry and Mudge) do in different stories; explain how to find out who wrote a book (the author) or drew its pictures (the illustrator); and talk about the main idea of a text along with facts they learned from the text.

The writing curriculum is integrated into both 'Skills' and 'Knowledge' domains of the Amplify CKLA curriculum, which provides students with ample opportunities to practice their writing development and conventional skills. In kindergarten, students will be expected to use written words and drawings to express an opinion or give information about something; write uppercase (capital) and lowercase letters; capitalize the first word in a sentence; recognize and use punctuation marks used at the end of sentences: for example, period (.), question mark (?). By the end of Kindergarten students will also be able to use a combination of words and images to either individually or jointly respond to a prompt in each of the three purposes of writing (narrative, informational, argumentative/opinion).

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #0K06	**Term**: Full Year

ESL 1 - 4:
English as a Second Language (ESL) is for kindergarten English Learners with English Development Levels of 1-4 according to the WIDA Screener assessment which measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. Teachers provide embedded language instruction in a supportive and inclusive environment that values the cultural and linguistic capital of students. This course is generally delivered in a push-in model where an ESL teacher co-teaches the grade-level Literacy course.

Math	DESE CODE #52030
ASPEN CODE #1K00	**Term**: Full Year

Kindergarten students will be learning from the Eureka Math Squared curriculum. Instructional time will focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in kindergarten should be devoted to numbers than to other topics. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Science	DESE CODE #53230
ASPEN CODE #2K00-03 (Science/Health/Social Studies)	**Term**: Full Year

Kindergarten students build on early experiences observing the world around them as they continue to make observations that are more quantitative in nature and help them identify why some changes occur. Students begin to learn to use these observations as evidence to support a claim through growing language skills. They provide examples of plants and animals that can change their environment through their interactions with it. In kindergarten science, students begin to identify reasons for changes in some common phenomena.

Social Studies	DESE CODE #54430
ASPEN CODE #2K00	**Term**: Full Year

Kindergarten students will explore Social Studies concepts through the Social Studies Alive curriculum as well as standards aligned supplemental materials. Students will be exposed to concepts such as classroom democracy, local geography, traditions and symbols of the United States and community, and economics in the context of work and money. They will study these topics by exploring guiding questions which are possible avenues for learning through discussion and play. Students will learn about responsibility in the classroom and the transfer of knowledge of how it works towards the economic needs of the family by working, earning and saving money. Throughout the school year, the shared history and traditions of our community and nation through civic holidays, and people of diverse cultural backgrounds is addressed.

Inquiry in social studies encourages students to think critically about primary sources. Students ask questions, make a prediction, observe, and draw conclusions as they interact with the documents. They plan to learn more about the topic by conducting research that requires reading and writing about informational texts. Students will write about what they have learned, often keeping a notebook or collection of what they have learned.

Special Education Intensive Learning Program (ILP)	DESE CODE #73030
ASPEN CODE #0K00	**Term:** Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum. Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Practical Academics and Community Education (PACE)	DESE CODE #73030
ASPEN CODE #0K00	**Term:** Full Year

The PACE Program utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class. Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education RISE (Recognizing Individual Success Everyday)	DESE CODE #73030
ASPEN CODE #0K00	**Term**: Full Year

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. Students in this Program have an emotional disability and require a therapeutic setting to make progress. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Art	DESE CODE #55180
ASPEN CODE #8K00	**Term**: Full Year

Kindergarten, students will investigate more than one artistic idea using the same medium, select and share a product created through experimentation with materials, and give reasons for selecting an artwork to share. With

prompting and support, students will identify similarities between multiple pieces of art and identify different types of artwork (e.g., paintings, sculpture, performance, fiber) within their community.

Health	DESE CODE #58051
ASPEN CODE #8K30	**Term**: Full Year

The kindergarten health and wellness curriculum provides an opportunity for students to learn about structures and the importance of growth, development, self-esteem, and making healthy individual choices. Students learn about eating and exercising to maintain healthy bodies, and they explore the topics of friendships and the physical and emotional changes that occur during studenthood.

Music	DESE CODE #55130
ASPEN CODE #8K10	**Term**: Full Year

Kindergarten students begin to sing or play short original musical ideas with prompting and support. They begin to experiment with music and name vocal production types, including speaking, singing, and whispering. Students begin to choose musical ideas, practicing and demonstrating them vocally or on an instrument, with prompting and support. Students explore performing different musical element opposites, simple rhythmic patterns, and singing and playing with expression. They also obtain the skills to be an appropriate audience member, listening quietly, sharing observations, and articulating personal responses to music. Students will also make connections to examples of music in their daily lives and learn about different genres of music.

Physical Education	DESE CODE #58001
ASPEN CODE #6K00	**Term**: Full Year

In kindergarten physical education, students will be introduced to a variety of movement skills to be mastered by the end of Grade 5. The learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of a physically active lifestyle.

STEM	DESE CODE #71003
ASPEN CODE #8K20	**Term**: Full Year

STEM classes in the early grade levels, aim to advance students' development of the skills necessary to engage in scientific inquiry and engineering design. These skills provide the foundation for the scientific reasoning that is so critical to success in civic life, postsecondary education, and careers. Prekindergarten through grade 2 standards integrate all eight science and engineering practices.

Kindergarten Standards call for students to show further development of investigation and communication skills, as well as application of science concepts to designing solutions to problems.

GRADE 1

GRADE 1

LITERACY

- Phonological Awareness
- Phonics
- Handwriting
- Comprehension
  - Literature
  - Informational
- Narrative Writing
  - Narrative
  - Informational
  - Opinion

MATH

- Counting, Comparison, and Addition
- Addition and Subtraction Relationships
- Properties of Operations
- Comparison and Composition of Length
- Place Value Concepts
- Attributes of Shapes

SCIENCE

- The Human Body
- Astronomy
- The History of the Earth
- Animals and Habitats
- Lights and Sounds
- Plant Superpowers

SOC. STUDIES

- Different Lands, Similar Stories
- Early World Civilizations
- Early American Civilizations
- A New Nation
- American Independence
- Frontier Explorers

EXPLORATORY

- Art
- Health
- Music
- Physical Education
- Spanish Language and Culture
- STEM

This is an overview of what your student will be learning in grade 1. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All first graders at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs) will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

Building upon the social-emotional and cognitive development gained in preschool and kindergarten, grade 1 students are encouraged to explore, create, discover, and learn through a rigorous academic program. Students are exposed to inspiring new book titles, writing genres and topics, math concepts, science experiments and projects, mindfulness practices and community building routines.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every elementary classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as DIBELS, i-Ready, and IXL.

Literacy (Reading & Writing)	DESE CODE #51041 / #51131
ASPEN CODE #0100 / #0110	**Term**: Full Year

Grade 1 students continue developing their literacy skills through the two strands of the Amplify CKLA curriculum. As in Kindergarten, students hone their literacy skills through both the 'Skills' and 'Knowledge' blocks. In the 'Skills' block, grade 1 students will be expected to add, delete, and substitute sounds from words (i.e. 'snack' - 'n' = 'sack'); break words into syllables, such as helping (help - ing); understand that the same word can take different forms: for example, look, looks, looking; and recognize and apply long vowel combinations in their reading and writing. In the 'Knowledge' domain, students will be expected to notice when a story has a message or lesson for its readers, such as when an author uses a character's actions to show why being kind is important; understand who is telling a story, (i.e. an author or a character in the story); use clues like headings and a table of contents to find information in a text; and understand that the same word can take different forms: for example, look, looks, looking.

Similarly to Kindergarten, the writing curriculum in grade 1 is integrated into both 'Skills' and 'Knowledge' domains of the Amplify CKLA curriculum, providing students with ample opportunities to practice their writing development and conventional skills. In grade 1, students are expected to choose and use words in speech and writing to show whether something happened in the past (like I ate), is happening now (like I am eating), or will happen in the future (like I will eat); have a clear ending when writing about something; and describe people, place, things, and events clearly in both speech and writing. Student will also continue working on their conventional writing skills, such as understanding that numbers (like 2) can also be written with words (like two); capitalize the names of months (like January) and people (like Martin Luther King, Jr.); and end written sentences with a period (.), question mark (?), or exclamation point (!).

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #0126	**Term**: Full Year

ESL 1 - 2

Foundational ESL is for grade 1 English Learners with English Language Development (ELD) levels of 1-2 who scored *entering* or *emerging* on the WIDA ACCESS or the WIDA Screener assessment that measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content. This class is delivered in a pull-out setting with an ESL teacher who accommodates the grade-level Literacy class to provide access for students at ELD 1 or 2.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #0126	**Term**: Full Year

ESL 3 - 4:

Transitional ESL is for grade 1 English Learners with English Language Development (ELD) levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content. This class is delivered in a push-in setting with an ESL teacher co-teaching a grade-level content class to provide access for students at ELD 3 or 4.

Math	DESE CODE #52031
ASPEN CODE #1100	**Term**: Full Year

Grade 1 students will build on their foundation from the first year of Eureka Math Squared, and continue with the curriculum. Instructional time will focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Science	DESE CODE #53231
ASPEN CODE #3100-03 (Science and Engineering)	**Term**: Full Year

Grade 1 students have developed more fluency with language, number sense, and inquiry skills. This allows them to describe patterns of motion between the Sun, Moon, and stars in relation to the Earth. From this understanding they can identify seasonal patterns and use data to predict future patterns. Building from their experiences in pre-K and kindergarten observing and describing daily weather, they can now examine seasonal data on temperature and rainfall to describe patterns over time. Grade 1 students begin to understand the power of patterns to predict future events in the natural and designed world.

Social Studies	DESE CODE #54431
ASPEN CODE #2100	**Term**: Full Year

Grade 1 students will continue utilizing the Social Studies Alive curriculum as well as standards aligned supplemental materials to make connections to major Social Studies concepts, such as leadership, cooperation, unity, and diversity. Students will explore how the concepts of unity and diversity shape life in the United States, and how people make choices about purchasing goods and services. They will explore "What makes a good community member?" and "How do we contribute to our community?" Students will learn about the motto "Out of Many, One" and what it means, as well as discuss what it means to belong to or lead a group. Additionally, students will study how maps can help people locate places and learn about them. Students will learn about interpreting a map and will make a range of map types. Furthermore, students will study how the resources of an area affect its industries and jobs.

Inquiry in social studies encourages students to think critically about primary sources. Students ask questions, make a prediction, observe, and draw conclusions as they interact with the documents. They plan to learn more about the topic by conducting research that requires reading and writing about informational texts. Students will write about what they have learned, often keeping a notebook or collection of what they have learned.

Special Education Intensive Learning Program (ILP)	DESE CODE #73031
ASPEN CODE #0100 / #0110	**Term**: Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum. Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The

ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Practical Academics and Community Education (PACE)	DESE CODE #73031
ASPEN CODE #0100 / #0110	**Term**: Full Year

The PACE Program utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class. Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education RISE (Recognizing Individual Success Everyday)	DESE CODE #73031
ASPEN CODE #0100 / #0110	**Term**: Full Year

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. Students in this Program have an emotional disability and require a therapeutic setting to make progress. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Specialized Reading	DESE CODE #51068
ASPEN CODE #0100 / #0110	**Term:** Full Year

The Special Education Specialized Wilson Reading Program targets students with word-level deficits who are not making sufficient progress. The Program uses best practices in research based principles. It directly and systematically teaches the structure of the English language, through students learning fluent decoding and encoding skills to the level of mastery. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Art	DESE CODE #55181
ASPEN CODE #8100	**Term**: Full Year

Grade 1 students will be introduced to a variety of two- and three-dimensional dry and wet media to communicate a teacher-directed idea. They will experiment with artistic elements using different tools, learn multiple purposes for

presenting art, and begin to organize artwork with artistic intent. With support, students will begin to identify the basic elements, such as color, line, shape, within an artwork. Students will also begin to set a criterion for judging a work of art as well as identify different types of artwork within their community and other places they have visited.

Health	**DESE CODE #58051**
ASPEN CODE #8130	**Term**: Full Year

The grade 1 health and wellness curriculum is designed to increase student knowledge, regarding physical, social, emotional and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. The health and wellness curriculum provides an opportunity for students to learn about structures and the importance of growth, development, self-esteem, and making healthy individual choices. Students learn about eating and exercising to maintain healthy bodies, and they explore the topics of friendships and the physical and emotional changes that occur during studenthood.

Music	DESE CODE #55131
ASPEN CODE #8110	**Term**: Full Year

Grade 1 students will begin to improvise short original musical ideas, connect multiple ideas together in a single piece, and explore different musical ideas by experimenting with the voice or instruments. Students will begin to sing songs demonstrating the use of head voice, appropriate tone quality, and correct posture. They will practice individually singing and playing simple phrases following basic standard notation, as well as singing/playing in groups and responding to the cues of a conductor. Students will identify basic elements (tempo, dynamic, rhythm, melody) in familiar songs, categorize musical works by feeling or mood, and demonstrate active listening as an audience member. Additionally, they will make connections between personal experience and musical work along with identifying different genres and styles of music.

Physical Education	DESE CODE #58001
ASPEN CODE #6100	**Term**: Full Year

In grade 1 physical education students will be introduced to a variety of movement skills to be mastered by the end of grade 5. By the end of grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic move- ment concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

STEM	DESE CODE #71003
ASPEN CODE #8120	**Term**: Full Year

STEM classes in the early grade levels, aim to advance students' development of the skills necessary to engage in scientific inquiry and engineering design. These skills provide the foundation for the scientific reasoning that is so critical to success in civic life, postsecondary education, and careers. Prekindergarten through grade 2 standards integrate all eight science and engineering practices.

Grade 1 standards call for students to continue to demonstrate their ability to craft scientific explanations using evidence from a variety of sources. Specifically, students will ask questions, make observations, and gather information about a situation people want to change that can be solved by developing or improving an object or tool.

GRADE 2

GRADE 2

LITERACY

- Phonological Awareness
- Phonics
- Handwriting
- Comprehension
  - Literature
  - Informational
- Narrative Writing
  - Narrative
  - Informational
  - Opinion

MATH

- Place Value Concepts
- Addition and Subtraction within 200
- Shapes and Time with Fraction Concepts
- Addition and Subtraction within 1,000
- Money, Data, and Measurement
- Multiplication and Division Foundations

SCIENCE

- The Five Senses
- Plants
- Farms
- Seasons and Weather
- Taking Care of the Earth
- Force Olympics
- Sunny Skies

SOC. STUDIES

- Native Americans
- Kings and Queens
- Columbus and the Pilgrims
- Colonial Towns and Townspeople
- Presidents and American Symbols

EXPLORATORY

- Art
- Health
- Music
- Physical Education
- Spanish Language and Culture
- STEM

This is an overview of what your student will be learning in grade 2. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All grade 2 students at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs) will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

In grade 2, students are able to deepen their ability to reason, organize and make logical decisions. Our grade 2 program is designed to spark passions, inspire goal setting, and develop academic skills and approaches that help students strengthen their sense of self. Routines and relationships are established through instruction, modeling, and participation. Through developmentally-appropriate risk taking, grade 2 students are able to deepen their learning and meet the high expectations of the grade-level standards with support from teachers and peers.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every elementary classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as DIBELS, i-Ready, and IXL.

Literacy (Reading & Writing)	DESE CODE #51042 / #51132
ASPEN CODE #0200 / #0210	**Term**: Full Year

In grade 2, students continue developing their literacy skills through the two strands of the Amplify CKLA curriculum. This is the last year that students have the two domains, and therefore both instruction in both domains is tailored toward bridging the gap to prepare students for grade 3. The 'Skills' domain in grade 2 is focused primarily on supporting students with advanced phonological awareness and phonics skills such as reading one- and two-syllable words with short and long vowels; identify and use common and proper nouns, antonyms, synonyms, and verbs; read and write contractions and identify their non-contracted equivalents; and use knowledge of word parts and affixes to figure out meanings. In the 'Knowledge' domain, students will be able to explain the overall purpose of a text; notice and talk about the structure of a text; and describe what characters do in response to events or problems in a story. Students will continue working on their fluency skills by reading aloud in a way that shows they understand what they are reading; stop and reread a sentence to figure out the meaning of an unknown word; and gather information from text features and different texts to answer a question.

Similarly to kindergarten and grade 1, the writing curriculum in grade 2 is integrated into both 'Skills' and 'Knowledge' domains of the Amplify CKLA curriculum, providing students with ample opportunities to practice their writing development and conventional skills. In grade 2, however, students are expected to produce more writing in connection to the texts they read. By the end of the year, students should be able to write poems with patterns of sounds (like rhythm and rhyme); gather information from different sources to respond to a question in writing; engage in the writing process to compose a different ending to a story from the author; and utilize graphic organizers to produce multi-paragraph reports. Students will also continue to work on their conventional writing skills, such as printing all letters quickly enough to write sentences without losing track of ideas; using apostrophes (') in words like can't, don't, cat's, and dog's; capitalizing proper nouns like Thanksgiving, Boston, and Cape Cod; and using the past and present tense of the verb 'to be'.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #0226	**Term**: Full Year

ESL 1 - 2

Foundational ESL is for grade 2 English Learners with English Language Development (ELD) levels of 1-2 who scored *entering* or *emerging* on the WIDA ACCESS or the WIDA Screener assessment that measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #0226	**Term**: Full Year

ESL 3 - 4:

Transitional ESL is for grade 2 English Learners with English Language Development (ELD) levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content. This class is delivered in a push-in setting with an ESL teacher co-teaching a grade-level content class to provide access for students at ELD 3 or 4.

Math	DESE CODE #52032
ASPEN CODE #1200	**Term**: Full Year

Grade 2 math classes will continue with the Eureka Math Squared curriculum. Instructional time will focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes. Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1,000 by applying their understanding of models for addition and subtraction, and generalizable methods to compute sums and differences of whole numbers in base-ten notation.

Science	DESE CODE #53232
ASPEN CODE # 3200-02 (Science and Engineering)	**Term**: Full Year

As students grow in their ability to speak, read, write, and reason mathematically, they also grow in their ability to grapple with larger systems and the parts that make them up. In grade 2, students look beyond the structures of individual plants and animals, additionally looking at the environment in which the plants and animals live as a provider of the resources that the organisms need. Grade 2 students use their observation skills gained in earlier grades to classify materials based on similar properties and functions. They gain experience testing different materials to collect and then analyze data for the purpose of determining which materials are the best for a specific function. They construct large objects from smaller pieces and, conversely, learn that when materials are cut into the smallest possible pieces, they still exist as the same material that has weight. These investigations of how parts relate to the whole provide a key basis for understanding systems in later grades in both science and math.

Social Studies	DESE CODE #54432
ASPEN CODE #2200	**Term**: Full Year

Grade 2 students will continue utilizing the Social Studies Alive curriculum as well as standards aligned supplemental materials to make connections to major Social Studies concepts, such as global geography, migration, and the exchange of goods and services. Students will be able to describe countries using their physical characteristics (like climate or geography) as well as their human ones (like population or culture). Additionally, they will explore why people decide to live (settle in) particular places and why they move (migrate). They will apply this learning to conduct interviews with family members, neighbors, friends, or school staff to discover where their families came from, how and why they moved to where they now live, and when and why their families came to Massachusetts. Furthermore, students will learn how people earn a living, exchange goods and services, and save for the future. They will compare and contrast choices in spending that people make and consider why people save money.

Inquiry in social studies encourages students to think critically about primary sources. Students ask questions, make a prediction, observe, and draw conclusions as they interact with the documents. They plan to learn more about the topic by conducting research that requires reading and writing about informational texts. Students will write about what they have learned, often keeping a notebook or collection of what they have learned.

Special Education Intensive Learning Program (ILP)	DESE CODE #73032
ASPEN CODE #0206 / #0216	**Term**: Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum.

Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services.

Placement in this Program is an IEP Team decision.

Special Education Practical Academics and Community Education (PACE)	DESE CODE #703032
ASPEN CODE #0206 / #0216	**Term**: Full Year

The PACE Program utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class. Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education RISE (Recognizing Individual Success Everyday)	DESE CODE #703032
ASPEN CODE #0206 / #0216	**Term**: Full Year

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. Students in this Program have an emotional disability and require a therapeutic setting to make progress. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Specialized Reading	DESE CODE #51068
ASPEN CODE #0206 / #0216	**Term:** Full Year

The Special Education Specialized Wilson Reading Program targets students with word-level deficits who are not making sufficient progress. The Program uses best practices in research based principles. It directly and systematically teaches the structure of the English language, through students learning fluent decoding and encoding skills to the level of mastery. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Art	DESE CODE #55182
ASPEN CODE #8200	**Term**: Full Year

Grade 2 students will review and expand upon concepts learned in grade 1, adding experimentation with more tools such as found objects and practicing ways to present work, make decisions, and explain the process in creating art. Students will practice identifying and creating several artistic elements including texture, form, and proportion. They will categorize artwork by subject matter and mood as well as make connections between personal experience and an artwork to use as inspiration for their work. In this grade, students may be introduced to art created through interactive media, technology, and digital software.

Health	DESE CODE #58051
ASPEN CODE #8230	**Term**: Full Year

The grade 2 health and wellness curriculum is designed to increase student knowledge, regarding physical, social, emotional and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. The health and wellness curriculum provides an opportunity for students to learn about structures and the importance of growth, development, self-esteem, and making healthy individual choices. Students learn about eating and exercising to maintain healthy bodies, and they explore the topics of friendships and the physical and emotional changes that occur during studenthood.

Music	DESE CODE #55132
ASPEN CODE #8210	**Term**: Full Year

Grade 2 students will continue to practice the skills introduced in grade 1. They will continue to improvise short original musical ideas, connect multiple ideas together in a single piece, and explore different musical ideas by experimenting with the voice or instruments. Students will begin to sing songs demonstrating the use of head voice, appropriate tone quality, and correct posture. They will practice individually singing and playing simple phrases following basic standard notation, as well as singing/playing in groups and responding to the cues of a conductor. Students will identify basic elements (tempo, dynamic, rhythm, melody) in familiar songs, categorize musical works by feeling or mood, and demonstrate active listening as an audience member. Additionally, they will continue to make connections between personal experience and musical work along with identifying different genres and styles of music.

Physical Education	DESE CODE #58001
ASPEN CODE #6200	**Term**: Full Year

In grade 2 physical education, students will be introduced to a variety of movement skills to be mastered by the end of grade 5. By the end of grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic move- ment concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

STEM	DESE CODE #71003
ASPEN CODE #8220	**Term**: Full Year

STEM classes in the early grade levels, aim to advance students' development of the skills necessary to engage in scientific inquiry and engineering design. These skills provide the foundation for the scientific reasoning that is so critical to success in civic life, postsecondary education, and careers. Prekindergarten through grade 2 standards integrate all eight science and engineering practices.

Grade 2 standards call for students to use models in a scientific context and further their skills in a number of practices, including investigations, data analysis, designing solutions, argumentation, and use of informational sources. Students will analyze data from tests of two objects designed to solve the same problem to compare strengths and weaknesses of each possible solution.

GRADE 3

GRADE 3

LITERACY

- Classic Tales
- Comprehension
  - Literature
  - Informational
- Narrative Writing
  - Narrative
  - Informational
  - Argumentative
- Vocabulary and Morphology
- Advanced Phonics

MATH

- Properties of Multiplication and Division with Units 0-10 & Multiples
- Place Value and Problem Solving
- Multiplication and Area
- Fractions as Numbers on a Number Line
- Collecting and Displaying Data
- Geometry and Measurement Word Problems

SCIENCE

- Animal Classification
- The Human Body: Systems and Senses
- Astronomy: Our Solar System and Beyond
- Ecology
- Power of Flowers
- Stormy Skies
- Invisible Forces

SOC. STUDIES

- The Ancient Roman Civilization
- The Viking Age
- Native Americans: Regions and Cultures
- Early Explorations of North America
- Colonial America

EXPLORATORY

- Art
- Health
- Music
- Physical Education
- Spanish Language and Culture
- STEM

This is an overview of what your student will be learning in grade 3. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All grade 3 students at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs) will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

The grade 3 program builds on the skills and knowledge students have learned in preceding years and encourages critical thinking, creativity, and respect for self and others. Students continue to gain skills and confidence working independently and taking on more in-depth concepts and projects. Grade 3 students explore and organize information, research topics, and present information in a variety of forms.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every elementary classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as DIBELS, i-Ready, and IXL.

Literacy (Reading & Writing)	DESE CODE #51043 / #51133
ASPEN CODE #0300 / #0310	**Term**: Full Year

In grade 3, the 'Knowledge' and 'Skills' strands of the Amplify CKLA curriculum are merged together, providing students opportunities to apply their recently acquired foundational skills into more content-based complex texts. Students will now be expected to refer to specific parts of a text when speaking or writing about what it means, such as by explaining how a character's words or actions in a story show that she is brave. Students will also be expected to notice differences between literal and figurative language; read two or more books on the same topic and notice what is the same and different; and describe characters in a story to explain how their actions affect the story's plot. Students will continue to sound out words with two or more syllables; use story clues to guess what words mean; read aloud smoothly, not just one word at a time; notice and try to fix mistakes while reading; and use pictures, headings, and other visual clues to help understand a story or article.

In grade 3, students will increase their time spent writing in response to text, in addition to continuing to learn the different genres of writing. Students will now be expected to organize writing in ways that help readers understand, such as using linking words and phrases like "another reason" and "after that" to connect ideas and information. Furthermore, students will devote significant time to revising their writing by making larger revisions (like explaining ideas more fully) or smaller edits (like fixing spelling mistakes). Students will continue to utilize graphic organizers when planning and drafting their writing pieces, and will learn how to use both digital and print sources when writing research projects.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #0326	**Term**: Full Year

ESL 1 - 2

Foundational ESL is for grade 3 English Learners with English Language Development (ELD) levels of 1-2 who scored *entering* or *emerging* on the WIDA ACCESS or the WIDA Screener assessment that measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #0326	**Term**: Full Year

ESL 3 - 4:
Transitional ESL is for grade 3 English Learners with English Language Development (ELD) levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content. This class is delivered in a push-in setting with an ESL teacher co-teaching a grade-level content class to provide access for students at ELD 3 or 4.

Math	DESE CODE #52033
ASPEN CODE #1300	**Term**: Full Year

Grade 3 math continues with the Eureka Math Squared curriculum, as new and important topics are introduced. Instructional time will focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes. Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole.

Science	DESE CODE #53233
ASPEN CODE # 3300	**Term**: Full Year

In grade 3, students develop and sharpen their skills at obtaining, recording, charting, and analyzing data in order to study their environment. They use these practices to study the interactions between humans and earth systems, humans and the environment, and humans and the designed world. They learn that these entities not only interact but influence behaviors, reactions, and traits of organisms. They use the engineering design process to identify a problem and design solutions that enhance humans' interactions with their surroundings and to meet their needs. Students reason and provide evidence to support arguments for the influence of humans on nature and nature on human experience.

Social Studies	DESE CODE #54433
ASPEN CODE #2300	**Term**: Full Year

Grade 3 students will continue utilizing Children Discovering Justice, iCivics, and content department curricular materials to learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

Inquiry in social studies encourages students to think critically about primary sources. Students ask questions, make a prediction, observe, and draw conclusions as they interact with the documents. They plan to learn more about the topic by conducting research that requires reading and writing about informational texts. Students will write about what they have learned, often keeping a notebook or collection of what they have learned.

Special Education Intensive Learning Program (ILP)	DESE CODE #73033
ASPEN CODE #0300 / #0310	**Term**: Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum. Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Practical Academics and Community Education (PACE)	DESE CODE #73033
ASPEN CODE #0300 / #0310	**Term**: Full Year

The PACE Program utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class. Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education RISE (Recognizing Individual Success Everyday)	DESE CODE #73033
ASPEN CODE #0300 / #0310	**Term**: Full Year

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. Students in this Program have an emotional disability and require a therapeutic setting to make progress. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Specialized Reading	DESE CODE #51068
ASPEN CODE #0300 / #0310	**Term:** Full Year

The Special Education Specialized Wilson Reading Program targets students with word-level deficits who are not making sufficient progress. The Program uses best practices in research based principles. It directly and systematically teaches the structure of the English language, through students learning fluent decoding and encoding skills to the level of mastery. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Art	DESE CODE #55183
ASPEN CODE #8300	**Term**: Full Year

Grade 3 students begin to develop ideas that explore different art elements and use a wide variety of materials to respond to artistic challenges. Students will use teacher-selected strategies to document the early stages of the creative process. Students will share a work that expresses, evokes, or communicates a selected idea, analyze how aesthetic elements are used to demonstrate intent, and describe and identify multiple perspectives and diverse community ideas of an artwork. They will all distinguish one's own preferences in art from those of others.

Health	DESE CODE #58051
ASPEN CODE #8330	**Term**: Full Year

The grade 3 health and wellness curriculum is designed to increase student knowledge, regarding physical, social, emotional and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. The health and wellness curriculum provides an opportunity for students to learn about structures and the importance of growth, development, self-esteem, and making healthy individual choices. Students learn about eating and exercising to maintain healthy bodies, and they explore the topics of friendships and the physical and emotional changes that occur during studenthood.

Music	DESE CODE #55133
ASPEN CODE #8310	**Term**: Full Year

Grade 3 students start to explore more complex rhythmic and melodic concepts (syncopation, three-four time signature, minor keys) in their original music ideas, adding clear beginnings, middles, and endings, and using simply binary or ternary forms. Students will also respond to a musical challenge and hypothesize possible solutions. Students will learn to read moderately complicated rhythms and melodies in standard notation in treble clef; sing and play musical canons, rounds, and music in at least two parts; and sing and play in groups responding appropriately to cues of a conductor. Students will respond to music by analyzing how expressive qualities are used to demonstrate a composer's musical intent; explain the relationship between culture, venue, and audience behavior; and identify how the elements of music can be used to support the artist's purpose. Students will distinguish their own musical preferences from those of others and describe ways that music is different from other forms of everyday sounds.

Physical Education	DESE CODE #58001
ASPEN CODE #6300	**Term**: Full Year

In grade 3 physical education, students will be introduced to a variety of movement skills to be mastered by the end of grade 5. By the end of grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify

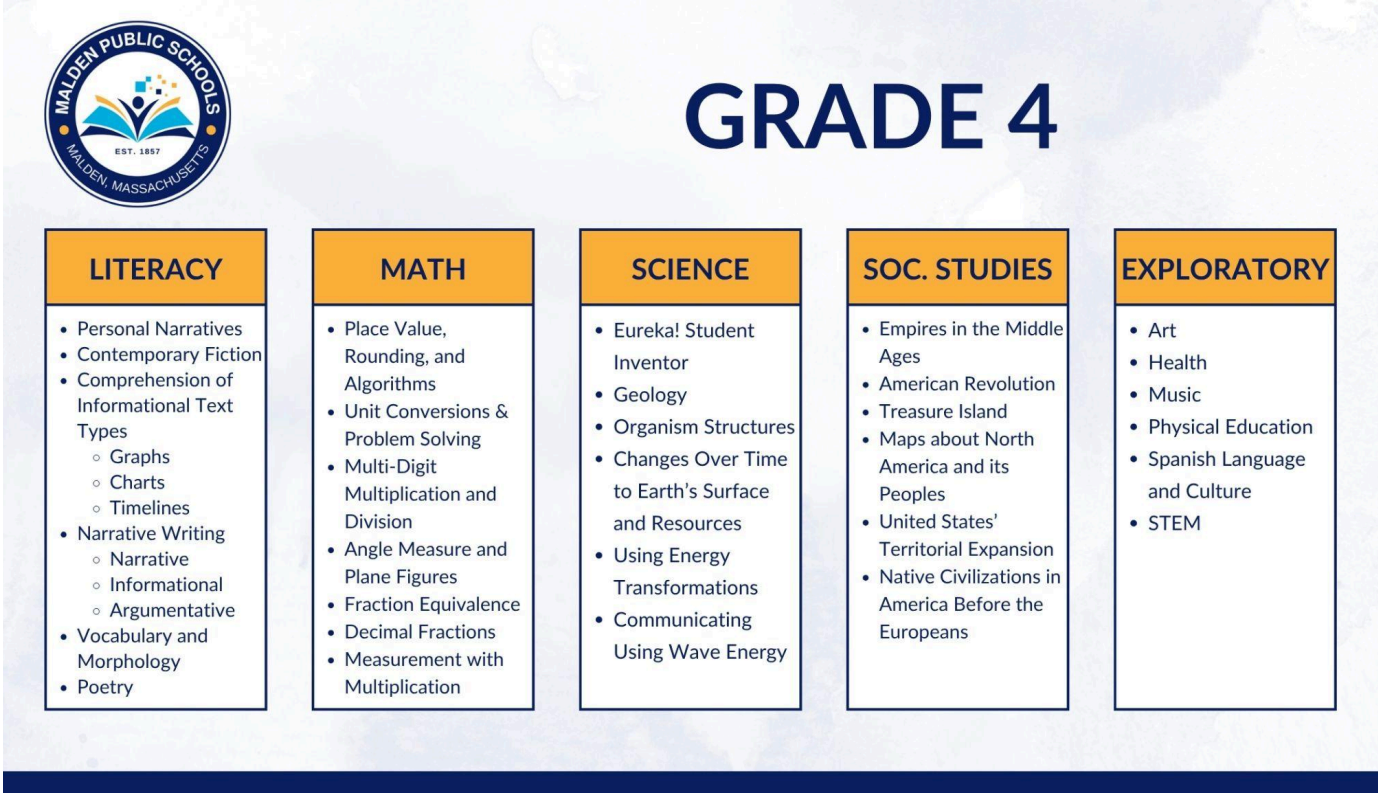
basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

STEM	DESE CODE #71003
ASPEN CODE #8320	**Term**: Full Year

In the upper elementary STEM classes, students continue engaging in engineering practices that will help shape their relationship to science later in their education. Students are given opportunities to develop the skills necessary to engage in scientific and technical reasoning that is so critical to success in civic life, postsecondary education and careers. The Standards for grades 3 and 4 integrate all eight science and engineering practices. Students develop skills such as questioning, predicting, and constructing arguments.

Grade 3 students can define a simple design problem that reflects a need or a want. They include criteria for success, as well as constraints on materials, time or cost that a potential solution must meet. They are then able to generate several possible solutions to a given design problem and compare each solution.

GRADE 4



This is an overview of what your student will be learning in grade 4. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All grade 4 students at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs) will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

The goals for fourth-grade students include demonstrating increased responsibility for learning, managing time well, setting appropriate achievement goals, and beginning to understand their own learning styles. Grade 4 students, as lifelong learners and problem solvers, are expected to be active and critical thinkers while working cooperatively with their peers.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every elementary classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as DIBELS, i-Ready, and IXL.

Literacy (Reading & Writing)	DESE CODE #51044 / #51134
ASPEN CODE #0400 / #0410	**Term**: Full Year

In grade 4, students will continue to use the Amplify CKLA curriculum as they progress in their reading development. Students will now be expected to compare and contrast stories from different cultures and stories told from different points of view, such as first-person versus third-person. They will also be expected to explain the meaning of figurative language (like metaphors and similes) in texts and in their speaking, and understand when it is important to speak more formal English (like when giving class presentations) and when more informal English is appropriate. By the end of grade 4, students will be able to read aloud smoothly, paying attention to punctuation marks; use words like chapter, stanza, and scene to explain how poems and plays are different from prose (like stories and articles); and use graphs, charts, timelines, and other visual displays to help understand what they are reading.

In grade 4, students will continue to apply their newfound knowledge of engaging topics through their writing. Students will be expected to write in all three purposes of writing (narrative, informational, opinion/argumentative), in addition to poetry, and choose precise words when crafting or editing writing, including words related to academic subjects: for example, renewable energy from science. By the end of grade 4, students will be able to provide a list of sources they used when doing research and writing research-based projects; type at least one page at a time on a computer; use easily confused words (like there, their, and they're) correctly in their writing; and write their given names (first names) in cursive.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #0426	**Term**: Full Year

ESL 1 - 2

Foundational ESL is for grade 4 English Learners with English Language Development (ELD) levels of 1-2 who scored *entering* or *emerging* on the WIDA ACCESS or the WIDA Screener assessment that measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #0426	**Term**: Full Year

ESL 3 - 4:
Transitional ESL is for grade 4 English Learners with English Language Development (ELD) levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content. This class is delivered in a push-in setting with an ESL teacher co-teaching a grade-level content class to provide access for students at ELD 3 or 4.

Math	DESE CODE #52034
ASPEN CODE #1400	**Term**: Full Year

In grade 4, the students build on their foundational knowledge of fractions that they got in grade 3. Continuing with the Eureka Math Squared curriculum, instructional time will focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) and understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Science	DESE CODE #53234
ASPEN CODE #3400	**Term**: Full Year

In grade 4, students observe and interpret patterns related to the transfer of matter and energy on Earth, in physical interactions, and in organisms. Students learn about energy—its motion, transfer, and conversion—in different physical contexts. Grade 4 students interpret patterns of change over time as related to the deposition and erosion in landscape formation. They study today's landscapes to provide evidence for past processes. Students learn that animals' internal and external structures support life, growth, behavior, and reproduction. They work through the engineering design process, focusing on developing solutions by building, testing, and redesigning prototypes to fit a specific purpose.

Social Studies	DES CODE #54434
ASPEN CODE #2400	**Term**: Full Year

Grade 4 students will continue utilizing the Social Studies Alive curriculum as well as standards aligned supplemental materials to make connections to major Social Studies concepts, such as the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada.

Inquiry in social studies encourages students to think critically about primary sources. Students ask questions, make a prediction, observe, and draw conclusions as they interact with the documents. They plan to learn more about the topic by conducting research that requires reading and writing about informational texts. Students will write about what they have learned, often keeping a notebook or collection of what they have learned.

Special Education Intensive Learning Program (ILP)	DESE CODE #73033
ASPEN CODE #0400 / #0410	**Term**: Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum. Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Practical Academics and Community Education (PACE)	DESE CODE #73033
ASPEN CODE #0400 / #0410	**Term**: Full Year

The PACE Program utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class. Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education RISE (Recognizing Individual Success Everyday)	DESE CODE #73033
ASPEN CODE #0400 / #0410	**Term**: Full Year

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. Students in this Program have an emotional disability and require a therapeutic setting to make progress. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Specialized Reading	DESE CODE #51068
ASPEN CODE #0400 / #0410	**Term:** Full Year

The Special Education Specialized Wilson Reading Program targets students with word-level deficits who are not making sufficient progress. The Program uses best practices in research based principles. It directly and systematically teaches the structure of the English language, through students learning fluent decoding and encoding skills to the level of mastery. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Art	DESE CODE #55184
ASPEN CODE #8400	**Term**: Full Year

Grade 4 students will continue to strengthen the skills learned in third grade. Additionally, students will develop competency in creating artwork from memory or imagination to tell a story or idea, develop abilities to create artwork through direct observation, and develop skills in present work, making decisions, and explaining processes in creating artwork. Students will begin to develop criteria for evaluating how skillfully or expressively an artist uses the basic elements of art, and they will describe ways art is different from other objects in everyday life and why that matters.

Health	DESE CODE #58051
ASPEN CODE #8430	**Term**: Full Year
The grade 4 health and wellness curriculum is designed to increase student knowledge, regarding physical, social, emotional and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. The health and wellness curriculum provides an opportunity for students to learn about structures and the importance of growth, development, self-esteem, and making healthy individual choices. Students learn about eating and exercising to maintain healthy bodies, and they explore the topics of friendships and the physical and emotional changes that occur during studenthood.	

Music	DESE CODE #55134
ASPEN CODE #8410	**Term**: Full Year

Grade 4 students continue to explore more complex rhythmic and melodic concepts (syncopation, three-four time signature, minor keys) in their original music ideas, adding clear beginnings, middles, and endings, and using simply binary or ternary forms. Students will respond to a musical challenge and hypothesize possible solutions. Students will continue to read moderately complicated rhythms and melodies in standard notation in treble clef; sing and play musical canons, rounds, and music in at least two parts; and sing and play in groups responding appropriately to cues of a conductor. Students will respond to music by analyzing how expressive qualities are used to demonstrate a composer's musical intent; explain the relationship between culture, venue, and audience behavior; and identify how the elements of music can be used to support the artist's purpose. Students will distinguish their own musical preferences from those of others and describe ways that music is different from other forms of everyday sounds.

Physical Education	DESE CODE #58001
ASPEN CODE #6400	**Term**: Full Year

In grade 4 physical education students will be introduced to a variety of movement skills to be mastered by the end of grade 5. By the end of grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic move- ment concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

STEM	DESE CODE #71003
ASPEN CODE #8420	**Term**: Full Year

In the upper elementary STEM classes, students continue engaging in engineering practices that will help shape their relationship to science later in their education. Students are given opportunities to develop the skills necessary to engage in scientific and technical reasoning that is so critical to success in civic life, postsecondary education and careers. The Standards for grades 3 and 4 integrate all eight science and engineering practices. Students develop skills such as questioning, predicting, and constructing arguments.

Grade 4 students extend this idea of testing possible solutions by evaluating relevant design features of multiple models or prototypes. After testing, they are able to identify which features need to be improved, and apply this information to redesign the model.

GRADE 5

GRADE 5

LITERACY

- Personal Narratives
- Contemporary Fiction
- Comprehension of Informational Text Types
  - Graphs
  - Charts
  - Timelines
- Narrative Writing
  - Narrative
  - Informational
  - Argumentative
- Vocabulary and Morphology
- Poetry

MATH

- Place Value and Decimal Fractions
- Multi-Digit Whole Numbers and Decimal Fraction Operations
- Addition & Subtraction of Fractions
- Multiplication & Division of Fractions
- Addition & Multiplication with Volume & Area
- Problem Solving & the Coordinate Plane

SCIENCE

- Web of Life
- Watery Planet
- Spaceship Earth
- Chemical Magic
- Interactions in Matter
- Observing Our Sky
- Human Impact on Earth's System

SOC. STUDIES

- Early American Civilizations
- Adventures of Don Quixote
- The Renaissance
- The Reformation
- A Midsummer Night's Dream
- Native Americans

EXPLORATORY

- Art
- Health
- Music
- Physical Education
- Spanish Language and Culture
- STEM

This is an overview of what your student will be learning in grade 5. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All grade 5 students at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs) will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

Grade 5 is a transition year in many ways, as students begin to have separate teachers for each content area class and rotate among classes throughout the school-day. In many core content areas, students wrap up their learning from the elementary-based curricular programs and begin to dive into some of the content and skills they will be exposed to in middle school. Grade 5 is a time for students to discover and explore their interests and passions as well as develop a growing independence and sense of self. Grade 5 students learn how to meet increasing academic demands with teacher and peer support by organizing information, setting priorities, and developing strategies for reaching their academic goals in order to prepare them for middle school.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every elementary classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as DIBELS, i-Ready, and IXL.

Language Arts	DESE CODE #51033
ASPEN CODE #0500	**Term**: Full Year

In grade 5, students will complete their final year of the Amplify CKLA curriculum as they transition to middle school. New expectations for grade 5 include quoting directly from a text when speaking or writing about it; understanding the concept of genre (type of text); and recognizing and writing texts in different genres, such as myths, mysteries, and historical fiction. They will also be expected to compare various types of English used in texts, and think about why two characters in the same story might speak very differently. By the end of grade 5, students will be able to summarize audio, visual, and multimedia texts such as speeches, Internet pages, and videos; explain how specific claims and pieces of evidence in a text are connected; explain how an author's or narrator's point of view affects how a story is told; and compare and contrast different versions of the same story or information. In writing, students will be able to use paragraphs to organize writing clearly and logically; combine and break up sentences to make writing clearer or more interesting; and use commas in sentences like Yes, thank you and It's Monday, isn't it?

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #3906	**Term**: Full Year

ESL 1 - 2

Foundational ESL is for grade 5 English Learners with English Language Development (ELD) levels of 1-2 who scored *entering* or *emerging* on the WIDA ACCESS or the WIDA Screener assessment that measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #3906	**Term**: Full Year

ESL 3 - 4:
Transitional ESL is for grade 5 English Learners with English Language Development (ELD) levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content. This class is delivered in a push-in setting with an ESL teacher co-teaching a grade-level content class to provide access for students at ELD 3 or 4.

Math	DESE CODE #52035
ASPEN CODE #1500	**Term**: Full Year

In grade 5, students use the Eureka Math Squared curriculum for the last time, completing six years of rigorous, vertically aligned math instruction. Instructional time will focus on four critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of measurement systems and determining volumes to solve problems; and (4) solving problems using the coordinate plane.

Science	DESE CODE #53235
ASPEN CODE #3500	**Term**: Full Year

In grade 5, students model, provide evidence to support arguments, and obtain and display data about relationships and interactions among observable components of different systems. By studying systems, grade 5 students learn that objects and organisms do not exist in isolation and that animals, plants and their environments are connected to, interact with, and are influenced by each other. They also learn about the connections and relationships among plants and animals, and the ecosystems within which they live, to show how matter and energy are cycled through these (building on the theme of grade 4). An ability to describe, analyze, and model connections and relationships of observable components of different systems is key to understanding the natural and designed world.

Social Studies	DESE CODE #54435
ASPEN CODE #2500	**Term**: Full Year

Grade 5 students will continue utilizing the Social Studies Alive curriculum as well as standards aligned supplemental materials to study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

Inquiry in social studies encourages students to think critically about primary sources. Students ask questions, make a prediction, observe, and draw conclusions as they interact with the documents. They plan to learn more about the topic by conducting research that requires reading and writing about informational texts. Students will write about what they have learned, often keeping a notebook or collection of what they have learned.

Special Education Intensive Learning Program (ILP)	DESE CODE #73035
ASPEN CODE #0500	**Term**: Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum. Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Practical Academics and Community Education (PACE)	DESE CODE #73035
ASPEN CODE #0500	**Term**: Full Year

The PACE Program utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class. Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education RISE (Recognizing Individual Success Everyday)	DESE CODE #73035
ASPEN CODE #0500	**Term**: Full Year

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. Students in this Program have an emotional disability and require a therapeutic setting to make progress. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Specialized Reading	DESE CODE #51068
ASPEN CODE #0500	**Term:** Full Year

The Special Education Specialized Wilson Reading Program targets students with word-level deficits who are not making sufficient progress. The Program uses best practices in research based principles. It directly and systematically teaches the structure of the English language, through students learning fluent decoding and encoding skills to the level of mastery. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Art	DESE CODE #55185
ASPEN CODE #8500	**Term**: Full Year

Grade 5 students begin to integrate ideas with new materials, methods, and approaches to generate artworks. They will refine an artistic work by making changes to specific elements (e.g., color, form, or space), as well as investigate and invent new techniques and approaches to using two- and three-dimensional materials. Students will use domain-specific vocabulary to identify details about an artistic work, develop a title and artist statement that explains important information about a personal artwork, and will organize and plan an idea using a variety of self-selected strategies such as sketches, prototypes, and rough drafts. The students will describe and demonstrate personal artistic style and preferences while also identifying influential works for art from different periods and their impact on the artist world. Comparisons of various art forms will be made with others of the same type or period. Students will plan, display, and formally present a piece of artwork that makes connections to other disciplines.

Band	DESE CODE #55106
ASPEN CODE #8510	**Term**: Full Year

Currently offered at Ferryway and Forestdale.

Grade 5 students may have the opportunity to begin taking band classes. They will develop criteria for a rubric for evaluating musical works, improvise short melodic and rhythmic ideas that reflect characteristics of different genres, and identify basic strategies musicians use to practice and employ them in readying a musical work for performance. Students will record decisions about the accuracy of written music, match a musical performance with expressed intent, and perform with accuracy and expression works from instrumental literature with a level of difficulty 2 on a scale of 1 to 6. Additionally, students will identify musical ideas from different cultures, explain how a musical work is connected to a particular cultural/historical context, and analyze how cultures are reflected in a diverse range of musical works. Students will describe influences of one's personal musical style and preferences as well as refine musical interpretations exploring different elements.

Health	DESE CODE #58051
ASPEN CODE #6500	**Term:** Full Year

The grade 5 health and wellness curriculum is designed to increase student knowledge, regarding physical, social, emotional and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. The health and wellness curriculum provides an opportunity for students to learn about structures and the importance of growth, development, self-esteem, and making healthy individual choices. Students learn about eating and exercising to maintain healthy bodies, and they explore the topics of friendships and the physical and emotional changes that occur during studenthood.

Theater Arts	DESE CODE #55075
ASPEN CODE #8512	**Term**: Full Year

Currently offered at Beebe.

Grade 5 students will be introduced to the dramatic arts. Working with improvised or scripted theatrical work, students will develop essential events that make up the dramatic structure and will develop effective physical and

vocal traits of characters (e.g., altering voice, gestures, and posture.) Students will understand and demonstrate appropriate audience behavior, synthesize and relate knowledge and personal experiences to make art by describing and demonstrating one's own theatrical style and preferences. Using theater vocabulary, students will explain character and design choices by developing an artist's statement and interpret the intent and meaning of an artistic work. Additionally, students will contribute to the performance of a short theatrical work with an audience that makes a connection to other disciplines and will apply a rubric to evaluate a theatrical scene.

Music	DESE CODE #55135
ASPEN CODE #8530	**Term**: Full Year

Currently offered at Forestdale, Linden, and Salemwood.

Grade 5 students begin to generate musical ideas using non-traditional sound sources (digital), document original simple melodic ideas, organize musical ideas using expanded forms (rondo, theme, variations), and improvise and compare different versions of a single musical idea. They will identify and apply standard notation symbols and musical terms when performing and sing/play music written in 3 parts. Students will analyze how form supports a composer's intent. Additionally, students will describe and demonstrate one's personal musical style and preferences. They will also identify works from different periods and how they impacted other music.

Physical Education	DESE CODE #58001
ASPEN CODE #6510	**Term**: Full Year

In grade 5 physical education students will work toward mastery of a variety of movement skills to be mastered by the end of Grade 5 (a culminating progression from kindergarten through the end of grade 5). By the end of Grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic move- ment concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

STEM	DESE CODE #71003
ASPEN CODE #8550	**Term**: Full Year

As students reach the middle school grades, engaging with the science and engineering practices is critical. Students will make decisions about which content fields they wish to pursue in high school and beyond. All eight science and engineering practices are integrated into the standards for grades 5-8 as students not only design and develop models, but analyze data after testing their models.

In grade 5, students use informational text to provide examples of improvements to existing technologies and the development of new technologies. They also use sketches or drawings to show how each part of a product or device relates to other parts in the product or device.

GRADE 6

GRADE 6

ENGLISH LANGUAGE ARTS

- Poetry in America
- Dahl & Narrative
- Mysteries & Investigations
- The Chocolate Collection
- The Greeks
- Summer of the Mariposas
- Grammar/Vocabulary
- Informational and Narrative Writing
- Novel Study: Bridge to Terabithia

MATH

- Area & Surface Area
- Introducing Ratios
- Unit Rates & Percentages
- Dividing Fractions
- Arithmetic in Base Ten
- Expressions & Equations
- Rational Numbers
- Data Sets & Distributions

SCIENCE

- Light & Matter
- Thermal Energy
- Weather & Climate
- Plate Tectonics
- Natural Hazards
- Cells & Systems

SOC. STUDIES

- Physical Geography of the Ancient World
- Cultural Geography & Cultural Groups
- Ancient Western Asia, North Africa, and the Middle East
- Ancient Egypt
- Ancient Mesopotamia
- Ancient South America, Central America, and the Caribbean

EXPLORATORY

- Art
- Health
- Music
- Physical Education
- Spanish Language and Culture
- STEM

This is an overview of what your student will be learning in grade 6. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All grade 6 students at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs), will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

Grade 6 is the first year in which all students experience a 'true' middle school model, in which they have a separate block and teacher for each core content area. Courses in Language Arts, Mathematics, Science, and Social Studies are designed to reinforce mastery of basic skills, stimulate problem solving and critical thinking skills, and enhance self-concept. Students are instructed in a supportive environment during this first year of middle school, as their progress is closely monitored, parent/teacher communication is enhanced, and students have a greater opportunity to discover and explore their interests and passions.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every middle school classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as i-Ready and IXL.

English Language Arts	DESE CODE #51034
ASPEN CODE #0600	**Term**: Full Year

In grade 6, the curriculum transitions from Amplify CKLA to Amplify ELA. In this new 'blended' learning program, students read text passages closely, interpret what they find, discuss their thinking with peers, and develop their ideas in writing. Students will be expected to move from writing opinions to writing arguments. Arguments are more formal and objective, and they rely on evidence (like quotations or statistics). Additionally, when citing evidence from a text, students will be asked to decide whether to quote the text directly or to paraphrase it (put it in different words). Furthermore, with the transition to middle school, students will be expected to work on longer research projects as well as shorter ones, and decide on goals (what needs to be done) and roles (who will be responsible for what) when working in a group.

By the end of grade 6, students will be able to describe how a story's plot develops and how characters change during the story; understand how different words can have similar meanings (denotations) but very different feelings (connotations); and summarize a text objectively, without personal opinions. Students will also continue to understand what plagiarism is and how to avoid it, as well as refine their convention skills, such as using parentheses, commas, and dashes around words that add extra information to a sentence.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #3916	**Term**: Full Year

ESL 1 - 2

Foundational ESL is for grade 6 English Learners with English Language Development (ELD) levels of 1-2 who scored *entering* or *emerging* on the WIDA ACCESS or the WIDA Screener assessment that measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #3926	**Term**: Full Year

ESL 3 - 4:
Transitional ESL is for grade 6 English Learners with English Language Development (ELD) levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content. This class is delivered in a push-in setting with an ESL teacher co-teaching a grade-level content class to provide access for students at ELD 3 or 4.

Math	DESE CODE #52036
ASPEN CODE #1600	**Term**: Full Year

In grade 6, the curriculum shifts from Eureka Math Squared to Open Up Resources. The importance of collaboration with peers and consistent use of mathematical language in both programs allows for a seamless transition.

In grade 6, instructional time will focus on five critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; and (5) reasoning about geometric shapes and their measurements.

Science	DESE CODE #53236
ASPEN CODE #3600	**Term**: Full Year

In grade 6 science, the curriculum transitions from Mystery Science to Open Science Education (OpenSciEd). The integration of Earth and space, life, and physical sciences with technology/engineering gives grade 6 students relevant and engaging opportunities with natural phenomena and design problems that highlight the relationship of structure and function in the world around them. Students relate structure and function through analyzing the macro- and microscopic world, such as Earth features and processes, the role of cells and anatomy in supporting living organisms, and properties of materials and waves. Students use models and provide evidence to make claims and explanations about structure-function relationships in different STE (Science, Technology and Engineering) domains.

Social Studies (Ancient World History I)	DESE CODE #54436
ASPEN CODE #2600	**Term**: Full Year

Ancient World History I is the first of a two-year sequence where students utilize the Social Studies Alive curriculum to study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. Regions for grade 6 are: Western Asia, North Africa, and the Middle East; Sub-Saharan Africa; and Central America, the Caribbean, and South America. Students will investigate guiding questions such as "How does geography affect how societies develop and interact?" and "How have human societies differed from one another across time and regions?" Additional supporting questions appear under each topic. Students will investigate human and cultural geography and the effects of different cultural groups on the use and form of the landscape. Students will explore a variety of themes including the human use of the habitat and resources, the human ecological impact on the earth, the origin and spread of cultures.

Special Education Intensive Learning Program (ILP)	DESE CODE #73036
ASPEN CODE #0600	**Term**: Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum. Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Practical Academics and Community Education (PACE)	DESE CODE #73036
ASPEN CODE #0600	**Term**: Full Year

The PACE Program utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class. Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education RISE (Recognizing Individual Success Everyday)	DESE CODE #73036
ASPEN CODE #0600	**Term**: Full Year

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. Students in this Program have an emotional disability and require a therapeutic setting to make progress. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Specialized Reading	DESE CODE #51068
ASPEN CODE #0600	**Term:** Full Year

The Special Education Specialized Wilson Reading Program targets students with word-level deficits who are not making sufficient progress. The Program uses best practices in research based principles. It directly and systematically teaches the structure of the English language, through students learning fluent decoding and encoding skills to the level of mastery. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Art	DESE CODE #55186
ASPEN CODE #8600	**Term**: Full Year

Grade 6 students will reinforce the skills that they were introduced to in the grade 5. They will continue to use domain-specific vocabulary to describe, analyze, evaluate, and present artwork. Students will have more opportunities to generate artwork with new approaches, develop titles and artist statements about their work, and describe and demonstrate their personal artistic preferences. Comparisons of various art forms will be made with others of the same type or period. Students will plan, display, and formally present a piece of artwork that makes connections to other disciplines.

Band	DESE CODE #55106
ASPEN CODE #8610	**Term**: Full Year

Currently offered at Ferryway and Forestdale.

Grade 6 band students will review and sharpen skills learned in grade 5. They will continue to employ basic musical strategies in their performances as well as create rubrics for evaluating musical works. Students will match a performance with extent, for example, wanting the audience to identify with an emotion. They will continue to

explore the connection between a musical work and where it was created along with synthesizing and relating knowledge and personal experiences to make art.

Health	DESE CODE #58051
ASPEN CODE #6600	**Term:** Full Year

The Middle School Health Education curriculum is designed to provide important information to students on a variety of topics, as well as to help students learn and practice decision-making skills that will help in their positive decision-making processes. Through a skills-based approach, students will learn the health education skills of: Goal Setting, Accessing Valid and Reliable Information, Analyzing Influences, Interpersonal Communication, Decision Making, Advocacy and Self Management. Some examples of the topics covered are, stress management, nutrition and physical activity, decision making, sexuality, substance abuse and prevention, self-esteem, bullying/cyberbullying, and healthy relationships. Due to the many physical and emotional changes that students experience during their middle school years, it is vital that students gain the information and knowledge to take care of themselves and make daily positive decisions.

Theater Arts	DESE CODE #55076
ASPEN CODE #8612	**Term**: Full Year

Currently offered at Beebe.

Grade 6 students will continue to build upon theatrical skills learned in the grade 5. They will articulate how characters might move, speak, and react to support a theatrical work, and they will capture character dialogue and sensory details of imagined worlds and improvised stories in a script. Students will be introduced to grade-level scripted scenes and short plays to evaluate and perform, and they will have the opportunity to adapt, script, and prepare classic fairy tales for performance. In addition, students will identify influential theatrical works from different periods and how they affected theater. Students will also analyze how the structure of a theatrical work supports the artist's intent. Students can expect to make a contribution to the performance of a short theatrical work with an audience that makes connections to other disciplines.

Music	DESE CODE #55136
ASPEN CODE #8630	**Term**: Full Year

Currently offered at Forestdale, Linden, and Salemwood.

Grade 6 students will expand upon the skills learned in grade 5, continuing to generate musical ideas using non-traditional sound sources, documenting original simple melodic ideas, and improving and comparing different versions of a musical idea. Identifying and applying standard notation symbols and musical terms continues this year, along with strengthening their ability to sing/play music written in 3 parts. Students will also learn to develop an awareness of where the natural break is in one's singing range and to sing/play in groups responding to a conductor with stylistic elements. This year, students will use specific vocabulary to identify details about a musical work and begin to apply a rubric to evaluate a musical work. Students will continue to relate artistic ideas and works to societal, cultural, and historical contexts to deepen their understanding.

Physical Education	DESE CODE #58001
ASPEN CODE #6610	**Term**: Full Year

In grade 6 physical education students will utilize movement skills learned in grades K-5 and work towards mastery of skills in applying tactics and strategies in modified game play. By the end of grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individ- ual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression. Note: Swimming skills and water-safety activities should be taught if facilities permit.

Intro to Spanish	DESE CODE #56100
ASPEN CODE #4811	**Term**: Full Year

Currently offered at Forestdale and Beebe.

This Intro to Spanish core class is guided by the 2021 Massachusetts World Language Curriculum Framework. Students will have the opportunity to practice and work towards proficiency in four communicative skills: interpretive (understanding, interpreting, and analyzing what is heard, read, or viewed), interpersonal (interacting and negotiating in spoken or written conversations), presentational (presenting information, ideas, feelings, etc. to various audiences of listeners, readers, or viewers), and intercultural (interacting appropriately with others in and from another culture). Students will also gain cultural competence and understanding, develop insight into the nature of language and culture to interact with cultural competence, connect with other disciplines, interact with communities, develop and employ social emotional skills, and be empowered to think and act with critical consciousness. Topics may include calendar vocabulary, weather expressions, expressing preferences, sensory details, physical and personality traits, family and relationships, amongst others. This is a Novice Mid course.

STEM	DESE CODE #71003
ASPEN CODE #8650	**Term**: Full Year

As students reach the middle school grades, engaging with the science and engineering practices is critical. Students will make decisions about which content fields they wish to pursue in high school and beyond. All eight science and engineering practices are integrated into the standards for grades 5-8 as students not only design and develop models, but analyze data after testing their models.

In grade 6, students will define the criteria and constraints of a design problem with precision to ensure a successful solution. They will be able to create a visual representation of a solution to a design problem and communicate that solution to an intended user. Grade 6 students will also analyze and compare properties of different materials and select appropriate materials when creating a solution for a given design task.

GRADE 7

GRADE 7

ENGLISH LANGUAGE ARTS

- Red Scarf Girl & Narrative
- Character & Conflict
- Brain Science
- Poetry & Poe
- Poetry in America
- The Gold Rush
- Grammar/Vocabulary
- Writing- Informational and Narrative
- Novel Study: The Giver

MATH

- Scale Drawings
- Proportional Relationships
- Measuring Circles
- Proportional Relationships & Percentages
- Rational Number Arithmetic
- Expressions, Equations, & Inequalities
- Angles, Triangles
- Probability

SCIENCE

- Chemical Reaction & Matter
- Chemical Reaction & Energy
- Metabolic Reactions
- Matter Cycling
- Ecosystems Dynamics
- Earth's Resources

SOC. STUDIES

- The Development of Written Language
- The Rise and Fall of the Ancient Roman Empire
- Ancient Greece and the Beginning of Democratic Govt.
- The Origin of River Valley Societies
- Advancements in Math, Science, & Technology in India and Central Asia
- Ancient Mesopotamia

EXPLORATORY

- Art
- Health
- Music
- Physical Education
- Spanish Language and Culture
- STEM

This is an overview of what your student will be learning in grade 7. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All Seventh graders at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs), will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

Grade 7 students continue their academic and social-emotional growth through the departmentalized middle school model. In many of the core academic courses, students build on the topics and knowledge to which they were introduced in grade 6, with more critical thinking and reasoning, as they prepare for grade 8 and high school. Through each course, grade 7 instruction is also rooted in meaningful values and key habits of mind so that students are equipped with what they need to build confidence and grow their academic self.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every middle school classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as DIBELS, i-Ready, and IXL.

English Language Arts	DESE CODE #51035
ASPEN CODE #0700	**Term**: Full Year

In grade 7, students will continue to utilize the Amplify ELA curriculum as they encounter new grade-level expectations of comparing different points of view in a text, and understanding how a text's structure affects its meaning, such as why an author might have repeated certain words or put a flashback in the middle of a story. They will also be expected to notice when someone's argument is not logical, decide whether the evidence they cite really supports their claim, and acknowledge different perspectives when making an argument. By the end of grade 7, students will be able to compare how a work of fiction (like a novel) and a nonfiction text (like a news article) describe the same time period, event, or person; cite several pieces of evidence (like quotations from a text) to support a claim when making an argument; and use sensory language (like descriptions of sounds and smells) to create a mood (overall feeling) when writing a story or poem. Students will continue to refine using commas correctly in describing things like a long, difficult homework assignment or a bright, sunny day, bring group discussions back on topic if they start to go off-track, and keep track of progress toward goals and upcoming deadlines when working in a group.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #3916	**Term**: Full Year

ESL 1 - 2

Foundational ESL is for grade 7 English Learners with English Language Development (ELD) levels of 1-2 who scored *entering* or *emerging* on the WIDA ACCESS or the WIDA Screener assessment that measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #3926	**Term**: Full Year

ESL 3 - 4:
Transitional ESL is for grade 7 English Learners with English Language Development (ELD) levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content. This class is delivered in a push-in setting with an ESL teacher co-teaching a grade-level content class to provide access for students at ELD 3 or 4.

Math	DESE CODE #52037
ASPEN CODE #1700	**Term**: Full Year

In grade 7, students continue with the Open Up Resources curriculum, taking the skills developed in grade 6, and increasing the applications. Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Science	DESE CODE #53237
ASPEN CODE #3700	**Term**: Full Year

Students in grade 7 continue with OpenSciEd, focusing on systems and cycles using their understanding of structures and functions, connections and relationships in systems, and flow of matter and energy developed in earlier grades. A focus on systems requires students to apply concepts and skills across disciplines, since most natural and designed systems and cycles are complex and interactive. They gain experience with plate tectonics, interactions of humans and Earth processes, organism systems to support and propagate life, ecosystem dynamics, motion and energy systems, and key technological systems used by society. Through grade 7, students begin a process of moving from a more concrete to an abstract perspective, since many of the systems and cycles studied are not directly observable or experienced. This also creates a foundation for exploring cause and effect relationships in more depth in grade 8.

Social Studies (Ancient World History II)	DESE CODE #54437
ASPEN CODE #2700	**Term**: Full-Year

Ancient World History II continues the sequence from grade 6 Ancient World History I and the use of the Social Studies Alive curriculum to study the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Topics include the origin of civilization in the river valley societies, the development of written language, the continuity and change of cultures of the Ancient World, as well as Classical Greece and its influence on Rome. Students will grapple with how historians use art and architecture to learn how different genders and economic classes lived in ancient societies. Students will explain how Ancient Greece, Classical Greece, and the Roman Republic influenced governments and literature today.

Furthermore, Students will explore the advancements in math, science, art, and technology that early societies in India and Central Asia gave the world. Throughout all topics and themes, students will be prompted to figure out an author's point of view by paying attention to the words and information in their text.

Special Education Intensive Learning Program (ILP)	DESE CODE #73037
ASPEN CODE #0700	**Term**: Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum. Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Practical Academics and Community Education (PACE)	DESE CODE #73037
ASPEN CODE #0700	**Term**: Full Year

The PACE Program utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class. Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education RISE (Recognizing Individual Success Everyday)	DESE CODE #73037
ASPEN CODE #0700	**Term**: Full Year

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. Students in this Program have an emotional disability and require a therapeutic setting to make progress. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Specialized Reading	DESE CODE #51068
ASPEN CODE #0700	**Term:** Full Year

The Special Education Specialized Wilson Reading Program targets students with word-level deficits who are not making sufficient progress. The Program uses best practices in research based principles. It directly and systematically teaches the structure of the English language, through students learning fluent decoding and encoding skills to the level of mastery. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Art	DESE CODE #55187
ASPEN CODE #8700	**Term**: Full Year

Grade 7 art students will start to generate artistic ideas that demonstrate differences in composition principles (e.g., balance, proportion, emphasis) and push the boundaries of what materials can do. They will develop clear artistic plans that others could implement, apply strategies to work through creative blocks, match a piece of artwork with expressed intent, and describe and demonstrate personal artistic style and preferences in visual arts. Students will analyze elements of a work that are indicative of the historical or cultural context in which it was created, explain how an artistic work was influenced by the culture or historical context in which it was created, and identify visual ideas from a variety of cultures connected to different historical populations. Students will explore various methods and stages of presentation, including curating a theme-based exhibition and utilizing different approaches to sharing artwork, along with developing criteria for evaluating a collection of artworks.

Band	DESE CODE #55106
ASPEN CODE #8710	**Term**: Full Year

Currently offered at Ferryway and Forestdale.

Grade 7 students will begin to compose musical ideas using expanded forms while reinforcing skills and strategies learned in previous years along with documenting original melodies and simple accompaniments using standard notations. They will then refine draft arrangements to ensure consistency in notation. Students will identify how musical ideas and traditions migrate with the people who originated them to affect other cultures, historical

periods, and musical genres and styles.They will continue to describe and demonstrate influences of personal musical style and preferences.

Health	DESE CODE #58051
ASPEN CODE #6700	**Term:** Full Year

The Middle School Health Education curriculum is designed to provide important information to students on a variety of topics, as well as to help students learn and practice decision-making skills that will help in their positive decision-making processes. Through a skills-based approach, students will learn the health education skills of: Goal Setting, Accessing Valid and Reliable Information, Analyzing Influences, Interpersonal Communication, Decision Making, Advocacy and Self Management. Some examples of the topics covered are, stress management, nutrition and physical activity, decision making, sexuality, substance abuse and prevention, self-esteem, bullying/cyberbullying, and healthy relationships. Due to the many physical and emotional changes that students experience during their middle school years, it is vital that students gain the information and knowledge to take care of themselves and make daily positive decisions.

Theater Arts	DESE CODE #55077
ASPEN CODE #8712	**Term**: Full Year

Currently offered at Beebe.

Grade 7 students will develop criteria for evaluating a theatrical presentation, review the concepts and rules of improvisation, and review and demonstrate appropriate audience behavior and response. Students will match a theater performance with expressed intent, envision and describe a scripted character's inner thoughts and objectives related to the given circumstances in a theatrical work, and identify multiple cross-cultural approaches to storytelling connected to different historical populations. Students will also execute a variety of technical elements (e.g., scenic, lighting, props, costume, sound, and makeup) to create a design through rehearsal for a theatrical work.

Music	DESE CODE #55137
ASPEN CODE #8730	**Term**: Full Year

Currently offered at Forestdale, Linden, and Salemwood.

Grade 7 students will describe and demonstrate influences of one's personal musical style and preferences as well as analyze how cultures are reflected in a diverse range of musical works and identify how musical ideas and traditions migrate with people. Students will perform literature with a level 1 (of 6) difficulty with accuracy and expression, match a musical performance or composition with expressed intent, and identify basic strategies that musicians use to prepare for performance.

Physical Education	DESE CODE #58001
ASPEN CODE #6710	**Term**: Full Year

In grade 7, physical education students will utilize movement skills learned in grades K-5 and work towards mastery of skills in applying tactics and strategies in modified game play. By the end of grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and

implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

Intro to Spanish	DESE CODE #56100
ASPEN CODE #4811	**Term**: Full Year

Currently offered at Salemwood, Forestdale and Beebe.

This Intro to Spanish core class is guided by the 2021 Massachusetts World Language Curriculum Framework. Students will have the opportunity to practice and work towards proficiency in four communicative skills: interpretive (understanding, interpreting, and analyzing what is heard, read, or viewed), interpersonal (interacting and negotiating in spoken or written conversations), presentational (presenting information, ideas, feelings, etc. to various audiences of listeners, readers, or viewers), and intercultural (interacting appropriately with others in and from another culture). Students will also gain cultural competence and understanding, develop insight into the nature of language and culture to interact with cultural competence, connect with other disciplines, interact with communities, develop and employ social emotional skills, and be empowered to think and act with critical consciousness. Topics may include calendar vocabulary, weather expressions, expressing preferences, sensory details, physical and personality traits, family and relationships, amongst others. This is a Novice Mid course.

Spanish 1	DESE CODE #56038
ASPEN CODE #4814	**Term**: Full Year

Successful completion of Intro to Spanish. Available at Salemwood.

This Gr 8 Spanish class is a core course that is guided by the 2021 Massachusetts World Language Curriculum Framework. Students will have the opportunity to practice and work towards proficiency in four communicative skills: interpretive (understanding, interpreting, and analyzing what is heard, read, or viewed), interpersonal (interacting and negotiating in spoken or written conversations), presentational (presenting information, ideas, feelings, etc. to various audiences of listeners, readers, or viewers), and intercultural (interacting appropriately with others in and from another culture). Students will also gain cultural competence and understanding, develop insight into the nature of language and culture to interact with cultural competence, connect with other disciplines, interact with communities, develop and employ social emotional skills, and be empowered to think and act with critical consciousness. Topics may include calendar vocabulary, weather expressions, expressing preferences, sensory details, physical and personality traits, family and relationships, amongst others. This is a Novice High course.

Students who complete a two-year, grades 7-8 cycle typically enter Spanish II upon enrollment at Malden High School.

STEM	DESE CODE #71003
ASPEN CODE #8750	**Term**: Full Year

As students reach the middle school grades, engaging with the science and engineering practices is critical. Students will make decisions about which content fields they wish to pursue in high school and beyond. All eight science and engineering practices are integrated into the standards for grades 5-8 as students not only design and develop models, but analyze data after testing their models.

In grade 7, students will evaluate and compare multiple solutions to a given design problem. They will generate and analyze data from testing and make modifications to optimize the object, tool or process for its intended purpose. They will also use the concept of systems engineering to model inputs, processes, outputs and feedback among components of a transportation, structural or communication system.

GRADE 8

GRADE 8

ENGLISH LANGUAGE ARTS

- Perspectives & Narrative
- Liberty & Equality
- Science & Science Fiction
- Shakespeare's Romeo & Juliet
- Holocaust: Memory & Meaning
- The Space Race Collection
- Grammar/Vocabulary
- Writing Novel Study: The Hate U Give

MATH

- Rigid Transformation & Congruence
- Dilations, Similarity, & Introducing Slope
- Linear Relationships
- Linear Equations & Linear Systems
- Functions & Volume
- Associations in Data
- Exponents & Scientific Notation
- Pythagorean Theorem & Irrational Numbers

SCIENCE

- Contact Forces
- Sound Waves
- Forces at a Distance
- Earth in Space
- Genetics
- Natural Selection

SOC. STUDIES

- US & Massachusetts Constitutions
- The Three Branches of Government
- The Rights and Responsibilities of Citizens
- News and Media Literacy
- Civics Action Project

EXPLORATORY

- Art
- Health
- Music
- Physical Education
- Spanish Language and Culture
- STEM

This is an overview of what your student will be learning in grade 8. It is based on the Massachusetts Curriculum Frameworks, the Common Core Standards, and the curricular approaches which have been adopted by the Malden Public Schools. All grade 8 students at Malden's five K-8 schools will be exposed to the same core content courses of Literacy, Math, Science, and Social Studies each day, along with their exploratory courses. All students, especially those with special education needs and English Learners (ELs), will be provided with different entry points to the district-wide curricula based on their individual backgrounds and needs, while also still being exposed to rigorous, meaningful, grade-level instruction.

Grade 8 students complete their middle school course of studies by honing and expanding upon many of the skills and topics covered in sixth and grade 7, while simultaneously previewing some of the topics and skills to which they will be exposed in high school. Through each course, grade 8 instruction provides students with opportunities to develop a sense of personal agency in new ways, including managing their own learning processes and holding themselves accountable for their own learning. By the end of grade 8, all students will be prepared both academically and social-emotionally to make the transition from the K-8s to Malden High School.

Teachers work with students in large, small and individual settings to ensure that learning styles are met and individual strengths and needs are addressed. Social understanding and community building are achieved through the caring School Communities curriculum, which is being implemented in every middle school classroom district-wide. Teachers observe and record each student's progress over time through numerous formative assessments and summative assessments such as i-Ready and IXL.

English Language Arts	DESE CODE #51036
ASPEN CODE #0800	**Term**: Full Year

In grade 8, students will continue to develop their literacy and writing skills through the Amplify ELA curriculum. Students are expected to compare different pieces of evidence for the same claim and decide which piece of evidence is the strongest. They will also be asked to analyze the effect of specific words, sentences, and paragraphs and explain how differences in point of view can make a text funny or suspenseful. New to grade 8, students will be expected to analyze how someone's motives affect the way they share information, such as explaining how a newspaper or political advertisement uses photos and headlines to influence readers. By the end of grade 8, students will be able to understand connections between modern texts and traditional ones, like when a short story reminds its readers of (alludes to) an ancient myth; notice when someone includes irrelevant information in their argument—evidence that does not relate to their claim; and use words and details carefully to show how they feel about a topic (convey a tone, like happy or disapproving) when writing. Students will continue to use technology to present information and communicate with others, as well as contribute in class discussions and ask questions that connect what several other people have said.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #3906	**Term**: Full Year

ESL 1 - 2

Foundational ESL is for grade 8 English Learners with English Language Development (ELD) levels of 1-2 who scored *entering* or *emerging* on the WIDA ACCESS or the WIDA Screener assessment that measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content.

English as a Second Language (ESL)	DESE CODE #51008
ASPEN CODE #3926	**Term**: Full Year

ESL 3 - 4:
Transitional ESL is for grade 8 English Learners with English Language Development (ELD) levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of language are emphasized through content-based instruction: listening, speaking, reading and writing. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language in the context of grade-level content. This class is delivered in a push-in setting with an ESL teacher co-teaching a grade-level content class to provide access for students at ELD 3 or 4.

Math	DESE CODE #52038
ASPEN CODE #1800	**Term**: Full Year

In grade 8, students complete their final year of the Open Up Resources curriculum, continuing to build the foundation for their high school classes and beyond. Instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems.

Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation.

Science	DESE CODE #53238
ASPEN CODE #3800	**Term**: Full Year

In grade 8, students complete their final year of the Open Science Education curriculum. Grade 8 students use more robust abstract thinking skills to explain causes of complex phenomena and systems. Many causes are not immediately or physically visible to students. An understanding of cause and effect of key natural phenomena and designed processes allows students to explain patterns and make predictions about future events. In grade 8 these include, for example, causes of seasons and tides; causes of plate tectonics and weather or climate; the role of genetics in reproduction, heredity, and artificial selection; and how atoms and molecules interact to explain the substances that make up the world and how materials change. Being able to analyze phenomena for evidence of causes and processes that often cannot be seen, and being able to conceptualize and describe those, is a significant outcome for grade 8 students.

Social Studies (Civics and Government)	DESE CODE #54438
ASPEN CODE #2800	**Term**: Full Year

Students will study the roots and foundations of U.S. democracy using the iCivics curriculum. They will explore how and why democracy developed over time, and the role of individuals in maintaining a healthy democracy. Topics include the rights and responsibilities of citizens; the Constitution, Amendments, and its interpretation through the judicial system; separation of powers between the three branches of government; structures of Massachusetts state and local governments; and news and media literacy. Additionally, students will grapple with ideas such as how a free press supports democratic government; what citizens and residents of the United States can do if they think a law is wrong; and the differences between a fact, well-supported opinion, and unsupported opinion in texts. Students will be able to respond to why a Supreme Court case is important as well as what teenagers can do to participate in state and local politics. Students will complete a civics action project using the six stages outlined in DESE's Civics Project Guidebook. This project helps students become skilled in the areas of democracy, governmental process, public policy, advocacy, and action.

Special Education Intensive Learning Program (ILP) DESE CODE #73038

ASPEN CODE #0800 **Term**: Full Year

Intensive Learning Program (ILP) includes highly structured, individualized programming, intensive social, communication and language training, utilization of natural environments for skill generalization, positive behavioral programming, and inclusion with general education peers when appropriate. ILP classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. The ILP Program is designed for students diagnosed with an Autism Spectrum Disorder (ASD)/Global Developmental Delay/ who require intensive, specially designed instruction and support in order to access the curriculum. Students in the ILP Program have needs in multiple areas such as language development, communication, social, and behavior. The ILP program is based on the principles of Applied Behavior Analysis (ABA) and other evidence-based methodologies. Systematic data collection is used to guide intervention development and implementation. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Practical Academics and Community Education (PACE) DESE CODE #73038

ASPEN CODE #0800 **Term**: Full Year

The PACE Program utilizes instructional lessons that are rigorous and reflect appropriate grade-level entry points, as well as skills needed for life after public school. The students are actively engaged in learning throughout the school day and the teacher will collect data on each student's progress. PACE classrooms are designed to address entry-points to grade-level standards as determined by student need and readiness. Students in this Program are intellectually impaired, in two areas of impairment, in adaptive functioning, with extremely low academic skills, specifically language and verbal comprehension skills. The students in this Program have been unsuccessful in an integrated/inclusion class. Data collected on students will be used to plan lessons, create the next IEP, and determine the need for Extended Year Services. Pace lessons will be functional and age-appropriate, and will change to meet the needs of the student. Classroom instruction will include individual, small group and community-based experiences. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education RISE (Recognizing Individual Success Everyday)	DESE CODE #73038
ASPEN CODE #0800	**Term**: Full Year

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. Students in this Program have an emotional disability and require a therapeutic setting to make progress. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Special Education Specialized Reading	DESE CODE #51068
ASPEN CODE #0800	**Term:** Full Year

The Special Education Specialized Wilson Reading Program targets students with word-level deficits who are not making sufficient progress. The Program uses best practices in research based principles. It directly and systematically teaches the structure of the English language, through students learning fluent decoding and encoding skills to the level of mastery. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

Art	DESE CODE #55188
ASPEN CODE #8800	**Term**: Full Year

Grade 8 students in the visual arts will continue to enhance the skills that they were introduced to in grade 7. Students will continue to experiment with the boundaries of various materials demonstrating and describing the influences of personal artistic style and preferences. They will be able to convey meaning through the presentation of artwork, curating an exhibition that is theme-based and matched to an expressed intent. Students will continue to relate artistic ideas and works to societal, cultural, and historical contexts to deepen understanding.

Band	DESE CODE #55106
ASPEN CODE #8810	**Term**: Full Year

Currently offered at Ferryway and Forestdale.

Grade 8 band students will strengthen their instrumental skills, improvising short melodic and rhythmic ideas that reflect characteristics of different genres. Along with performing with accuracy and expression, they will create stronger rubrics for performances juried by students. Students will explore the cultural connections between music and various contexts while also reflecting on changes to one's personal musical preferences.

STEM	DESE CODE #71004
ASPEN CODE #8850	**Term**: Full Year

As students reach the middle school grades, engaging with the science and engineering practices is critical. Students will make decisions about which content fields they wish to pursue in high school and beyond. All eight science and engineering practices are integrated into the standards for grades 5-8 as students not only design and develop models, but analyze data after testing their models.

In grade 8, students typically explore how engineers use various technology systems and manufacturing processes to solve problems; they may also gain an appreciation of the social and political consequences of technological change. They will also use informational text to illustrate that materials maintain their composition under various kinds of physical processing. They will also be able to present information that illustrates how a product can be created using basic processes in manufacturing systems. They will then compare the advantages and disadvantages of human vs. computer control of these processes.

Health	DESE CODE #58051
ASPEN CODE #6800	**Term:** Full Year

The Middle School Health Education curriculum is designed to provide important information to students on a variety of topics, as well as to help students learn and practice decision-making skills that will help in their positive decision-making processes. Through a skills-based approach, students will learn the health education skills of: Goal Setting, Accessing Valid and Reliable Information, Analyzing Influences, Interpersonal Communication, Decision Making, Advocacy and Self Management. Some examples of the topics covered are, stress management, nutrition and physical activity, decision making, sexuality, substance abuse and prevention, self-esteem, bullying/cyberbullying, and healthy relationships. Due to the many physical and emotional changes that students experience during their middle school years, it is vital that students gain the information and knowledge to take care of themselves and make daily positive decisions.

Theater Arts	DESE CODE #55078
ASPEN CODE #8812	**Term**: Full Year

Currently offered at Beebe.

Grade 8 students will continue to hone the skills learned in grade 7. Additionally, they will demonstrate how they can be a respectful and responsive audience member through their evaluation of a theatrical presentation. Students

will begin to generate contextual ideas for a character beyond what is given in the script (e.g., a character's backstory, attitudes, likes, and dislikes) and explain how these ideas connect to other elements in the play (e.g., setting, plot). Also, students will analyze elements of a work that are indicative of the historical or cultural context in which it was created, describe and demonstrate influences of their personal artistic style and preferences in theater, as well as utilize personal notes to support performing in roles with extensive verbal lines and performance directions.

Music	DESE CODE #55138
ASPEN CODE #8830	**Term**: Full Year

Currently offered at Forestdale, Linden, and Salemwood.

Grade 8 students will expand upon the skills learned in grade 7. They will also document an original melody and simple accompaniment using standard notation, compose musical ideas (such as rhythms, melodies, ostinato, and harmonies) using expanded forms (e.g., introductions, transitions, codas), and refine a draft arrangement of a work. Students will develop criteria for a rubric which they will use to evaluate musical works.

Physical Education	DESE CODE #58001
ASPEN CODE #6810	**Term**: Full Year

Grade 8 physical education students will utilize movement skills learned in grades K-5, tactics and strategies to game play learning in grades 6 and 7 and work towards mastery of skills in applying tactics and strategies in modified game play. By the end of grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individ- ual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression. Note: Swimming skills and water-safety activities should be taught if facilities permit.

Intro to Spanish	DESE CODE #56100
ASPEN CODE #4811	**Term**: Full Year

Currently offered at Forestdale and Beebe.

This Intro to Spanish core class is guided by the 2021 Massachusetts World Language Curriculum Framework. Students will have the opportunity to practice and work towards proficiency in four communicative skills: interpretive (understanding, interpreting, and analyzing what is heard, read, or viewed), interpersonal (interacting and negotiating in spoken or written conversations), presentational (presenting information, ideas, feelings, etc. to various audiences of listeners, readers, or viewers), and intercultural (interacting appropriately with others in and from another culture). Students will also gain cultural competence and understanding, develop insight into the nature of language and culture to interact with cultural competence, connect with other disciplines, interact with communities, develop and employ social emotional skills, and be empowered to think and act with critical consciousness. Topics may include calendar vocabulary, weather expressions, expressing preferences, sensory details, physical and personality traits, family and relationships, amongst others. This is a Novice Mid course.

Spanish 1	DESE CODE #56038
ASPEN CODE #4814	**Term**: Full Year

Successful completion of Intro to Spanish. Currently offered at Salemwood.

This Gr 8 Spanish class is a core course that is guided by the 2021 Massachusetts World Language Curriculum Framework. Students will have the opportunity to practice and work towards proficiency in four communicative skills: interpretive (understanding, interpreting, and analyzing what is heard, read, or viewed), interpersonal (interacting and negotiating in spoken or written conversations), presentational (presenting information, ideas, feelings, etc. to various audiences of listeners, readers, or viewers), and intercultural (interacting appropriately with others in and from another culture). Students will also gain cultural competence and understanding, develop insight into the nature of language and culture to interact with cultural competence, connect with other disciplines, interact with communities, develop and employ social emotional skills, and be empowered to think and act with critical consciousness. Topics may include calendar vocabulary, weather expressions, expressing preferences, sensory details, physical and personality traits, family and relationships, amongst others. This is a Novice High course.

Students who complete a two-year, grades 7-8 cycle typically enter Spanish II upon enrollment at Malden High School.

HIGH SCHOOL PROGRAM OF STUDIES

Grades 9-12

Post Secondary Transitional Services

MALDEN HIGH SCHOOL

VISION

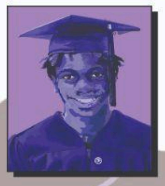
OF A GRADUATE

Malden High School educates an inclusive and equitable community of diverse learners whom we are preparing to be Communicators, Collaborators, Critical Thinkers, Innovative Learners, Empowered Citizens, and Persistent Individuals. As such, MHS instructional practices present authentic and relevant experiences that are intellectually engaging, student-centered, inquiry-based, cognitively complex, process-oriented, and encourage productive struggle. Furthermore, these instructional practices encourage students to pursue their interests, leverage their strengths, and explore unfamiliar concepts that prepare students for life in our ever-changing modern world.

COMMUNICATORS WHO...

- Listen actively
- Speak and write with clarity
- Know their audience, understand their purpose, and choose precise language
- Use media thoughtfully/purposefully
- Engage in productive discussion

COLLABORATORS WHO...



- Actively contribute [and compromise] to reach a common goal
- Take responsibility for themselves and their team
- Give and receive feedback and revise accordingly
- Encourage and support each other
- Value diverse strengths

CRITICAL THINKERS WHO...

- Ask questions
- Make connections between ideas
- Apply logic and reasoning
- Evaluate and analyze information
- Read insightfully
- Make decisions and arguments based on evidence
- Reflect on and critique ideas

INNOVATIVE LEARNERS WHO...

- Build on knowledge and apply to new situations
- Are curious and seek new knowledge and challenges
- Create to solve challenges
- Make mistakes and persevere

EMPOWERED CITIZENS WHO...

- Are aware and knowledgeable of other cultures
- Are aware of and work to reduce implicit and explicit bias
- Take initiative to make change
- Are tolerant of others
- Show empathy
- Understand media

PERSISTENT INDIVIDUALS WHO...

- Seek feedback to grow from it
- Apply effort to continuously improve
- Work persistently to reach goals
- Embrace challenge with confidence
- Utilize time management
- Are open to risk taking
- Seek independence

MPS Grade Point Average: Grades 9-12

Numeric Value for Calculation of Grade Point average for each Letter Grade Awarded					
Letter Grade	**Numeric Grades**	**Letter Grade Numeric Value in a College Prep Course**	**Letter Grade Numeric Value in an Honors Course**	**Letter Grade Numeric Value in a Bunker Hill Dual Enrollment Course**	**Letter Grade Numeric Value in an Advanced Placement Course**
A+	98-100	4.3	4.8	n/a	5.3
A	93-97	4.0	4.5	4.7	5.0
A-	90-92	3.7	4.2	4.4	4.7
B+	87-89	3.3	3.8	4.0	4.3
B	83-86	3.0	3.5	3.7	4.0
B-	80-82	2.7	3.2	3.4	3.7
C+	77-79	2.3	2.8	3.0	3.3
C	73-76	2.0	2.5	2.7	3.0
C-	70-72	1.7	2.2	2.4	2.7
D+	67-69	1.3	1.8	2.0	2.3
D	63-66	1.0	1.5	1.7	2.0
D-	60-62	.7	1.2	1.4	1.7
F	0-59	0	0	0	0

Courses with a designation of "unleveled" are not weighted for Grade Point Average purposes. *Check with your school counselor if you have any specific questions.*

Graduation Requirements

Malden Public Schools students must meet the competency determination standard, as well as meeting local graduation requirements, in order to qualify for a Malden High School diploma.

The Malden School Committee shall issue a local Certificate of Attainment to those students who have met the local district requirements but have not met the Competency Determination. Said certificate shall be in a suitable form, signed by the Chair of the Committee and presented at the time of commencement exercises.

All students who have met the local district requirements for graduation shall be allowed to participate in commencement exercises.

Competency Determination Policy

Criteria for Meeting the Competency Determination Standard for students in the Class of 2026 and 2027:

- Demonstrating mastery of the skills, competencies and curriculum frameworks in the areas measured by the 2023 MCAS high school tests, as evidenced by a passing score in the class. These courses include:
    - **Math: Math II or equivalent course**
    - **ELA: English 10 or equivalent course**
    - **Science: Biology I, Physics 1 or equivalent course**

- Former Malden High School students who did not pass the MCAS exam(s), were awarded a Certificate of Attainment, and now believe they have met the current competency determination & graduation requirements, may submit requests in writing inviting the district's consideration of their transcript.

- The determination regarding equivalent coursework shall be made by the Principal; any appeals to the decision of the Principal shall be submitted to and reviewed by the Director of Guidance and the Assistant Superintendent of Teaching and Learning.

Please note that students in the Class of 2028 and beyond will need to pass a set of district-determined assessments in addition to course-passing in the courses above to achieve the Competency Determination.

Local Graduation Requirements

Requirements for Grades 9-12			
Content	**MHS Requirements Class of 2026 and forward (MassCore)**	**MassCore[1]**	**Minimum Admissions for 4-year Mass. Public Universities and the University of Massachusetts System[2]**
English/Language Arts	4 years/credits (Grade 9, 10, 11, and 12 English)	4 Units	4 courses
Mathematics	4 years/credits (one must be Algebra-based)	4 Units	(Math 3 minimum): 4 (including math in the senior year of high school)
Science	3 years/credits one of which must be Biology (with lab requirements)	3 Units of lab-based science	3 courses (including 3 courses with laboratory work)
History/Social Science	3 years/credits (United States History I, II & World History)	3 Units	2 courses (including 1 course in U.S. History)
World Language	2 years/credits, or WL requirement for MA Seal of Biliteracy	2 Units	2 courses of the same language in sequential order
The Arts	1 year/credit Fine & Performing Art	1 Unit	
Electives	1 year/credit from Business, Technology Education, Fine & Performing Arts		
Additional Courses	2 credits from any discipline	5 Units	2 elective courses (from areas above, arts and humanities, or computer science)
Physical Education	2 years/credits (three units of Physical Education and one Health)	As required by law	
Total	**22 Units**	**22 Units**	**17 courses**

Transfer and International students will be evaluated on an individual basis by the guidance department.

[1] The Massachusetts High School Program of Studies (MassCore) is a recommended, rigorous course of study based on standards in Massachusetts' world-class curriculum frameworks that align high school coursework with college and workforce expectations. The recommended program of studies includes: four units of English, four units of mathematics, three units of a lab-based science, three units of history/social studies, two units of the same world language, one year of the arts and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

[2] Minimum subject matter requirements must be met (see chart above). The rigor of the curriculum is strongly considered. We appreciate applicants who take challenging courses, including honors, Advanced Placement (AP) or International Baccalaureate (IB) courses if available. When assessing academic achievement, course grades as well as grade trends are important, including course selection and grades in relation to the desired major. A strong senior schedule helps show the applicant's commitment to higher education. If the high school provides a class rank, that is taken into consideration as well.

College Prep, Honors & Advanced Placement

College Preparatory (CP)	Honors (H)	Advanced Placement (AP)
These courses work on postsecondary readiness skills in reading, writing, and critical thinking, among others. Students in these courses have homework on a regular basis, and will be expected to plan and complete long-term assignments, including complex writing assignments. Some classroom time is devoted to reviewing concepts and problems encountered in the homework.	These courses either move at a faster pace than college preparatory courses and/or include additional materials that expand on topics being covered. Therefore, more homework can be anticipated both in volume and in degree of difficulty. While these courses provide some practice and repetition in the classroom, it is assumed that students will be able to grasp material with only a moderate amount of teacher direction. Students are expected to learn independently, show initiative in class discussions, and demonstrate a mature approach to and completion of assignments.	These courses contain specific curricula set by the Collegeboard. Considerable enrichment and acceleration work culminates with students taking the required national AP exam in the spring. Instruction will assume that students are able to grasp concepts on initial presentation, and will, therefore, emphasize observation, analysis, synthesis, and problem solving. There will be little practice or repetition within the classroom. Students are expected to be able to organize their time, to plan long-term assignments, and to seek help when necessary, all on their own initiative.

Academic Advising, Scheduling & Course Changes

Students will receive course recommendations from their current year teachers during the spring of the current school year for the upcoming school year. Recommendations are based on content area scope and sequence and student achievement. Students have the opportunity to meet individually with the school counselor for academic advising and to choose courses and electives. Using the Aspen system, students are able to view what courses have been scheduled for the 2026-2027 school year.

For the 2026-2027 school year the last day to add/drop a course for **both 1st and 2nd semester** courses is the end of the day on **Friday, September 18, 2026.** There will be an additional two week period where educators can make recommendations based on student performance. After the student's schedule is accepted by the student and his/her parent/guardian and approved by the school:

- A student can request a schedule change to move "up" an academic course level in the same course, at the end of the first marking period if space allows and the sending teacher approves. Students can only enter an Advanced Placement course after the start of the school year with approval of the school Principal. *Requests to drop "down" a level will be reviewed on an individual basis by Teacher, School Counselor, House Principal and Principal. Parents/Caregivers will be informed of course changes.*
- Changes for schedules for students with disabilities can be made at any time after consultation with the special education liaison and the appropriate guidance counselor.
- A grade 12 student schedule may be adjusted at any time in order to fulfill a graduation requirement.
- All grade 9 students must pass 5 courses to be promoted to grade 10.
- Students cannot take 2 core courses within the same content area at the same time unless the prerequisite course has been passed. Exceptions can be made in the senior year.
- Any member of the Junior class may petition the principal to become a "Junior Candidate to Graduate." Each instance is decided on a case-by-case basis and must be submitted to the Superintendent for approval.
- *Note: Courses without sufficient enrollment may not run in 2026-2027*

Schedule Changes Beyond the Add/Drop Period

Course change requests initiated beyond the drop/add period will only be considered if the circumstances are extenuating and if the changes are authorized by the student's guidance counselor, teacher, the appropriate house principal, and the principal. A "Request for Schedule Change" form must be obtained in the guidance office to begin the process. No schedule changes will be approved that reduces a student's course load below five courses in each semester except in circumstances which the principal deems appropriate. Please see the MHS Student Handbook or your school counselor for further guidance on this topic.

ENGLISH LANGUAGE ARTS

ENGLISH LANGUAGE ARTS

GRADE 9

Overarching Topic:
The Self/Identity

- ELA 9 CP
- ELA 9 Honors

Electives:

- Journalism:
  - The Blue and Gold
- Intro to Media Production

GRADE 10

Overarching Topic:
Identity/Protest

- ELA 10 CP
- ELA 10 Honors
- AP Seminar (Capstone)
- ELA 9/10

Electives:

- Journalism:
  - The Blue and Gold
- Intro to Media Production

GRADE 11

Topic Courses (CP or Honors):

- Future
- Hip-Hop Literature
- Monsters
- Mystery
- Women's Literature
- AP Seminar (Capstone)
- AP Literature and Comp.

Electives:

- Journalism:
  - The Blue and Gold
- Intro to Media Production
- Advanced Media Production
- AP Research (Capstone)

GRADE 12

- ELA 12: College/Career Writing & Non-fiction
- AP Language & Composition
- ELA 11/12

Electives:

- Journalism:
  - The Blue and Gold
- Intro to Media Production
- Advanced Media Production
- AP Research (Capstone)

The goal of the ELA department is to guide our students in strengthening their reading, writing, analytical, and speaking/listening skills in a way that will build their confidence and encourage their independence, both as lifelong learners and as contributing citizens to their society. The grade 9-11 courses are mainly literature-based courses with overarching topical foci, whereas the grade 12 courses switch to a focus of writing and non-fiction as preparation for post-secondary goals. At the end of each ELA 9-12 course, students will demonstrate their progression of skills that year through their final portfolio assessment.

Graduation Requirement:

Students must take and pass 4 English courses. ELA Electives do not count towards these graduation requirements.

Grade 9 English

English 9	DESE CODE #51031 ASPEN CODE #00123
Level: College Prep	**Credit**: 1.0 (Full-year)

ELA 9: In 9th Grade English Language Arts, students explore the theme of personal identity through diverse, rigorous, and relevant texts and thematically-aligned texts: short stories, articles, poems, and digital media. Students consider how factors like race and gender as well as the social and political context of characters' lives impact who they are, how they experience the world, and how they use their voices to effect change for themselves and others. Across the five units, students deepen their paragraph writing skills through narrative, opinion, analytical, and informational writing tasks.

Building upon the knowledge and English Language Arts skills they've developed in previous years, students deeply engage with complex texts through both independent reading and guided Close Reading, prepare for and engage in whole-class discussions including Socratic Seminars, and write multi-paragraph responses to Essential Questions by gathering evidence and effectively communicating their thoughts. Across the units, students will also deepen their writing skills through narrative, opinion, analytical, and informational writing tasks.

English 9	DESE CODE #51031 ASPEN CODE #00112
Level: Honors	**Credit**: 1.0 (Full-year)
Prerequisite: Teacher recommendation or family/student appeal; Grade 8 Honors English	

ELA 9: In 9th Grade English Language Arts, students explore the theme of personal identity through diverse, rigorous, and relevant texts and thematically-aligned texts: short stories, articles, poems, and digital media. Students consider how factors like race and gender as well as the social and political context of characters' lives impact who they are, how they experience the world, and how they use their voices to effect change for themselves and others. Across the five units, students deepen their paragraph writing skills through narrative, opinion, analytical, and informational writing tasks.

Building upon the knowledge and English Language Arts skills they've developed in previous years, students deeply engage with complex texts through both independent reading and guided Close Reading, prepare for and engage in whole-class discussions including Socratic Seminars, and write multi-paragraph responses to Essential Questions by gathering evidence and effectively communicating their thoughts. Across the units, students will also deepen their writing skills through narrative, opinion, analytical, and informational writing tasks.

Students will build on prior learning by reading complex texts independently, collaboratively, and with guided close reading. They will compose analytical, narrative, and expressive responses in order to more deeply engage with the ideas in each unit.

This course covers all of the areas listed above, with additional texts. Students are expected to read a variety of challenging texts independently and come to class prepared for whole-class and small-group discussions that demonstrate a deep understanding of literary elements and the author's purpose. Students will be introduced to rhetorical analysis and reflective writing. Students will also read at least three additional texts beyond the core selections. The course will provide opportunities for deeper analysis of texts.

Grade 10 English

English 10	DESE CODE #51031 ASPEN CODE #00223
Level: College Prep	**Credit**: 1.0 (Full-year)
Prerequisite: Successful completion of English 9	

English 10: In 10th Grade English Language Arts, students explore the tension between being an individual and being part of a community through diverse, rigorous, and relevant texts from the twentieth and twenty-first centuries and thematically-aligned texts: short stories, articles, poems, and digital media. Students examine the reciprocal relationship between individuals and the society in which they live, considering how an individual's values impact their relationship with a community and vice versa.
Building upon the knowledge and English Language Arts skills they've developed in previous years, students deeply engage with complex texts through both independent reading and guided Close Reading, prepare for and engage in whole-class discussions including Socratic Seminars, and write multi-paragraph responses to Essential Questions by gathering evidence and effectively communicating their thoughts. Across the units, students will also deepen their writing skills through narrative, opinion, analytical, and informational writing tasks.

Students will build on prior learning by reading complex texts independently, collaboratively, and with guided close reading. They will compose analytical, narrative, and expressive responses in order to more deeply engage with the ideas in each unit.

English 10	DESE CODE #51031 ASPEN CODE #00212
Level: Honors	**Credit**: 1.0 (Full-year)
Prerequisite: Successful completion of English 9 and teacher recommendation or family/student appeal.	

English 10: In 10th Grade English Language Arts, students explore the tension between being an individual and being part of a community through diverse, rigorous, and relevant texts from the twentieth and twenty-first centuries and thematically-aligned texts: short stories, articles, poems, and digital media. Students examine the reciprocal relationship between individuals and the society in which they live, considering how an individual's values impact their relationship with a community and vice versa.
Building upon the knowledge and English Language Arts skills they've developed in previous years, students deeply engage with complex texts through both independent reading and guided Close Reading, prepare for and engage in whole-class discussions including Socratic Seminars, and write multi-paragraph responses to Essential Questions by gathering evidence and effectively communicating their thoughts. Across the units, students will also deepen their writing skills through narrative, opinion, analytical, and informational writing tasks.

Students will build on prior learning by reading complex texts independently, collaboratively, and with guided close reading. They will compose analytical, narrative, and expressive responses in order to more deeply engage with the ideas in each unit.

This course covers all of the areas above, with additional texts. Students will also read at least three additional texts beyond the core selections that will include nonfiction, essays, and articles. The course will provide opportunities for deeper analysis of texts

AP Seminar	DESE CODE #51031 ASPEN CODE #00491
Level: Advanced Placement	**Credit**: 1.0 (Full-year)

Prerequisite: Completion of Grade Nine or Grade Ten and teacher recommendation or permission of instructor. Grade 10 and 11 students may take this course for English credit.

The Advanced Placement Seminar course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college. This class is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies and foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments (College Board). This course is part of a two-year course requirement associated with AP Capstone. AP Seminar can be taken as a core English credit in Grade 10 or 11. Students enrolled in this course are required to take the AP exam in May.

English 9/10	DESE CODE #01002 ASPEN CODE #00533
Level: College Prep	**Credit**: 1.0/Semester (Full Year)

Prerequisite: Recommendation by Administrator or Guidance Counselor

This course offers a double-block structure to support students who are retaking English 9 CP in order to recover credits for grade 9, while concurrently enrolled in English 10 CP. Semester 1 will focus on reinforcing core skills from English 9, while Semester 2 will instruct English 10 skills. Students are expected to meet grade-level standards in reading, writing, speaking and listening, including research. The course is designed to address students' needs in a meaningful way while fulfilling course requirements. Active participation, consistent effort, and regular attendance are essential for the course to be valuable and credited.

English 9 in semester 1 must be a passing grade to enter into English 10 in semester 2. If not, the student will be transferred to an English 9 CP class for semester 2 for the potential of earning the English 9 credit.

Collaboration and respectful engagement with peers are emphasized. Students should be prepared to communicate and participate in group activities. The overarching questions guiding our exploration in this class revolve around the influence of relationships and experiences on personal identity, the transformative power of adversity, the impact of power on individuals, and the responsibility of individuals to society.

Grade 11 English

The primary focus of grade 11 English is reading literature, writing about literature, as well as having engaging and intellectual conversations about literature. A primary focus of studying literature is understanding how writers of fiction, poetry, and drama make artistic arguments about topics and issues, as well as how writers create within genres for effect. The year begins with developing complex understandings of text, context, and subtext, as well as how authors develop thematic ideas through technique and style.

The second quarter looks more closely at authors' techniques and styles alongside the impact of their choices.

The third quarter asks the students to use critical theory and research to further develop thematic understandings with more depth and sophistication.

The fourth quarter asks the students to evaluate their ability to independently and proficiently read and comprehend literary texts. The year concludes with a reflection about how the students' reading has represented a variety of genres, cultures, complexities, and perspectives, as well as topics the students would like to continue to explore.

All junior English classes will include instructional strategies that will prepare students for Advanced Placement and college-level work. Honors level will engage in more extensive analysis of texts and complete more thorough research. Generally, Honors students are expected to be able to complete more complex assignments independently. All students will take the English Department quarterly common assessments. Since this course is intended to develop life-long reading habits, the course offerings are by topics and genres.

Students may select up to three preferences; however, assignments will be made randomly from these options and are not based on order of preference.

The courses below identify the various English 11 topical course options available to students as a way of engaging with the grade-level standards and working towards mastery of the skills identified above.

The Future	**DESE CODE #51099** **ASPEN CODE #000362 / #00363**
Level: Honors/College Prep	**Credit**: 1.0
Prerequisite: Successful completion of grade 10 ELA	
Big Brother is watching you! Imagine a world in which privacy is gone, babies are produced in bottles on factory assembly lines, and your future is predetermined by the government, even before you are born. In this course, students will explore these and other visions of the future in literature. We will consider issues such as the use of propaganda and language to manipulate citizens, the pros and cons of technology in the modern world, and the essential question: "What makes us human?" Students will connect the imagined worlds of dystopian literature to the realities of life in the twenty-first century, ultimately discovering what our visions of the future – both positive and negative – can teach us about the present. In addition to reading core class texts, students will read additional works in book clubs, and will examine supplementary texts from a variety of genres, including elements from current events, pop culture, and film. In addition, students use critical theory and research to further develop thematic understandings with more depth and sophistication.	

Hip-Hop Literature	DESE CODE #51099 ASPEN CODE #00372 / #00373
Level: Honors/College Prep	**Credit**: 1.0
Prerequisite: Successful completion of grade 10 ELA	

As the most dominant musical genre in the world today, hip hop remains an art form in which lyricism, figurative language, and wordplay are celebrated and revered. This course aims to do this by covering a range of hip hop from each decade, along with its major artists, movements, and ideals. Hip hop music represents an expression of diverse ideas from rappers/writers around the world as diverse in number as there are songs. Throughout the course, students will be asked to write and respond to the ideas conveyed through hip hop lyrics as well as directly from the artists themselves. Students will have opportunities to write lyrics with the option to record themselves performing them to participate in and empathize with the cultural tradition of hip hop music. As an art form, hip hop challenges the ways in which society can repress and create misrepresentations of groups of people. Students will engage in critical thinking regarding these notions and consider a future in which this art form can bring about awareness, activism, and social change. A central practice of the course will also examine stylistic conventions of hip hop writing as a unique vehicle for figurative language, advanced diction, and complex narratives. In addition, students use critical theory and research to further develop thematic understandings with more depth and sophistication.

Monsters	DESE CODE #51099 ASPEN CODE #00302 / #00303
Level: Honors/College Prep	**Credit**: 1.0
Prerequisite: Successful completion of grade 10 ELA	

They hide in our closets and under beds; they are the things that go bump in the night. But what is a monster? And why are they so popular today? With an ancient and deeply rooted seed in our cultural and psychological history, monsters have long been inspiring a sense of horror and fear. This monster course will examine how society's fears and flaws have become externally projected and represented by our monsters. The first semester will evaluate our attraction to monsters and challenge our thinking to discover what draws to these imagined horrors. We will look at the ancient cultural origins of monsters and transition to the contemporary monsters that have dominated our pop-culture. Our goal in the first semester will be to define the term "monster," evaluate why some monsters seem to remain classics, and explore how classic monsters have been re-imagined to reflect the values of a modern age. The second half of our course will examine the monstrosity of humanity. We will question what drives individuals to perform monstrous acts, and what is revealed about our value system through our abhorrence of these acts. The course is designed to include a variety of genres that include literature, critical essays, and films to explore the symbolic meaning of monsters. Writing assignments will include literary and rhetorical analyses, research, creative projects, and the use of "new media".

Mystery	DESE CODE #51099 ASPEN CODE #00342 / #00343
Level: Honors/College Prep	**Credit**: 1.0
Prerequisite: Successful completion of grade 10 ELA	
For hundreds of years, people have asked the question "Who dun it?" and looked forward to the answer. From Sherlock Holmes to Scooby Doo to Law and Order, the mystery is one of the most popular of genres; its history stretches from ancient Greece to the present day. In this course, we will examine the mystery in all its forms and why the genre has such enduring appeal. The course focuses on several subsets of the genre: the detective story, as pioneered by Sir Arthur Conan Doyle and Edgar Allan Poe; the Golden Age mysteries of Agatha Christie, and the hard-boiled mysteries and police procedurals that have become so prevalent in film and television. The course will include several core class texts (e.g. novels, short stories, poems), as well as several student selected texts. Additionally, students will study film and television mystery, as well as essays on the genre. Writing assignments will include analysis of texts as well as the student's own original mystery stories. In addition, students use critical theory and research to further develop thematic understandings with more depth and sophistication.	

Women's Literature	DESE CODE #51053 ASPEN CODE #00382 / #00383
Level: Honors/College Prep	**Credit**: 1.0
Prerequisite: Successful completion of grade 10 ELA	
This course will allow students to read literature written by women and generally about women as a medium in which to explore their gendered identities and perspectives through historical time periods/movements, societies, and different cultures. Students will read varied texts and view films to reach an understanding of the way in which women perceive themselves and the world, and how they are perceived by others, noting how those perceptions develop and/or are challenged by the authors and female protagonists themselves. Throughout the course, students will continue to practice their skills associated with critical reading, analysis, argument/synthesis writing, and research. Additionally, by the end of the course, students should be able to discuss commonalities (patterns, symbols, themes) noted across the various literary representations and as associated with particular authors.	

AP English Literature & Composition	DESE CODE #51103 ASPEN CODE #00401
Level: Advanced Placement	**Credit**: 1.0 (Full-Year)

Prerequisite: Successful completion of grade 10 or AP Seminar, teacher recommendation or permission of instructor.

The Advanced Placement English Literature and Composition course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college. Juniors and Seniors who desire an accelerated and rigorous college-level course in English may elect Advanced Placement English Literature and Composition, which is part of a national program allowing students to earn the opportunity for college credit upon successful completion of the class by receiving a grade of 3 or better on the College Board AP exam in May of each school year. Students will undertake intensive and extensive work in both literature and composition and will be expected to take the Advanced Placement examination in May. Students taking the course will also complete a summer reading list, as well as multiple summer assignments. The course emphasizes close reading, thoughtful discussion, and analytical writing. Note: Students in this course may take a full-length mock AP exam instead of a traditional midterm. Teachers will provide more details about the scheduling of this exam. Students enrolled in this course are required to take the AP exam in May.

AP Seminar	DESE CODE #51103 ASPEN CODE #00491
Level: Advanced Placement	**Credit**: 1.0 (Full-Year)

Prerequisite: Completion of grade 9 or grade 10 and teacher recommendation or permission of instructor. Grade 10 and 11 students may take this course for English credit.

The Advanced Placement Seminar course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college. This class is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies and foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments (College Board). This course is part of a two-year course requirement associated with AP Capstone. AP Seminar can be taken as a core English credit in Grade 10 or 11. Students enrolled in this course are required to take the AP exam in May.

Grade 12 English

English 12: College/Career Writing and Non-fiction	DESE CODE #51103 ASPEN CODE #00422
Level: College Prep	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of grade 11 ELA	

English 12 is predominantly a writing course that focuses on rhetoric, argumentation, and research. Students will engage in critical interpretation, rhetorical analysis, and evaluation of different texts that include nonfiction narrative, essays, and articles. In addition, students will engage in units of inquiry around various topics that may include political speeches, criminal minds, food ethics, and satire. These units will require students to synthesize ideas from multiple types of texts including visuals and their own research. Students will produce different types of writing throughout the year--personal, persuasive, analytical, and reflective--while understanding and applying various techniques representative of each. Additionally, all students are expected to use active reading strategies to analyze texts and to actively participate in class discussions and presentations, all of which will help strengthen their writing throughout the year. Finally, all students will complete a full-length research assignment during the second semester, and they will conclude the year by completing their ELA portfolio. ***All students who successfully complete this course will receive Honors credit.***

AP English Language and Composition	DESE CODE #51103 ASPEN CODE #00301
Level: Advanced Placement	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of English 11, AP Literature and Composition, or AP Seminar and teacher recommendation.	

The Advanced Placement English Language and Composition course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college. Seniors who desire an accelerated and rigorous college-level course in English may elect AP English Language and Composition. This course is part of a national program which allows students to earn the opportunity for college credit upon successful completion of the class by receiving a score of 3 or better on the College Board AP exam in May of each school year. The course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students will write in various forms—narrative, exploratory, expository, and argumentative—on many different subjects from personal experiences to public policies, from imaginative literature, to popular culture. Students will also be expected to read both primary and secondary sources, to synthesize material from these texts in their own compositions, and to cite source material using conventions recommended by professional organizations such as the Modern Language Association. The primary goal of the course is "to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers" (College Board). Note: Students in this course may take a full-length mock AP exam instead of a traditional midterm. Teachers will provide more details about the scheduling of this exam. Students enrolled in this course are required to take the AP exam in May.

English 11/12	DESE CODE #51031 ASPEN CODE #00523
Level: College Prep	**Credit**: 1.0/Semester (Full Year)
Prerequisite: Recommendation by Administrator or School Counselor	

This class offers a double-block course structure intended to support students who are retaking English 11 CP while concurrently enrolled in English 12 CP. During Semester 1, we will focus on reinforcing core skills from English 11, while Semester 2 will emphasize skills from English 12. Students are expected to meet grade-level standards in reading, writing, speaking and listening including research. Our course design aims to support students' needs in a manner that is meaningful, while also fulfilling course requirements. Students will take ownership of their education and communicate effectively with teachers to ensure their individual goals are met. Active participation, consistent effort, and regular attendance are essential for the course to be valuable and credited.

English 11 in semester 1 must be a passing grade to enter into English 12 in semester 2. If not, the student will be transferred to an English 11 CP class for semester 2 for the potential of earning the English 11 credit.

In this collaborative learning environment, teamwork and respectful engagement with peers are emphasized. Recognizing that many careers involve collaborative work, students are encouraged to develop teamwork skills through group activities and become active learners and contributors.

English Language Arts Electives

Please refer to the course descriptions of the courses that you may select, based on grade level. These courses do not qualify towards the ELA MassCore credits.

Maldonian	DESE CODE #51099 ASPEN CODE #00913
Level: College Prep	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of Grade 9 English and teacher recommendation	

The Maldonian is the yearbook class. This elective course seeks creative, hard-working students who learn to take responsibility for accurate reporting, adhering to deadlines, and taking part in raising the funds to publish the annual yearbook. The aspects of journalism taught in the course include reporting, story writing, computer processing, editing, designing layouts, and photography. This is a course that students apply for in the spring of the previous year, and it is open to sophomore, junior, and senior students.

Journalism: The Blue and Gold	DESE CODE #51104 ASPEN CODE #00922
Level: Honors	**Credit**: 1.0 (Full-Year)

Prerequisite: Advisor approval. Open to grades 9-12 students. Incoming grade 9 students are welcome to apply with the guidance department or English teacher recommendation or family/student appeal.

What is the role of journalism in today's society? How does The Blue and Gold address its role in its community? What is the role of sports journalism in the community? The Blue and Gold, Malden High School's student-run newspaper, has a long and proud tradition, having been published since 1915. In this elective course, students study writing, reporting, editing, layout & design, photography, video editing, and social media as they publish The Blue and Gold in print, online, and on mobile applications. Though students work cooperatively as a staff, they are also expected to complete individual assignments. Reporters, first and second year members of the course, are expected to complete all assignments given by editors and head writers in a timely and thorough manner. Editors and heads are in charge of the vision, content, and direction of the paper and website as well as managing staff and assignments. All students are expected to acquire advertisements over the course of the year and are expected to stay after school or to attend events to complete assignments when needed. Students must complete an application to take this course.

Journalism: The Blue and Gold: Art, Design, and Leadership Team	**DESE CODE #51104** **ASPEN CODE #00882**
Level: Honors	**Credit**: 1.0 (Full-Year)

Prerequisite: Advisor approval. Only open to returning 10th, 11th and grade 12 leadership and design students.

What is the role of journalism in today's society? How does The Blue and Gold address its role in its community? What is the role of sports journalism in the community? What is the role of design in presenting information to an intended audience? What are effective leadership qualities? The Blue and Gold, Malden High School's student-run newspaper, has a long and proud tradition, having been published since 1915. In this elective course, students run, manage, and design the newspaper. Students select and decide what to cover and how to cover it; they are responsible for every detail of the newspaper—copy-editing, fact checking, as well as layout and design for print, online, and on mobile applications. Editors and heads are in charge of the vision, content, and direction of the paper and website as well as managing staff and assignments. All students are expected to acquire advertisements over the course of the year and are expected to stay after school or to attend events to complete assignments when needed. Students must complete an application to take this course.

Introduction to Media Production	**DESE CODE #05168** **ASPEN CODE #00863**
Level: College Prep	**Credit**: 1.0 (Full-Year)

This course provides students with a basic overview of television and film production skills and professions. Students participate in classroom and studio activities regarding all aspects of visual media production and operations with a focus on the theory behind the practice of creating visual media vehicles. This course is open to all students in grades 9-12.

Advanced Media Production	DESE CODE #55168 ASPEN CODE #00852
Level: Honors	**Credit**: 1.0 (Full-Year)
Introduction to Media Production or permission of instructor. Open to grades 10-12.	
This course is a continuation of Introduction to Media Production. Students will work on more complex projects and will do independent study along with recording and editing a variety of school activities. Students will apply knowledge of film and media production skills to write, edit, and produce a final project. With the permission of the instructor, students may continue taking this course for credit in their senior year for continuation of study in the production field.	

AP Capstone Program

Malden High School has the distinction of being one of the few schools in the state of Massachusetts to offer this unique program. Student completion of this coursework will allow our students to earn an AP Capstone Diploma, signifying their academic excellence, their personal perseverance, and mastery of college-readiness skills.

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma™. This distinction signifies their outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™ signifying their attainment of college-level academic and research skills.

AP Seminar	**DESE CODE #51053** **ASPEN CODE #00491**
Level: Advanced Placement	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of grade 9 or grade 10 and teacher recommendation or permission of instructor. Grade 10 and 11 students may take this course for English credit.	
The Advanced Placement Seminar course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college. This class is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies and foundational, literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments (College Board). This course is part of a two-year course requirement associated with AP Capstone. AP Seminar can be taken as a core English credit in grade 10 or 11. Students enrolled in this course are required to take the AP exam in May.	

AP Research	DESE CODE #51103 ASPEN CODE #00481
Level: Advanced Placement	**Credit**: 1.0 (Full-Year)

Prerequisite: Successful completion of AP Seminar; it is recommended, but not required that students take as a prerequisite or corequisite of AP Statistics.

The Advanced Placement Research course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college. "This course allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they learned in AP Seminar by learning research methodology, employing ethical research practices, and accessing, analyzing and synthesizing information. Students reflect on their skills development, document their processes and curate artifacts of their scholarly work through a process and reflection portfolio.

The course culminates in an academic paper of 4,000-5,000 words and a presentation, with an oral defense; during which you will answer 3-4 questions from a panel of evaluators." (College Board) AP Research can count--depending on the focus of the research--as an additional core credit class, but it cannot supersede the four required English and/or math credits or the three required history and/or science credits. Students enrolled in this course are required to take the AP exam in May.

ENGLISH LEARNERS

ENGLISH LEARNERS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
• ESL 1 • ESL 2 • ESL 3 • ESL 4 • US History I • Math/Math 1 • Environmental Science	• ESL 1 • ESL 2 • ESL 3 • ESL 4 • US History II • Math 2 • Biology	• ESL 1 • ESL 2 • ESL 3 • ESL 4 • History • Math • Science	• ESL 1 • ESL 2 • ESL 3 • ESL 4 • History • Math • Science

Department of English Learners			
ESL1	**ESL 2**	**ESL 3**	**ESL 4**
ESL 1 A ESL 1 B: ESL/ELA US History Math 1 Environmental Science Health/Phys Ed	ESL 2 A ESL 2 B: ESL/ELA US History II Math 2 Biology Electives	Co-taught grade level ELA *For students in co-taught special education inclusion ELA classes, ESL 3/4* Math Science Humanities Electives	Co-taught grade level ELA *For students in co-taught special education inclusion ELA classes, ESL 3/4* Math Science Humanities Electives

The primary goal of the English Learner Education Program is for ELs to attain academic proficiency in English and access grade-level core content instruction. Malden High's English Learners graduate with the core knowledge, skills, and abilities necessary to be successful in college and/or a career of their choice, and contribute to civic life in a global community.

ESL courses are aligned to the WIDA Standards Frameworks. Students are placed into ESL courses based on their English language development level as determined by their ACCESS scores or results from the WIDA screener upon registration. ELs typically achieve proficiency in four to seven years, though it can vary by student. English Learner's academic progress is monitored using a variety of standards-based assessments in addition to EL progress reports.

ELs participate in MA DESE statewide ACCESS testing once a year. At the end of the school year, the Language Acquisition Team (LAT) reviews EL student's ACCESS scores, benchmark assessments, and other relevant student work samples to determine an appropriate placement for the following year. ELs who obtain an overall ACCESS score of 4.2 can exit the EL Program and continue to be monitored for 4 consecutive years.

ESL 1A	DESE CODE #01008 ASPEN CODE #20623 Fall / #20823 Spring
Level: College Prep	**Credit**: 0.5 (Semester)
This course is designed for students at the entering level of English language proficiency. All four domains of language, listening, speaking, reading and writing, are emphasized through content-based instruction using English 3D: Language Launch Volume 1.	

ESL 2B: ESL-ELA 9/10	DESE CODE #01008 ASPEN CODE #20723 Fall / #20923 Spring
Level: College Prep	**Credit**: 0.5 (Semester)
This course is designed for students at the entering and emerging levels of English language proficiency. All four domains of language, listening, speaking, reading and writing, are emphasized through content-based instruction aligned with grade-level ELA standards.	

ESL 2A	DESE CODE #01008 ASPEN CODE #20293 Fall / #21293 Spring
Level: College Prep	**Credit**: 0.5 (Semester)
This course is designed for students at the emerging level of English language proficiency. All four domains of language, listening, speaking, reading and writing, are emphasized through content-based instruction using English 3D: Language Launch Volume 2.	

ESL 2B: ESL-ELA 11/12	DESE CODE #01008 ASPEN CODE #20393 Fall / #21393 Spring
Level: College Prep	**Credit**: 0.5 (Semester)
This course is designed for students at the entering and emerging levels of English language proficiency. All four domains of language, listening, speaking, reading and writing, are emphasized through content-based instruction aligned with grade-level ELA standards.	

ESL 3/4	DESE CODE #01008 ASPEN CODE #20403
Level: College Prep	**Credit**: 1.0 (Full Year)

The course is designed for students at the developing, expanding and bridging levels of English language proficiency. All four domains of language, listening, speaking, reading and writing, are emphasized through content-based instruction. This is a standalone course specifically for dually identified students in co-taught English classes with a special educator who would have been in co-taught English classes with an ESL teacher so that they can receive their ELD services.

Intro to Math	DESE CODE #02999 ASPEN CODE #21104
Level: College Prep	**Credit**: 0.5 (Semester)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development who have prior gaps in their mathematical learning. This course will serve as a support for students in closing those learning gaps while they are concurrently enrolled in Math 1 CP for ELLs.

This course embeds English Language Development into the content curriculum. It focuses on many of the same standards as mainstream Math 1 CP, such as writing and solving linear equations and systems and analyzing the key features of graphs of linear functions. It also includes some pre-requisite standards to help students be successful in Math 1 CP, such as order of operations, inequalities, and graphing in the coordinate plane.

Math 1 CP/Honors for Newcomers	DESE CODE #02016 ASPEN CODE #21173
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. In this college preparatory course, students will deepen their understanding of linear models and contrast it with that of exponential phenomena.

This course embeds English Language Development into the content curriculum. Topics include writing and solving linear equations and systems, writing equations for exponential functions, and analyzing the key features of graphs of linear functions. Students will be introduced to triangle congruence and will perform transformations in the coordinate plane. In addition, students will represent quantitative data and analyze its shape, center, and spread.

Math 2 CP for Newcomers	DESE CODE #02016 ASPEN CODE #21183
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. In this college preparatory course, students will expand their knowledge of functions, equations, and plane geometry. This course embeds English Language Development into the content curriculum. Topics include graphing and analyzing quadratic functions, comparing quadratic functions to linear and exponential functions, and performing operations with polynomials.

In addition, students will apply theorems about angle and triangle congruence and similarity and will identify the features of circles and quadrilaterals. Students will master the rules of probability and conditional probability.

US History I for Newcomers	DESE CODE #04101 ASPEN CODE #22104
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. The course focuses on the most important concepts included in the school's mainstream U.S. History I course and embeds English Language Development into the content curriculum. Students will examine the historical and intellectual origins of the United States developed from Western Europe through the Revolutionary and Early Republic eras.

Students study the framework of American Democracy; analyze key documents including the Declaration of Independence and the Constitution, and the basic concepts of American Government. The course then traces America's westward expansion, the establishment of political parties, economic and social change, sectional conflicts, the Civil War, and Reconstruction. As a part of the curriculum, students will engage in a community service learning project throughout the school year.

US History II for Newcomers	DESE CODE #04101 ASPEN CODE #22803
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. The course focuses on the most important concepts included in the school's mainstream US History 2 course and embeds English Language Development into the content curriculum.

In this sheltered class, students will investigate a number of topics and themes that have shaped the United States from the end of the 19th century through the beginning of the 21st. The course begins with an analysis of the causes and consequences of the second Industrial Revolution and the attempts of the Progressives to address the problems of a more modern America. The crises of the Great Depression are examined as well as the New Deal programs that attempted to solve them. Through studies of American imperialism and the involvement of the United States in World War I, World War II, and the Cold War, America's role in international affairs is also considered in depth. The Civil Rights Movement is deconstructed as students continue to identify and analyze processes of change and questions of social justice.

Throughout these studies, students will develop historical, research, and literacy skills, and participate in inquiry and project based learning programs such as National History Day.

Biology for Newcomers	DESE CODE #03051 ASPEN CODE #23104
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. This course focuses on the most important concepts of biology that are outlined in the Massachusetts Frameworks for Science and embeds English Language Development into the content curriculum. Specific areas of study are: the cell, genetics, biochemistry, life functions, and ecology. Strategies needed to successfully pass the Biology MCAS will be stressed.

All four domains of language, listening, speaking, reading and writing, are emphasized through content-based and standards-driven instruction.

Environmental Science for Newcomers	DESE CODE #03003 ASPEN CODE #23513
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. In this course, students will explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students will participate in hands-on, laboratory and field investigations to apply scientific principles, concepts, and methodologies in order to better understand our natural systems and to critically think about environmental issues and potential solutions.

MATHEMATICS

MATHEMATICS

GRADE 9

- Particular Topics of Foundation Math
- Math 1 CP/Honors
- Math 2 CP
- Math 2 Honors

Electives

- Intro to Computer Science
- Intro to Software Engineering in CS
- Intermediate Software Engineering in CS

GRADE 10

- Particular Topics of Foundation Math
- Math 2 CP
- Math 2 Honors
- Math 3 CP
- Math 3 Honors

Electives

- Intro to Computer Science
- Intro to Software Engineering in CS
- Intermediate Software Engineering in CS

GRADE 11

- Particular Topics of Foundation Math
- Math 3 CP
- Math 3 Honors
- Trigonometry & Precalculus Honors
- AP Calculus AB
- AP Statistics

Electives

- Intro to Computer Science
- Intro to Software Engineering in CS
- Intermediate Software Engineering in CS

GRADE 12

- Particular Topics of Foundation Math
- Statistics CP
- Statistics Honors
- Intro to Trigonometry & Precalculus CP
- Trigonometry & Precalculus Honors
- AP Calculus AB
- AP Calculus BC
- AP Statistics

Electives

- Intro to Computer Science
- Intro to Software Engineering in CS
- Intermediate Software Engineering in CS

Mathematics is part of the core of the general curriculum at Malden High School. The goal of the Mathematics Department is for students to learn mathematical structure, concepts, critical thinking, and problem solving. These skills will help prepare them for life and career readiness, in addition to future academic success. A sound mathematics background will have a positive influence on students' decisions to prepare them for future occupations.

Graduation Requirement:

All students must take and pass four mathematics courses, one of which must be Algebra-based.

Intro to Math	DESE CODE #02003 ASPEN CODE #21104
Level: College Prep	**Credit**: 0.5 (Semester)
The content of this course is designed for English Learners at the Entering and Emerging stages of English Language Development who have significant gaps in their mathematical learning. This course will serve as a support for students in closing those learning gaps while they are concurrently enrolled in Math 1 CP for ELLs. This course embeds English Language Development into the content curriculum. It focuses on many of the same standards as mainstream Math 1 CP, such as writing and solving linear equations and systems and analyzing the key features of graphs of linear functions. It also includes some pre-requisite standards to help students be successful in Math 1 CP, such as order of operations, inequalities, and graphing in the coordinate plane.	

Math 1 CP/Honors	DESE CODE #02061 ASPEN CODE #01173 / #01172
Level: Prep/Honors	**Credit**: 1.0 (Full-year)

In this college preparatory course, students will deepen their understanding of linear models and contrast it with that of exponential phenomena. Topics include writing and solving linear equations and systems, writing equations for exponential functions, and analyzing the key features of graphs of linear functions. Students will be introduced to triangle congruence and will perform transformations in the coordinate plane. In addition, students will represent quantitative data and analyze its shape, center, and spread. This is a mixed leveled course. Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.

Math 2 CP	DESE CODE #02061 ASPEN CODE #01283
Level: College Prep	**Credit**: 1.0 (Full-Year)

Prerequisite: Successful completion of Math I or equivalent course and/or grade 8 Math teacher recommendation.

In this college preparatory course, students will expand their knowledge of functions, equations, and plane geometry. Topics include graphing and analyzing quadratic functions, comparing quadratic functions to linear and exponential functions, and performing operations with polynomials. In addition, students will apply theorems about angle and triangle congruence and similarity and will identify the features of circles and quadrilaterals. Students will master the rules of probability and conditional probability.

Math 2 Honors	DESE CODE #02061 ASPEN CODE #01282
Level: Honors	**Credit**: 1.0 (Full-Year)

Prerequisite: Successful completion of Math 1 or equivalent course, and/or grade 8 Math teacher recommendation or family/student appeal.

In this advanced course, students will expand their knowledge of functions, equations, and plane geometry with an elevated level of rigor. This course is for students with solid mathematical and problem solving ability, including proficiency working with signed numbers, fractions, decimals, proportions, and pre-algebra topics. Topics include graphing and analyzing quadratic functions, comparing linear and exponential functions, and performing operations with polynomials. In addition, students will apply theorems about angle and triangle congruence and similarity and will identify the features of circles. Students will master the rules of probability and conditional probability.

Math 3 CP	DESE CODE #02111 ASPEN CODE #01383
Level: College Prep	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of Math 2 or equivalent course.	
In this college preparatory course, students will deepen their knowledge of functions, graphs, and equations while incorporating analysis of real world data. Topics include graphing and analyzing polynomial functions, identifying the roots of polynomials, writing and analyzing square and cube root functions, and writing and analyzing exponential functions. Students will analyze graphs of real world data and model these data using functions. This course will focus on preparing students for taking statistics, rather than calculus, in the future. Students will demonstrate mastery of their ability to model with mathematics and reason quantitatively.	

Math 3 Honors: Integrated Math & Trigonometry	DESE CODE #02061 ASPEN CODE #01382
Level: Honors	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of Math 2 Honors or equivalent course	
In this advanced level course, students will deepen their knowledge on functions, graphs, and equations. Topics include graphing and analyzing 9 families of functions. In addition, students will briefly be introduced to the unit circle, trigonometry, fitting data to the normal model, and analyzing data using technology. Students will build their mathematical practice and habits of mind, including constructing viable arguments, critiquing the reasoning of others, making sense of problems, and persevering in solving them. Throughout the course, students will have opportunities to tackle challenging tasks focused on sense making, construct knowledge through collaboration and discourse with their peers, and develop awareness of themselves as growing mathematicians.	

Introduction to Trigonometry & Pre-Calculus	DESE CODE #02999 ASPEN CODE #01083
Level: College Prep	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of Math 3 or equivalent course or approval of principal/director	
This course is designed for students who are strong in mathematics and plan to choose a college major requiring math courses. The course continues the study of algebra at an advanced level, including the introduction of trigonometric functions. This course focuses on the 8 Standards for Mathematical Practice and is intended to challenge students with problem solving. Students will be asked to problem-solve in small groups and individually, think abstractly, connect larger ideas, find patterns, and bring their understanding and skills to new authentic problems and real world scenarios. Revision of student work is a required element of the course.	

Trigonometry & Pre-Calculus	DESE CODE #02999 ASPEN CODE #01032

Level: Honors	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of Math 3 Honors	

The content of this course is a comprehensive presentation of trigonometry for the first semester and a complete coverage of analytic geometry and elementary concepts from calculus such as limits and derivatives in the second semester. The use of a graphing calculator is an integral part of the course. Students use a variety of graphing tools including Desmos graphing calculator or TI-83 or TI-84; students may be expected to complete a summer assignment.

AP Calculus, AB	**DESE CODE #02124** **ASPEN CODE #01461**
Level: Advanced Placement	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of Trigonometry & Pre-Calculus Honors	

The Advanced Placement Calculus AB course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college. The subject matter is developed to meet the requirements for the Mathematics Advanced Placement Examination, which students are expected to take. Beginning with the limit concept, the course extends through differential and integral calculus. The curriculum followed in this course is set up by the Educational Testing Service and is used nationwide. The use of a graphing calculator is an integral part of the course. Students are encouraged to purchase a graphing calculator so they will become adept at using this technology. Extra calculators will be available for classroom use only. Recommended graphing calculators: TI-83, TI-84; students may be expected to complete a summer assignment.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Calculus AB should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

AP Calculus, BC	DESE CODE #02125 ASPEN CODE #01471
Level: Advanced Placement	**Credit**: 1.0 (Full-Year)

Prerequisite: Successful completion of Trigonometry & Pre-Calculus Honors

The Advanced Placement Calculus BC course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college.

AP Calculus BC includes all topics from Calculus AB plus topics such as parametric, polar and vector functions, and concepts of a series. The curriculum followed in this course is set up by the Educational Testing Service and is used nationwide. The use of a graphing calculator is an integral part of the course. Students are encouraged to purchase a graphing calculator so they will become adept at using this technology. Extra calculators will be available for classroom use only. Recommended calculators: TI-83, TI-84.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Calculus BC should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

Statistics	DESE CODE #02201 ASPEN CODE #01813 / #01812
Level: College Prep/Honors	**Credit**: 1.0 (Full-Year)

This course is designed for high school seniors who enjoy understanding how the real world and mathematics intersect, communicate, and collaborate. In this course, students will build a solid foundation for further study of statistics in college, which is typically required for a broad range of majors such as engineering, psychology, sociology, criminal justice, health science, political science, mathematics, and business. The course will focus on descriptive statistics, and introduce ideas of inferential statistics. Students will explore the major concepts and tools needed for collecting, analyzing, and drawing conclusions from data. Students will be able to enroll in a College Prep or Honors version of the course. While the units of study will be the same for both versions, the rigor of assessments and assignments will vary between the two.

Please note: this course is primarily designed for high school seniors. It is *not* considered a substitute for math 2 for sophomores or math 3 for juniors.

AP Statistics	DESE CODE #02203 ASPEN CODE #01481
Level: Advanced Placement	**Credit**: 1.0 (Full-Year)

Prerequisite: Successful completion of Math II

The Advanced Placement Statistics course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college. This most challenging course consists of a full year of academic work in statistics equivalent to courses in colleges and universities. It is the statistics course as described by the College Entrance Examination Board. In addition to the necessary calculative mathematics there is a heavy emphasis on advanced literacy, in particular writing thought-provoking open responses with detailed evidence and analysis.

This course provides a useful background for students who intend to pursue studies in the areas of mathematics, computer science, social sciences, engineering or natural sciences. The use of a graphing calculator is an integral part of the course. Students are encouraged to purchase a graphing calculator so they will become adept at using this technology. Extra calculators will be available for classroom use only. Recommended graphing calculators: TI-83, TI-84.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Statistics should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development.

Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

AP Research	DESE CODE #01999 ASPEN CODE #00481
Level: Advanced Placement	**Credit**: 1.0 (Full-Year)

Prerequisite: Completion of AP Seminar

The Advanced Placement Research course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college.

This course allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they learned in AP Seminar by learning research methodology, employing ethical research practices, and accessing, analyzing and synthesizing information. Students reflect on their skills development, document their processes and curate artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words and a presentation, with an oral defense; during which you will answer 3-4 questions from a panel of evaluators." (College Board) AP Research can count–depending on the focus of the research—as an additional core credit class, but it cannot supersede the four required English and/or math credits or the three required history and/or science credits. Students enrolled in this course are required to submit their final paper and give their presentation in April. Students will pay a fee to take this course.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Research should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development.

Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

Particular Topics in Foundation Mathematics (EL)	DESE CODE #02999 ASPEN CODE #21104
Level: College Prep	**Credit**: 0.5 (Semester)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development who have significant gaps in their mathematical learning. This course will serve as a support for students in closing those learning gaps while they are concurrently enrolled in Math 1 CP for ELLs. This course embeds English Language Development into the content curriculum. It focuses on many of the same standards as mainstream Math 1 CP, such as writing and solving linear equations and systems and analyzing the key features of graphs of linear functions. It also includes some pre-requisite standards to help students be successful in Math 1 CP, such as order of operations, inequalities, and graphing in the coordinate plane.

Math 1 CP/Honors for ELs	DESE CODE #02016 ASPEN CODE #21173
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. In this college preparatory course, students will deepen their understanding of linear models and contrast it with that of exponential phenomena. This course embeds English Language Development into the content curriculum. Topics include writing and solving linear equations and systems, writing equations for exponential functions, and analyzing the key features of graphs of linear functions. Students will be introduced to triangle congruence and will perform transformations in the coordinate plane. In addition, students will represent quantitative data and analyze its shape, center, and spread.

Math 2 CP for ELs	DESE CODE #02016 ASPEN CODE #21183
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. In this college preparatory course, students will expand their knowledge of functions, equations, and plane geometry. This course embeds English Language Development into the content curriculum. Topics include graphing and analyzing quadratic functions, comparing quadratic functions to linear and exponential functions, and performing operations with polynomials. In addition, students will apply theorems about angle and triangle congruence and similarity and will identify the features of circles and quadrilaterals. Students will master the rules of probability and conditional probability.

HISTORY

HISTORY

GRADE 9

- US I

Semester Courses:

- Foundations of Law

GRADE 10

- US II
- AP US History
- Mock Trial
- Speech & Debate

Semester Courses:

- Foundations of Law

GRADE 11

- Modern World History
- AP Modern World History
- AP Government
- Mock Trial
- Psychology
- Speech & Debate

Semester Courses:

- American Law
- Criminal Justice

GRADE 12

AP & Elective Courses

- AP Government
- AP Psychology
- Mock Trial
- Psychology
- Speech & Debate

Semester Courses:

- American Law
- Criminal Justice
- Critical Reflections
- Sociology

The History and Social Sciences Department is fully committed to the development of the next generation of thinkers, leaders, and active, informed citizens. Social studies provides an arena for the analysis of societies in terms of their complex relationships, cultural patterns and political systems and beliefs. Our coursework draws upon virtually all other disciplines by applying math, science, and literacy skills necessary for success in today's global economy.

Within the History and Social Sciences program, students are provided with a framework to learn new content by integrating literacy and technology skills in an inquiry based environment. This design inspires students and sparks their curiosity to pursue deeper study in areas of interest and in turn become increasingly active and knowledgeable citizens.

As 21st century learners, our students develop digital literacy skills, and learn the value of collaboration and innovative technology tools to drive their learning and strengthen their problem-solving and critical thinking skills. Students are engaged and responsible for their learning which prepares them to succeed in college, work, and life. Our goal is the development of informed, thoughtful, opinionated, and prepared young people who are ready to take on a leadership role and advocate for social justice as they engage in the world around them. All students must successfully complete the following courses to graduate from Malden High School:

- US History I (College Prep or Honors)
- US History II (College Prep or Honors) or Advanced Placement US History
- Modern World History (College Prep or Honors) or Advanced Placement Modern World History

Graduation Requirement:

Students must take and pass a minimum of three History Courses; typically United States History I, II and World History.

Legal Studies Strand

Students who take one of the elective courses below in each of their four years can earn, in addition to their required History Courses, a Legal Studies Strand Certificate, awarded to students at MHS Senior Awards Night. These courses may NOT be used in lieu of core history courses to fulfill graduation requirements - only towards a Legal Studies Strand Certificate.

- Grade 9: Foundations of Law Honors
- Grade 10: Foundations of Law H, American Law and Justice / Examining Criminal Justice H (for grade 10 students with Foundations of Law successfully completed and teacher recommendation) Mock Trial
- Grade 11: American Law and Justice / Examining Criminal Justice H, Mock Trial, AP Government
- Grade 12: American Law and Justice / Examining Criminal Justice H, Mock Trial, AP Government

Grade 9

US History I	**DESE CODE #04101** **ASPEN CODE #02113**
Level: College Prep	**Credit**: 1.0 (Full Year)
In United States History I, students will be asked to trace early American history while exploring the intersectionality of American identity. This course will review the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. Students will examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War 1. Students will develop historical and literacy skills through analysis of primary sources, class discussions, and research assignments.	

US History I	**DESE CODE #04101** **ASPEN CODE #02112**
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Teacher recommendation or family/student appeal.	
In United States History I Honors, students will be asked to trace early American history while exploring the intersectionality of American identity. The course will review the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. Students will examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War 1. Students in the Honors level will also develop historical and literacy skills but can expect to be exposed to higher-level primary sources documents for analysis, take place in enriched class discussions, and complete supplemental research projects.	

Grade 10

US History II	DESE CODE #04101 ASPEN CODE #02223
Level: College Prep	**Credit**: 1.0 (Full Year)

In United States History II, students will be asked to trace the essential question, "What is the role of government?" from post-World War I to present day. This continuation of United States history will have students learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of the domestic and global politics of the 21st century.

All students will participate in an action civics project of their choosing and will use the skills they have developed to exert influence over their community. The project will follow the six stages outlined in DESE's Civics Project Guidebook. This project helps students become skilled in the areas of democracy, governmental process, public policy, advocacy, and action.

US History II	DESE CODE #04101 ASPEN CODE #02222
Level: Honors	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of US I Honors or teacher recommendation or family/student appeal.

In United States History II Honors, students will be asked to trace the same essential question, ""What is the role of government?" from post-World War I to present day. This continuation of United States history will have students learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of the domestic and global politics of the 21st century.

All students will participate in an action civics project of their choosing and will use the skills they have developed to exert influence over their community. The project will follow the six stages outlined in DESE's Civics Project Guidebook. This project helps students become skilled in the areas of democracy, governmental process, public policy, advocacy, and action. Students in the Honors level course should expect exposure to higher-level literary sources as well as the expectation of the ability to produce high-quality writing and oral discourse throughout the year.

US History I (EL)	DESE CODE #04101 ASPEN CODE #22104
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. The course focuses on the most important concepts included in the school's mainstream U.S. History I course and embeds English Language Development into the content curriculum. Students will examine the historical and intellectual origins of the United States developed from Western Europe through the Revolutionary and Early Republic eras. Students study the framework of American Democracy; analyze key documents including the Declaration of Independence and the Constitution, and the basic concepts of American Government. The course then traces America's westward expansion, the establishment of political parties, economic and social change, sectional conflicts, the Civil War, and Reconstruction. As a part of the curriculum, students will engage in a community service learning project throughout the school year.

US History II (EL)	DESE CODE #04101 ASPEN CODE #22803
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. The course focuses on the most important concepts included in the school's mainstream US History 2 course and embeds English Language Development into the content curriculum.

In this sheltered class, students will investigate a number of topics and themes that have shaped the United States from the end of the 19th century through the beginning of the 21st. The course begins with an analysis of the causes and consequences of the second Industrial Revolution and the attempts of the Progressives to address the problems of a more modern America. The crises of the Great Depression are examined as well as the New Deal programs that attempted to solve them. Through studies of American imperialism and the involvement of the United States in World War I, World War II, and the Cold War, America's role in international affairs is also considered in depth. The Civil Rights Movement is deconstructed as students continue to identify and analyze processes of change and questions of social justice.

Throughout these studies, students will develop historical, research, and literacy skills, and participate in inquiry and project based learning programs such as National History Day.

AP United States History	DESE CODE #04104 ASPEN CODE #02341
Level: Advanced Placement	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of US1, Modern World History or AP World History and teacher recommendation.	

The Advanced Placement U. S. History course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year. The course provides a comprehensive survey of the political, social, economic, intellectual, and cultural history of the United States, including the major topics of American history. AP US History provides the opportunities to develop deep historical knowledge and understanding of the world in which we live today, as well as the skills critical for success in other AP classes, college, and beyond. These include thinking, reading, writing, communication, and collaboration skills. Students learn to become more independent learners through analysis of historical documents, evaluation of differing perspectives, and observation of trends and changes over time. Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP US History should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development.

Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

Grade 11

Modern World History	DESE CODE #04053 ASPEN CODE #02303
Level: College Prep	**Credit**: 1.0 (Full Year)

This college preparatory thematic survey course focuses on the overarching theme of global citizenship and human rights through a variety of lenses and perspectives. The course prepares students to be global citizens that possess the necessary skills to navigate their interconnected world. Students will study international relations, global trade, and economic theories, as well as examine the conflicts that arise when ideologies clash. Students will closely examine the creation of the United Nations and the foundations of international law in the aftermath of WWII. They will study the Holocaust and modern genocide in order to examine the responsibility of the international community to prevent these crimes against humanity. Students will learn about how the effects of colonialism and imperialism influence the world today, as well as study the politics of global influence and power. Throughout these studies, students will further develop historical and literacy skills as outlined in the literacy and practice standards for grade 11, and learn to apply their knowledge to the overarching theme. Students will participate in inquiry and action-based learning programs such as Model UN. In Model UN simulations and conferences, students will make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the conference rules of procedure. Students are required to complete the Model UN events as part of their grade for the class.

Modern World History	DESE CODE #04053 ASPEN CODE #02302
Level: Honors	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of US II Honors or teacher recommendation or family/student appeal.

This college preparatory thematic survey course focuses on the overarching theme of global citizenship and human rights through a variety of lenses and perspectives. The course prepares students to be global citizens that possess the necessary skills to navigate their interconnected world. This is an advanced-level course for students with good reading and writing skills. This high-level course will challenge students to think and work independently, as well as produce high-quality writing and oral discourse. Students will study international relations, global trade, and economic theories, as well as examine the conflicts that arise when ideologies clash. Students will closely examine the creation of the United Nations and the foundations of international law in the aftermath of WWII. They will study the Holocaust and modern genocide in order to examine the responsibility of the international community to prevent these crimes against humanity. Students will learn about how the effects of colonialism and imperialism influence the world today, as well as study the politics of global influence and power. Throughout these studies, students will hone historical and literacy skills as outlined in the literacy and practice standards for grade 11, and effectively apply their knowledge to the overarching theme. Students will independently conduct historical research, and participate in inquiry and action-based learning programs such as Model UN. In Model UN simulations and conferences, students will make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the conference rules of procedure. Students are required to complete the Model UN events as part of their grade for the class. Students are expected to prepare for class discussions and produce more work outside of class. Writing and reading assignments have expanded length and breadth.

AP Modern World History	DESE CODE #04057 ASPEN CODE #02421
Level: Advanced Placement	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of AP US History or teacher recommendation.

The Advanced Placement World History course is part of a national program that allows students to earn the opportunity for college credit upon successful completion of the class by receiving a grade of 3, 4, or 5 on the College Board exam in May of each school year. The course is a challenging political and social survey of world history from 1200 CE-Present. The course focuses on six historical thinking skills: Developments and Processes, Sourcing and situation, Claims and Evidence in Sources, Contextualization, Making Connections, and Argumentation. In addition, students will learn to apply 3 specific reasoning processes: Comparison, Causation, and Continuity and Change. This is a rigorous and demanding course, requiring students to have a strong work ethic, to read at a rigorous pace, and to complete a variety of writing assignments. Students in AP Modern World History should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. AP Modern World History provides the opportunities to develop deep historical knowledge and understanding of the world in which we live today, as well as the skills critical for success in other AP classes, college, and beyond. Students are expected to demonstrate strong writing and analytical skills and independent work habits. A summer reading assignment is required. Students enrolled in this course are required to take the AP exam in May.

History & Social Studies Electives

Foundations of Law	DESE CODE #04162 ASPEN CODE #02912
Level: Honors	**Credit**: 0.5 (Semester)

This honors level semester course helps students develop in-depth knowledge of how and why laws are formed as well as the relationships between laws, law enforcement and social justice. The course will use inquiry and project based approaches to foster critical thinking and literacy skills. Unit topics include criminal law, civil law, equality

under the law, human rights, crime scene investigation and careers in law and justice. Integrated into the curriculum are performance-based assessments, including mock trials, policy debates, and a crime scene investigation. The main goal of the course is to equip students with a foundational understanding of the legal and criminal justice systems and to empower students to actively participate in a democracy.

Grades 10, 11 & 12

Mock Trial	DESE CODE #04166 ASPEN CODE #02972
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of an application as well as current social studies teacher and advisor approval or family/student appeal.	
This course will prepare students to participate in the statewide mock trial competition conducted annually by the Massachusetts Bar Association. Students will explore various topics relating to the functions of the court system of Massachusetts. These topics will include Massachusetts court system structure, jurisdiction, and the difference between criminal and civil law. In preparation for the competition, the students will use critical thinking skills to analyze physical evidence and witness affidavits. They will work together as a class to construct sound legal arguments supporting and attacking both sides of the given case. The students will write opening and closing statements, as well direct and cross examination questions. Students will be selected to participate in the competition as either witnesses or attorneys. Through the preparation and trials students will become familiar with trial procedure, rules of evidence and courtroom decorum. Students who enroll in the course should have an interest in the criminal justice system and a desire to use public speaking skills. *Preference given to Juniors, Seniors and returning members. This class is limited to 25 students.*	

Speech and Debate	DESE CODE #01151 ASPEN CODE #
Level: Honors	**Credit**: 1.0 (Full Year)

Prerequisite: Teacher recommendation or student letter of interest or family/student appeal.

Speech and Debate is a year-long course for the student who wants to learn techniques for making presentations, from persuasive speaking to interviews to "elevator pitches" to entertainment. No previous debate skills are required. This course will prepare students to participate in several voluntary statewide Massachusetts Speech and Debate League (MSDL) tournaments along with the potential of competing at the national level. Students taking Speech and Debate will be able to: Develop nuanced critical thinking and reading skills; Pursue research on subjects that feel personally relevant and urgent; Write academic and journalistic prose; Debate and discuss pressing social, political, cultural, and economic issues; Practice civic engagement and active citizenship, and engage with scholarly and mainstream news sources from a variety of mediums and political perspectives. Students will work together as a team to develop the skills and comfort level necessary for engaging an audience through oral presentations of various sorts. Through class exercises, students will hone their ability to present information in a clear, organized, and logical fashion, to convince others of their knowledge and expertise, and to entertain by developing scenes with compelling characters, settings, and emotional resonance through their vocal abilities and body language. Students in Speech and Debate should come ready to actively engage in class on a daily basis.

Preference given to Juniors, Seniors and returning members. This class is limited to 25 students.

Grades 11 & 12

AP United States Government and Politics	DESE CODE #04157 ASPEN CODE #02431
Level: Advanced Placement	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of US II and teacher recommendation.	

The Advanced Placement United States Government and Politics course is part of a national program that allows students to earn the opportunity for college credit upon successful completion of the class by receiving a grade of 3, 4, or 5 on the College Board exam in May of each school year. This course will allow students to gain a deeper understanding of the government and politics of the United States. Students will examine various general concepts and specific examples in order to analyze and synthesize the functions and outcomes of government and politics in the United States. Students will use critical thinking skills to evaluate a variety of theoretical perspectives, as well as political behaviors and their outcomes. Students will learn important facts, concepts, and theories pertaining to the US government and understand typical patterns of political processes and behavior and their consequences. Topics covered in this course include: constitutional underpinnings of United States Government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, civil rights and civil liberties.

An emphasis will be placed on critical thinking skills, essay writing, primary source analysis, debating skills, presentations, and other activities. Students should bring to the course a basic understanding of the various vocabulary, institutions, and ideological beliefs involved with and relating to US government and politics. This class is a rigorous and demanding course, requiring students to have a strong work ethic, to read at a rigorous pace, and to complete a variety of writing assignments. Students are expected to demonstrate strong writing and analytical skills and independent work habits. Students in AP Government and Politics should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. Students enrolled in this course are required to take the AP exam in May.

Criminal Justice 1	DESE CODE #04165 ASPEN CODE #02962
Level: Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of history requirements for graduation.	
This semester course consists of a series of units involving law, justice, and the courts. Emphasis is placed on such topics as criminal law, judicial decision making, law enforcement and the penal system. The course enables students to critically analyze policy choices related to crime, punishment, and rehabilitation. Throughout the year, students also learn about the range of careers available in the criminal justice system. Essential questions addressed during the course include What is crime? Who defines crime? What are the functions of a criminal justice system? How do criminal justice systems balance the safety of the community with individual rights? How do criminal and juvenile justice systems affect young people? Mock trials, debates, and position papers are a significant part of the curriculum. Some example projects include students learning and applying the various techniques used during a crime scene investigation, including what types of evidence to collect and how that evidence can be used to deduce information about the crime and/or perpetrator, and students role-playing prosecutors, criminal defense lawyers, jurors, and court personnel conducting a mock criminal trial.	

Criminal Justice 2	DESE CODE #04161 ASPEN CODE #02952
Level: Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of history requirements for graduation.	
This semester course can be taken in conjunction with or separate from American Law and Justice. It consists of a series of units involving law, justice, and the courts. Emphasis is placed on such topics as criminal law, judicial decision making, law enforcement and the penal system. The course enables students to critically analyze policy choices related to crime, punishment, and rehabilitation. Throughout the year, students also learn about the range of careers available in the criminal justice system. Mock trials, debates, and position papers are a significant part of the curriculum. Some example projects include students tracking the case of a juvenile repeat offender; and identifying and applying interventions that will positively redirect this youth while meeting the requirements of the courts. In addition students take on the role of an employee working in a law clinic, students represent either the state or a convicted felon during different phases in the corrections process: a sentencing hearing, petition for services in prison, and a parole board hearing.	

MHS Grow Your Own Teacher Development Program - Year 1	DESE CODE #19151 ASPEN CODE #02312
Level: Honors	**Credit**: 1.0 (Full Year)

Malden High School's Grow Your Own Teacher Development Program is designed to give high school junior and senior students the opportunity to explore the field of public education as a way of understandinding it as a form of social justice while also gaining experience in the field of education to grasp the responsibilities of a classroom educator in a modern public school. The program is divided into two parts that help students develop and practice skills needed to be an effective teacher.

The course is a year-long course that includes a semester 2 internship designed to help students directly observe and apply their learning of various concepts within the field of public education through first-hand experience in the classroom upon successful completion of semester 1 of the course. The first portion of the Grow Your Own Teacher Development Program, students will be introduced to the profession of teaching and given the opportunity to learn about and understand the fundamentals of student development and receive practical training in instructional techniques designed for educational equity. Students will explore strategies for reaching all students and how to support them as they work to achieve a goal that is appropriate to them. The second portion of the Grow Your Own Teacher Development Program carries similar goals of the first with the additional opportunity to provide students with the direct application and observation of what has been explored in the course through an on-site internship that enriches their experience and elevates their understanding of the important work of public education.

Overall, students will understand that public schooling is a social good that is dynamic and is responsive to the nation's changing political and economic contexts. Finally, students will gain a deeper awareness that teaching practices can be consciously developed to support a socially just pedagogy.

Psychology	DESE CODE #04254 ASPEN CODE #02432
Level: Honors	**Credit**: 0.5 (Semester)

This is a semester course that introduces the basic concepts of psychology. This elective is designed to give you a better understanding of your own behavior and an insight into the mind of others. Each unit should give you an idea of the different focuses you can study in the field of psychology, such as the basis of behavior, child growth and development, learning, personality development and personality disorders. As a college preparatory class, an emphasis will be placed on the development of critical thinking skills, reading, essay writing, and research skills. The instructional format is designed to engage students in an interactive forum for discussion and analysis. This survey course is designed for active student involvement in terms of group activities and group and individual presentations. Round table discussions on pertinent psychological articles or topics are also part of the course design.

AP Psychology	DESE CODE #04254 ASPEN CODE #02441
Level: Advanced Placement	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of history requirements for graduation and teacher recommendation.

The Advanced Placement Psychology course is part of a national program that allows students to earn the opportunity for college credit upon successful completion of the class by receiving a grade of 3, 4, or 5 on the College Board exam in May of each school year. The AP Psychology course is designed 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 ethics and methods psychologists use in their science and practice. Areas covered include: history of psychology; research methods; biological bases of behavior; sensation and perception; cognitive psychology; physical, social and emotional development; abnormal behavior and therapies; social psychology; and gender differences.

This is a rigorous and demanding course, requiring students to have a strong work ethic, to read at a rigorous pace, and to complete a variety of writing assignments. Students are expected to demonstrate strong writing and analytical skills and independent work habits. Students in AP Psychology should expect to independently manage and pace assignments related to learning content outside of class meetings. This course follows the APA guidelines for Advanced Placement Psychology. Students enrolled in this course are required to take the AP exam in May.

Reflections on Race and Identity in America, Semester 1	DESE CODE #04106 ASPEN CODE #02982
Level: Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of history requirements for graduation.	

This semester course explores the histories, contributions, and realities of People of Color through personal experiences, historical references and examining contemporary issues of relevance to high school students. Students engage in discourse on equity, racism, and bias through music, poetry, literature, primary sources, historical narratives, biographies, media, and video clips. Topics such as the Black experience, the historical roots of racism, racial identity and development, and colorism, will be examined.

In addition, the course will explore the experiences of different ethnic groups in the U.S., including the diverse AAPI and Latinx communities. Although not required, this half year course closely pairs with Sociology as a way for students to use the lens of society when considering course topics.

Foundations of Sociology: Semester 2	DESE CODE #04259 ASPEN CODE #02942
Level: Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of history requirements for graduation.	

This semester course focuses on the history and modern day implications of various social issues. It provides a vast overview of the sociological perspectives on the impacts of such topics as human rights, the United Nations' Sustainable Development Goals, gender identity, popular media, and many others. Students will learn to make informed decisions on a variety of local, national, and international social issues through the examination of evidence supporting multiple viewpoints. As an honors class, emphasis will be placed on the development of critical thinking skills, reading, essay writing, note-taking and research skills

Although not required, this half year course closely pairs with Reflections on Race and Identity as a way for students to use the knowledge they've gained on historical experiences of people of color when learning about the development of societies.

Independent Study – History and Social Sciences	DESE CODE #04147 ASPEN CODE #02992
Level: Honors	**Credit**: 0.5 (Semester)

A student may request this course with parent/guardian, teacher, and administrator permission. Interested students may obtain an Independent Study Request Form from their guidance counselors.

SCIENCE

SCIENCE

GRADE 9

- Environmental Science CP
- Biology CP
- Biology Honors

GRADE 10

- Biology CP
- Biology Honors
- Chemistry CP
- Chemistry Honors
- AP Biology
- AP Environmental Science

GRADE 11

- Chemistry CP
- Chemistry Honors
- Marine Biology CP
- Marine Biology Honors
- Physics CP
- Physics Honors
- Anatomy & Physiology Honors

AP:
- Biology
- Environmental Science
- Chemistry
- Physics I

Semester Courses:
- Forensics Cp & honors
- Biotechnology CP & Honors
- Pathology CP & Honors
- Applied Health Science

GRADE 12

- Chemistry CP
- Chemistry Honors
- Marine Biology CP
- Marine Biology Honors
- Physics CP
- Physics Honors
- Anatomy & Physiology Honors

AP:
- Biology
- Environmental Science
- Chemistry
- Physics I
- Physics II

Semester Courses:
- Forensics CP & Honors
- Biotechnology CP & Honors
- Pathology CP & Honors
- Applied Health Science

The Malden High School Science Department seeks to guide students as they become informed citizens who are well versed in the principles and process of science. To achieve this goal students will use scientific reasoning, critical and analytical skills to problem solve. Students will also practice and eventually master skills that will allow them to communicate effectively, work cooperatively and use technology to work towards the goal of becoming lifelong learners that are successful in a global environment.

Graduation Requirement:
Students must take and pass a minimum of three years of science, one of which must be Biology (with lab requirements). *All courses within the Science Department have a laboratory-based curriculum.*

Grade 9

Environmental Science	**DESE CODE #03003** **ASPEN CODE #03483**
Level: College Prep	**Credit**: 1.0 (Full Year)
In this course, students will explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students will participate in hands-on, laboratory and field investigations to apply scientific principles, concepts, and methodologies in order to better understand our natural systems and to critically think about environmental issues and potential solutions.	

Biology I	DESE CODE #02051 ASPEN CODE #03213
Level: College Prep	**Credit**: 1.0 (Full Year)

This course is an introduction to biology and includes the major topics of biology that are outlined in the Massachusetts Frameworks for Science. Specific areas of concern are the cell, genetics, biochemistry, life functions, and ecology. A strong emphasis is placed on laboratory work, with a great deal of hands-on experience.

Biology I	DESE CODE #03051 ASPEN CODE #03202
Level: Honors	**Credit**: 1.0 (Full Year)

This is an in-depth course emphasizing major topics of biology that are outlined in the Massachusetts Frameworks for Science. Specific areas of concern are the cell, genetics, biochemistry, life functions, and ecology. The course concentrates on concepts that are supported by extensive laboratory experimentation, analysis and report writing. Supplemental readings are used to enrich each topic.

Biology (EL)	DESE CODE #03051 ASPEN CODE #23104
Level: College Prep	**Credit**: 1.0 (Full Year)
The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. This course focuses on the most important concepts of biology that are outlined in the Massachusetts Frameworks for Science and embeds English Language Development into the content curriculum. Specific areas of study are: the cell, genetics, biochemistry, life functions, and ecology. Strategies needed to successfully pass the Biology MCAS will be stressed. All four domains of language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. Standard-based course.	

Grades 10-12

Biology I	DESE CODE #02051 ASPEN CODE #03213
Level: College Prep	**Credit**: 1.0 (Full Year)
This course is an introduction to biology and includes the major topics of biology that are outlined in the Massachusetts Frameworks for Science. Specific areas of concern are the cell, genetics, biochemistry, life functions, and ecology. A strong emphasis is placed on laboratory work, with a great deal of hands-on experience.	

Biology I	DESE CODE #03051 ASPEN CODE #03202
Level: Honors	**Credit**: 1.0 (Full Year)
This is an in-depth course emphasizing major topics of biology that are outlined in the Massachusetts Frameworks for Science. Specific areas of concern are the cell, genetics, biochemistry, life functions, and ecology. The course concentrates on concepts that are supported by extensive laboratory experimentation, analysis and report writing. Supplemental readings are used to enrich each topic.	

Chemistry I	DESE CODE #03111 ASPEN CODE #03333
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Math I and Biology (CP or Honors).	
This course is a study of matter, its composition, and its changes. Among the topics covered are: physical properties of solids, liquids, and gasses; atomic theory, periodicity and bonding, chemical nomenclature and equations, acid-base theory; thermodynamics, nuclear chemistry, and electrochemistry. Students spend one-third of their time developing skills in laboratory techniques, data analysis, and report writing.	

Chemistry I	DESE CODE #03111 ASPEN CODE #03322
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Biology Honors or successful completion of Biology CP with teacher recommendation or family/student appeal and Math II or successful completion of Math I Honors.	
Topics covered in Chemistry I CP are included, but the course is faster paced, more comprehensive, and more quantitative than Chemistry I CP. The text is more in-depth, calling for higher-level problem solving. The course includes extensive laboratory investigation. Teacher recommendation and a grade of A or B in math is strongly recommended.	

Physics I	DESE CODE #03151 ASPEN CODE #03423
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Biology and Math I or teacher recommendation.	
This course is an introduction to the basic principles and laws governing the behavior of the physical world. Although the treatment follows the less mathematical approach in the online course curriculum (Energizing Physics), mathematical skills at the level of Math 1 are essential. Laboratory work will be an integral part of the course. This course is for juniors and seniors who have completed the prerequisites successfully and plan on continuing their science education beyond high school.	

Physics I	DESE CODE 03151 ASPEN CODE #03412
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Chemistry Honors and Math II or teacher recommendation or family/student appeal.	
Topics covered in Physics I CP are included, but this course is faster paced, more comprehensive, and more quantitative than Physics I CP. Laboratory work will be an integral part of the course. This course is for juniors and seniors who have completed the prerequisites successfully and plan on continuing their science education beyond high school.	

Marine Biology	DESE CODE #03005 ASPEN CODE #03393
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Biology I and one of the following (Chemistry I or Environmental Science at the College Prep or Honors level).	
This full year course will analyze the physical and biological aspects of marine life diversity and how such developments resulted in organisms on land. This will be conducted by investigating the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection. Students will explain and illustrate with examples how living systems interact with the biotic and abiotic environment, as well as analyze how various organisms grow, develop, and differentiate during their lifetimes based on interplay between genetics and their environment. Students will receive support in analyzing data from various sources as well as support with vocabulary and anatomical terms. This class will involve many laboratory activities which include animal dissections.	

Marine Biology	DESE CODE #03005 Aspen Code#03392
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Biology I Honors and Chemistry I Honors and/or teacher recommendation or family/student appeal.	
This full year course will analyze the physical and biological aspects of marine life diversity and how such developments resulted in organisms on land. This will be conducted by investigating the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection. Students will explain and illustrate with examples how living systems interact with biotic and abiotic environments, as well as analyze how various organisms grow, develop, and differentiate during their lifetimes based on interplay between genetics and their environment. Students will be responsible for supplemental exploratory readings, class discussions and need to be able to independently analyze data from a variety of sources. This class will involve many laboratory activities which include animal dissections.	

Anatomy and Physiology	DESE CODE #03052

ASPEN CODE #03442	
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of both Biology and Chemistry and a teacher recommendation or family/student appeal.	
As an in-depth study of the detailed structure and function of the systems of the human body, this course is designed for all students desiring to pursue a career in the medical or health sciences. This course has a significant laboratory component, involving a great amount of required dissection.	

Advanced Placement Science Courses

AP Biology	DESE CODE #03051 Aspen Code #03441
Level: Advanced Placement	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of Biology Honors and successful completion or co-enrolled in Chemistry Honors, and teacher recommendation.

The Advanced Placement Biology course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college.

This is a rigorous course in Biology that will lead to an understanding of the concepts and principles required for success on the AP Biology exam as well as future studies in Biology. This course follows a national curriculum and requires greater depth of understanding than traditional High School courses. The curriculum includes an in-depth study of the living systems of the cell, the organism, and the biosphere. Several required Advanced Placement labs form a major emphasis by which scientific information about these living systems is obtained. The most current developments in the field of biology are also covered and their impact on the future of medicine, genetics, and the environment are discussed.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Biology should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

AP Chemistry	DESE CODE #03106 ASPEN CODE #03461
Level: Advanced Placement	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of Math III and Chemistry I.

The Advanced Placement Chemistry course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college. This is a rigorous and challenging college-level course that thoroughly covers the following Chemistry topics: matter, states of matter, chemical reactions, descriptive chemistry, kinetics, equilibria, and thermodynamics.

This course follows a national curriculum and requires greater depth of understanding than traditional High School courses. An emphasis on laboratory work and analysis of experimental data is required. This course is designed for only those students who are planning to pursue a career in Mathematics, Science, or Engineering. Students may need to devote an additional four to six hours a week outside of class time to devote to homework, experiment completion, data collection, and analysis of data.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Chemistry should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

AP Physics I	DESE CODE #03155 ASPEN CODE #03411
Level: Advanced Placement	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of, or co-enrollment, in Pre-Calculus or Trigonometry.

The Advanced Placement Physics I course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college. This rigorous Physics course is designed for only those students who are planning to pursue a career in Mathematics, Science, or Engineering. Course content will include an in-depth study of classical mechanics. Extensive laboratory activities will be an integral part of this course. Students will also be given the opportunity to take the Advanced Placement Exam in Physics I. Possible college credit may be obtained by students should they perform well on this exam and throughout the course.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Chemistry should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

AP Physics II	DESE CODE #03155 ASPEN CODE #03041

Level: Advanced Placement	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of, or co-enrolled in Pre-Calculus or Trigonometry, successful completion of AP Physics I with teacher recommendation.	

The Advanced Placement Physics II course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college. This rigorous Physics course follows AP Physics I. The course is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Physics should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

AP Environmental Science	**DESE CODE #03003** **ASPEN CODE #03481**
Level: Advanced Placement	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Biology and Math I, and teacher recommendation.	

The Advanced Placement Environmental Science course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. Due to the quantitative analysis that is required in the course, students should also have successfully completed Math I and is usually taken in either the junior or senior year.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Environmental Science should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. Completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May.

Environmental Science (EL)	DESE CODE #03003 ASPEN CODE #23513
Level: College Prep	**Credit**: 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. In this course, students will explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. Students will participate in hands-on, laboratory and field investigations to apply scientific principles, concepts, and methodologies in order to better understand our natural systems and to critically think about environmental issues and potential solutions.

Science Department Semester Electives

Forensic Science I CP/Honors	DESE CODE #03063 ASPEN CODE #03033/03032
Level: Prep/Honors	**Credit**: 0.5 (Semester)

CP Prerequisite: Grade 11 or 12 and successful completion of Biology and Chemistry or Environmental Science.
Honors Prerequisite: Grade 11 or 12 and successful completion of Biology, Chemistry or Environmental Science and Completion of Math II.

Forensic science is the application of biological, chemical and physical science principles for the purposes of understanding and solving civil and criminal legal issues. Students will study methods and practices commonly used in the examination of physical evidence by forensic scientists in civil and criminal crime scene investigations. Students will explore and understand the methods of investigating a crime scene, types of evidence, and the analysis of evidence. Possible topics include fingerprints, hair and fibers, glass, ballistics, time and mechanism of death, drug identification and toxicology, handwriting, forgery/ counterfeiting, casts and impressions, fire and arson, soil, forensic anthropology, and blood.

This course is designed to familiarize students planning on or interested in careers in criminal justice or related fields with methods and practices used by forensic scientists. Students will explore the fundamental principles of biotechnology used in forensic analysis. Honors students are expected to use mathematics to calculate trajectory and blood spatter. Ethical, social, and legal implications associated with biotechnology and forensic analysis will be explored through case studies, student research, discussion, debate, and examination of current events.

Forensic Science II CP/Honors	DESE CODE #03063 ASPEN CODE #03513/03502
Level: Prep/Honors	**Credit**: 0.5 (Semester)

Prerequisite: Completion of the first semester of Forensics course

Forensic Science II is the application of biological, chemical and physical science principles for the purposes of understanding and solving civil and criminal legal issues and expanding on knowledge learned in Forensics I. Students will study methods and practices commonly used in the examination of physical evidence by forensic scientists in civil and criminal crime scene investigations. Students will explore and understand the methods of investigating a crime scene, types of evidence, and the analysis of: ballistics, time and mechanism of death, drug identification and toxicology, casts and impressions, fire and arson, and forensic anthropology. This course is designed to familiarize students planning on or interested in careers in criminal justice or related fields with methods and practices used by forensic scientists. They will gain the understanding and laboratory skills used by forensic technicians to examine forensic evidence.

Biology of Disease (Pathology) CP/Honors	DESE CODE #03063 ASPEN CODE #03923/03922
Level: Prep/Honors	**Credit**: 0.5 (Semester)

Prerequisite: For CP: Successful completion of Biology. For Honors: Successful completion of Biology and strong teacher recommendation or family/student appeal.

This semester course is designed to explore the various biological principles involved in the study of disease (pathology). Students will spend time learning about causes, symptoms, and treatments of Parasitic, Viral, and Bacterial diseases. The course will emphasize what happens when normal body functions are disrupted by disease. The course will also spend time looking at disease distribution, prevention, and its global effect.

Biotechnology CP/Honors	DESE CODE #14252 ASPEN CODE #03823/03822
Level: Prep/Honors	**Credit**: 0.5 (Semester)
CP Prerequisite: Grade 11 or 12 and successful completion of Biology and Chemistry (or concurrent enrollment in Chemistry ***Honors Prerequisite: Successful completion of Biology Honors and successful completion of Chemistry (or concurrent enrollment in Chemistry), and/or strong teacher recommendation or family/student appeal.***	
Students will explore the fundamental principles of biotechnology, career pathways and biotechnology business applications (medical, pharmaceutical, and agricultural). Topics of study include: plant tissue culturing; DNA, RNA, and protein technologies; genetic diagnostics; healthcare and pharmaceuticals; food processing (GMO's); fermentation technology; energy and environmental management; forensic science; cloning; stem cells; and bioethics. Ethical, social, and legal implications associated with biotechnology will be explored through case studies, student research, discussion, debate, and examination of current events. Laboratory activities reinforce concepts and principles presented, and will include chromatography, electrophoresis, enzyme studies, DNA extraction, and PCR simulation.	

Applied Health Science I	DESE CODE #14251 ASPEN CODE #03523/03522
Level: College Prep/Honors	**Credit**: 0.5 (Semester)
Prerequisite: Completion of Biology	
In this semester course, students will be introduced to, explore and investigate careers in the area of health sciences. This course will expose students to medical terminology, general anatomical terminology, procedures and technologies used in the medical field. Students will also explore careers in the Health Sciences and the various pathways to certifications and degrees in these fields. This course is also designed to give support to, and prepare students for the Anatomy and Physiology Honors course.	

Applied Health Science II	DESE CODE #14251 ASPEN CODE #03533/03532
Level: College Prep/Honors	**Credit**: 0.5 (Semester)
Prerequisite: Completion of the first semester of Applied Health Science	
In this semester course, students continue to explore careers and opportunities in the healthcare industry. Students also explore clinical diagnostic tools, disease treatment and prevention, community healthcare topics, and healthcare safety. Students enrolled in this course will have the opportunity to receive training and certification in First Aid and CPR. Throughout the course, emphasis is placed on developing reasoning, critical thinking, informed decision-making, and effective communication skills essential for success in health-related fields.	

Introduction to Hydroponics and Gardening	DESE CODE #18056 ASPEN CODE #08153/#08152

Level: College Prep/Honors	**Credit**: 0.5 (Semester)
Prerequisite: None	
Students in this course will apply their knowledge of gardening to grow food for themselves and our local community. They will use the engineering design process to design, expand, construct and maintain our Malden Youth Community Garden. The exploration of hydroponics will provide a counter view to traditional soil-based agriculture and the class will experiment with this technology to grow even more produce with less space and less water. Students will learn from our existing hydroponic systems as well as design and construct their own. Topics of study include plant life cycles, plant care, soil cultivation, nutrient solutions, types of hydroponics systems, hydroponics components, automation, hydroponic sensors and monitoring systems, growing media, plant support, hydroponics and agricultural career exploration.	

WORLD LANGUAGES

WORLD LANGUAGE

GRADE 9

- Language Level 1
- Language Level 2
- Heritage Spanish 1
- Heritage Spanish 2

Electives:

- Spanish I
- Spanish II
- Spanish for Heritage Speakers I
- Spanish for Heritage Speakers II
- Italian I
- French I

GRADE 10

- Language Level 1
- Language Level 2
- Language Level 3

Electives:l

- Spanish I
- Spanish II
- Spanish for Heritage Speakers I
- Spanish for Heritage Speakers II
- Italian I
- French I

GRADE 11

- Language Level 1
- Language Level 2
- Language Level 3
- Language Level 4

Electives:

- Spanish I
- Spanish II
- Spanish for Heritage Speakers I
- Spanish for Heritage Speakers II
- Italian I
- French I

GRADE 12

- Language Level 2
- Language Level 3
- Language Level 4
- Spanish 5
- AP World Language

Electives:

- Spanish I
- Spanish II
- Spanish for Heritage Speakers I
- Spanish for Heritage Speakers II
- Italian I
- French I

By following a course of study in the World Languages Department of the Malden Public Schools, students will develop language skills while gaining a global perspective. The department uses a proficiency-based approach to teaching language and culture. Students work to develop skills and proficiency in the domains of speaking, reading, listening, and writing. Language courses encourage and promote communication and self-expression as well as cultural awareness and competency. Thematic units are built around topics relevant to students' daily lives and explore vocabulary and grammar as well as events and issues facing the communities and cultures of the target language. As they progress, students are able to apply their language skills to study the cultures and history of societies reached by the target language.

Note: All students will take a placement test at the beginning of the school year to ensure that they are enrolled in the appropriate course. Students entering after the start of the school year will take a placement test prior to being placed in a language course. Courses without sufficient enrollment may not run in 2026-2027.

Heritage Spanish Speakers Program: The Malden High School World Languages Department has designed and developed a unique program for heritage speakers of Spanish with three courses available. These courses are designed for students who are exposed to the Spanish language and Hispanic culture in their home and/or work lives. The course entry level will be determined by a placement test and will also be dependent on the student's facility with and willingness to speak Spanish, and their experience with reading and writing in Spanish in an academic setting. Please see individual course descriptions below for more specific information.

Graduation Requirement:
Beginning with the Class of 2026, all students must take and pass a minimum of two years of a World Language, or meet the criteria of the language assessment MA Seal of Biliteracy, or be enrolled in English Learner coursework during their years at MHS.

French I	DESE CODE #06121 ASPEN CODE #04143
Level: College Prep	**Credit**: 1.0 (Full Year)

The beginning course introduces students to the study of French with basic greetings and essential phrases to promote communication. Students learn about the role of commerce and imperialism in the spread of the French language throughout Africa, the Caribbean, and parts of the Americas, Asia, and the Pacific. Students practice the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through daily activities presented as part of thematic units.

Additionally, students learn the basic sound system of the French language, study vocabulary and grammatical structures in meaningful context, and gain insight into the diverse cultures of the French-speaking world. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice Mid - Novice High.

French II	DESE CODE #06122 ASPEN CODE #04273
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of French I and/or placement test	

This second-year course in French is a moderately paced college-preparatory class, which further develops the proficiencies and enduring understandings attained in the first year of French. Continued enrichment is achieved through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through meaningful context and thematic units while continuing to gain insight into the diverse cultures within the French-speaking world.

Students will continue to develop their ability to communicate in French about everyday situations and increase their awareness of the culture of the French-speaking world through classroom activities exposing students to increasingly more complex structures. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice High.

French II	DESE CODE #06122 ASPEN CODE #04262
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of French I and/or placement test	

The second-year honors level course in languages is an intensive college-preparatory class, which further develops the proficiencies and enduring understandings attained in the first year of French. Continued enrichment is achieved through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through meaningful context and thematic units while continuing to gain insight into the diverse cultures within the French-speaking world.

Students will continue to develop their ability to communicate in French about everyday situations and increase their awareness of the culture of the French-speaking world through classroom activities exposing students to increasingly more complex structures. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice High - Intermediate Low.

French III	DESE CODE #06123 ASPEN CODE #04363 / #04252
Level: College Prep/Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of French II and/or placement test	

This third-year course features an accelerated emphasis on improving the student's ability to understand and speak in French, which further develops the proficiencies and enduring understandings attained in the first and second years of French. Continued enrichment is achieved through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through meaningful context and thematic units while continuing to gain insight into the diverse cultures within the French-speaking world. Students will continue to develop their ability to communicate in French about everyday situations and increase their awareness of the culture of the French-speaking world through classroom activities which will expose students to increasingly more complex structures. More opportunities will be provided for self-expression, orally and in writing, by means of dialogues, skits, projects, and compositions. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate Low - Intermediate Mid.

**Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.

French IV	DESE CODE #06124 ASPEN CODE #04452
Level: Honors	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of French III and/or placement test
This fourth-year course focuses on continued practice aimed at improving proficiency through the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) in French. Students will improve their reading skills through the study of literature, with an emphasis on works of African and Caribbean authors writing in French. In addition to literary works, this course will rely on film, music, news articles, and interviews with French speakers from across the globe, with an emphasis on non-European countries and marginalized communities. Through the lens of these perspectives, this course aims to help students gain a deeper understanding of the challenges facing the French-speaking world, including racism, ethnic and personal identities, post-colonial issues, migration, and climate change. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate High - Advanced Low.

AP French and Culture	DESE CODE #24114 ASPEN CODE #04471
Level: Advanced Placement	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of French III and/or placement test

The Advanced Placement French and Culture course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college.

This course encompasses aural/oral skills, reading comprehension, grammar, and composition. It emphasizes the use of the target language for active communication with the following objectives:

- The ability to comprehend formal and informal spoken language in the target language.
- The acquisition of vocabulary and a grasp of structure to facilitate accuracy in reading newspaper and magazine articles as well as modern literature in the target language.
- The ability to compose expository passages in the target language.
- The ability to express ideas orally in the target language with accuracy and fluency.

This course seeks to develop language skills that can be applied in a wide variety of disciplines and situations. Students work to gain an understanding of the diverse cultures of the target language and the challenges of contemporary life, both local and global, that affect communities where the target language is spoken. Students enrolled in this class are required to take the AP exam in May.

Italian I	DESE CODE #06141 ASPEN CODE #04133
Level: College Prep	**Credit**: 1.0 (Full Year)

This first year course in language introduces students to the study of Italian with immediately useful language skills and cultural competencies. During class, students will practice the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through meaningful context and thematic units while gaining insight into the diverse cultures within the Italian-speaking world. Interacting with peers and authentic materials (readings, audio, video, etc.) in Italian from a variety of regions from the Italian-speaking world is at the core of every lesson. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice Mid - Novice High.

Italian II	DESE CODE #06142 ASPEN CODE #04253
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Italian I and/or placement test	
This second-year course in Italian is a moderately paced college-preparatory class, which further develops the proficiencies and enduring understandings attained in the first year of Italian. Continued enrichment is achieved through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through meaningful context and thematic units while continuing to gain insight into the diverse cultures within the Italian-speaking world. Students will continue to develop their ability to communicate in Italian about everyday situations and increase their awareness of the culture of the Italian-speaking world through classroom activities exposing students to increasingly more complex structures. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice High.	

Italian II	DESE CODE #06142 ASPEN CODE #04242
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Italian I and/or placement test	
The second-year honors level course in languages is an intensive college-preparatory class, which further develops the proficiencies and enduring understandings attained in the first year of Italian. Continued enrichment is achieved through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through meaningful context and thematic units while continuing to gain insight into the diverse cultures within the Italian-speaking world. Students will continue to develop their ability to communicate in Italian about everyday situations and increase their awareness of the culture of the Italian-speaking world through classroom activities exposing students to increasingly more complex structures. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice High - Intermediate Low.	

Italian III	DESE CODE #06143 ASPEN CODE #04343 / #04332
Level: College Prep/Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Italian II and/or placement test	

This third-year course features an accelerated emphasis on improving the student's ability to understand and speak in Italian, which further develops the proficiencies and enduring understandings attained in the first and second years of Italian. Continued enrichment is achieved through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through meaningful context and thematic units while continuing to gain insight into the diverse cultures within the Italian-speaking world. Students will continue to develop their ability to communicate in Italian about everyday situations and increase their awareness of the culture of the Italian-speaking world through classroom activities which will expose students to increasingly more complex structures. More opportunities will be provided for self-expression, orally and in writing, by means of dialogues, skits, projects, and compositions. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate Low - Intermediate Mid.

**Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.

Italian IV	DESE CODE #06144 ASPEN CODE #04432
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Italian III and/or placement test	

This fourth-year course focuses on continued practice aimed at improving proficiency through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) in Italian. Students will take an in-depth look at 15 of Italy's 20 diverse regions, Italy's 5 autonomous regions of Sicilia, Sardegna, Valle D'Aosta, Trentino-Alto Adige, e Friuli Venezia Giulia, and their cultural variants. Students will examine regional varieties in language, cuisine, music, and other aspects of culture. Additionally, students will survey regional literature and film in the form of poems, short stories and films. Students will explore cultural identity and compare it to their personal culture. This class will be primarily taught in the target language. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate High - Advanced Low.

Spanish I	DESE CODE #06101 ASPEN CODE #04122
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: None	

This first year course in language introduces students to the study of Spanish with immediately useful language skills and cultural competencies. During class, students will practice the three modes of communication—interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking)—through meaningful context and thematic units while gaining insight into the diverse cultures within the Spanish-speaking world. Interacting with peers and authentic materials (readings, audio, video, etc.) in Spanish from a variety of regions from the Spanish-speaking world is at the core of every lesson. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice Mid - Novice High.

Spanish for Heritage Speakers I	DESE CODE #06106 ASPEN CODE #04113
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Teacher recommendation due to heritage speaker status and/or placement test	

This course is designed specifically for students who are exposed to Spanish and Spanish speakers in their home or work lives, are reluctant to answer in Spanish, and want to improve their academic Spanish skills. Students will learn phonetics, basic grammar, vocabulary, and how to read and write in Spanish in order to support and challenge students for higher level language acquisition. It is designed to prepare students for the second and third year of Spanish for Heritage Speakers followed by other upper-level Spanish classes offered such as 5 Honors and AP Spanish.

During class, students will practice the three modes of communication—interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking)—through meaningful context and thematic units while gaining insight into the diverse cultures within the Spanish-speaking world. Interacting with peers and authentic materials (readings, audio, video, etc.) in Spanish from a variety of regions from the Spanish-speaking world is at the core of every lesson. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice High - Intermediate Low.

Spanish II	DESE CODE #06102 ASPEN CODE #04233
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Spanish I and/or placement test	

This second-year course in Spanish is a moderately paced college-preparatory class, which further develops the proficiencies and enduring understandings attained in the first year of Spanish. Continued enrichment is achieved through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through meaningful context and thematic units while continuing to gain insight into the diverse cultures within the Spanish-speaking world. Students will continue to develop their ability to communicate in Spanish about everyday situations and increase their awareness of the culture of the Spanish-speaking world through classroom activities exposing students to increasingly more complex structures.

Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice High.

Spanish II	DESE CODE #06102 ASPEN CODE #04222
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Spanish I and/or placement test	

The second-year honors level course in languages is an intensive college-preparatory class, which further develops the proficiencies and enduring understandings attained in the first year of Spanish. Continued enrichment is achieved through the three modes of communication—interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking)—through meaningful context and thematic units while continuing to gain insight into the diverse cultures within the Spanish-speaking world.

Students will continue to develop their ability to communicate in Spanish about everyday situations and increase their awareness of the culture of the Spanish-speaking world through classroom activities exposing students to increasingly more complex structures. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Novice High - Intermediate Low.

Spanish for Heritage Speakers II	DESE CODE #06106 ASPEN CODE #04172
Level: College Prep/Honors	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of Spanish for Heritage Speakers I and/or placement test

This course offers a second year for those who have completed Spanish for Heritage Speakers I successfully or a first year for students who have a moderate to high comfort level with spoken Spanish and a willingness to explore academic Spanish. Students who are exposed to Spanish language and Hispanic culture in their home/work lives, feel reasonably comfortable speaking in Spanish with heritage and native Spanish speakers, and wish to be prepared for future higher level language acquisition will benefit from this course. It will enable students to continue to develop more complex skills in academic Spanish, offering an intense study of more complex grammar, spelling, and vocabulary, and designed to prepare students for the third year of Spanish for Heritage Speakers and later other upper-level Spanish classes such as Spanish 5 Honors and AP Spanish. During class, students will practice the three modes of communication—interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking)—through meaningful context and thematic units while gaining insight into the diverse cultures within the Spanish-speaking world. Interacting with peers and authentic materials (readings, audio, video, etc.) in Spanish from a variety of regions from the Spanish-speaking world is at the core of every lesson. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate Mid.

*** Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.

Spanish III	DESE CODE #06103 ASPEN CODE #04323 / #04312
Level: College Prep/Honors	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of Spanish II and/or placement test

This third-year course features an accelerated emphasis on improving the student's ability to understand and speak in Spanish, which further develops the proficiencies and enduring understandings attained in the first and second years of Spanish. Continued enrichment is achieved through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) - through meaningful context and thematic units while continuing to gain insight into the diverse cultures within the Spanish-speaking world. Students will continue to develop their ability to communicate in Spanish about everyday situations and increase their awareness of the culture of the Spanish-speaking world through classroom activities which will expose students to increasingly more complex structures. More opportunities will be provided for self-expression, orally and in writing, by means of dialogues, skits, projects, and compositions. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate Low - Intermediate Mid.

**Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.

Spanish for Heritage Speakers III	DESE CODE #06106 ASPEN CODE #04902

Level: College Prep/Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Spanish for Heritage Speakers II and/or placement test	

This course offers a third year for students who have completed Spanish for Heritage Speakers I & II, a second year for students who have completed Spanish for Heritage Speakers II, or a first year for students who have placed into this course with the placement test. This course is designed for students who have a facility with the Spanish language, feel reasonably comfortable speaking in Spanish with heritage and native Spanish speakers, and are exposed to the Spanish language and Hispanic culture in their home/work lives. Students may or may not have had much formal academic Spanish experience; however, this cannot be their first time reading or writing academically in Spanish. This course will enable students to continue to develop more complex skills in academic Spanish while developing and cultivating knowledge of Hispanic history, art, literature, and culture in the Spanish speaking world both within and outside of the United States. Spanish for Heritage Speakers level III will prepare students for other upper-level Spanish classes such as Spanish 5 Honors and AP Spanish. During class, students will practice the three modes of communication—interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking)—through meaningful context and thematic units while gaining insight into the diverse cultures within the Spanish-speaking world. Interacting with peers and authentic materials (readings, audio, video, etc.) in Spanish from a variety of regions from the Spanish-speaking world is at the core of every lesson. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate High - Advanced Low.

***Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.

Spanish IV	**DESE CODE #06104** **ASPEN CODE #04483 / #04402**
Level: College Prep/Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Spanish III or Spanish for Heritage Speakers III and/or placement test	

This fourth-year course focuses on continued practice aimed at improving proficiency through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) in Spanish. Students will improve their proficiencies through a survey of art, music, history, short stories, contemporary issues with an emphasis on works written by authors from Central America, South America and the Caribbean including indigenous authors in those regions. This course will rely on film, music, news articles, short stories and poems from these regions to enrich the student perspective of the Spanish-speaking world. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate High - Advanced Low.

**Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.

AP Spanish Language and Culture	**DESE CODE #24064** **ASPEN CODE #04421**
Level: Advanced Placement	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Spanish IV or Spanish for Heritage Speakers III and/or placement test	

The Advanced Placement Spanish Language and Culture course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college.

This course will encompass oral skills, reading comprehension, grammar, and composition. It is the equivalent of a Current Affairs course in a Hispanic country. It emphasizes the correct use of the target language for active communication with the following objectives:

- The ability to comprehend formal and informal spoken language in the target language.
- The acquisition of vocabulary and a grasp of structure to facilitate accuracy in reading newspaper and magazine articles as well as modern literature in the target language.
- The ability to compose expository passages in the target language.
- The ability to express ideas orally in the target language with accuracy and fluency.

This course seeks to develop language skills that can be applied in a wide variety of disciplines and situations. Students work to gain an understanding of the diverse cultures of the target language and the challenges of contemporary life, both local and global, that affect communities where the target language is spoken. Students enrolled in this class are required to take the AP exam in May.

BUSINESS

BUSINESS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
• Accounting I • Business Management • Business Communications • Personal Finance • Web & Mobile App Development • Sports Marketing • Stocks, Bonds, and How to Invest	• Accounting I-II-III • Business Management • Sports Marketing • Stocks, Bonds, & How to Invest • Web & Mobile App Development • Personal Finance • Business Communications • AP Economics	• Accounting I-II-III • Business Management • Sports Marketing • Stocks, Bonds, & How to Invest • Web & Mobile App Development • Personal Finance • Business Communications • AP Economics • Entrepreneurship	• Accounting I-II-III • Business Management • Sports Marketing • Stocks, Bonds, & How to Invest • Web & Mobile App Development • Personal Finance • Business Communications • AP Economics • Entrepreneurship

Accounting I	DESE CODE #12104 ASPEN CODE #05932 / #05933
Level: Honors/College Prep	**Credit**: 1.0 (Full Year)

Do you know the language of business? Are you pursuing a business college or a career in finance? Accounting is the financial language of all business organizations. It is the analyzing and organizing of financial data for professional use, as well as for personal use. Come learn how to analyze and organize financial data to understand the financial health of a business through skills like analyzing transactions, drafting and preparing financial period statements for a single owner business and partnerships in a merchandising business. The design and preparation of a portfolio, representing growth and/or best works will be initiated.

Accounting II	DESE CODE #12104 ASPEN CODE #05942
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Accounting I	
This second year course is a continuation of Accounting I building upon interpreting, analyzing and organizing financial data for a manufacturing business organized as a corporation. Applicable software correlating with the textbook and Microsoft Office Excel spreadsheets are highlighted. Knowledge and skills acquired in this course are invaluable for students pursuing careers in business, entrepreneurship, and business administration. The design and preparation of a portfolio, representing growth and/or best works will be continued.	

Accounting III	DESE CODE #12104 ASPEN CODE #05952
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Accounting II	
Advanced accounting theory, analysis, and interpretation of financial statements relating to corporations will be studied. At this skill level, students are equipped with the knowledge to perform real world accounting functions and when applicable will be placed in business internships. The continuation of a portfolio, representing growth and/or best works will be completed.	

AP Economics: Micro and Macro Combined	DESE CODE #04204 ASPEN CODE #05891
Level: Advanced Placement	**Credit**: 1.0 (Full Year)
Prerequisite: Teacher recommendation	
The Advanced Placement Economics course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college. Advanced Placement Economics is designed to provide students with a thorough understanding of the principles of economics. A.P. Economics will emphasize the study of national income, economic performance measures, economic growth and international economics. The goal of A.P. Economics is to provide the student with a learning experience equivalent to that obtained in a typical college introductory level economics course. Students will learn to think like economists – to question, to evaluate, and to explore, and to gain a greater understanding of how our markets and economy work. Students enrolled in this class are required to take the AP exam in May.	

Business Management	DESE CODE #12052 ASPEN CODE #05802 / #05803
Level: Honors/College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Completion of Grade 9	
Have you ever thought about being your own boss? This course will provide you with an understanding of what it takes to organize and run a business, including production, marketing, personnel, government regulations, planning, taxation, decision making, and leadership. Students will research, develop, and produce all phases of a business plan. This course is an asset to any future entrepreneurs.	

Entrepreneurship	DESE CODE #12053 ASPEN CODE #05852 / #05853
Level: Honors/College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Completion of any Business Course and or Business Technology, teacher recommendation or family/student appeal.	
Do you have the motivation, desire, and determination to start and operate a small business? Through the exploration of key aspects of running a business, including product development, market research, recordkeeping, return on investment, and financing, students will develop critical thinking skills, creativity, and a growth mindset. Throughout the course, students will explore real-world scenarios, engage in collaborative projects, and participate in a Shark Tank competition in conjunction with Stoneham Bank. Whether you aspire to start your own businesses or contribute to an existing enterprise, Entrepreneurship will help you to develop the requisite skills and entrepreneurial spirit!	

Sports Marketing	DESE CODE #12163 ASPEN CODE #05572 / #05573
Level: Honors/College Prep	**Credit**: 0.5 (Semester)
Sports & Entertainment Marketing is an introductory course which will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, and sports marketing plans. This course will also delve into the components of promotion plans, sponsorship proposals and the key elements needed in sports marketing plans. This course should be a fun way to learn all the basics of Marketing as we apply it to sports and entertainment.	

Web & Mobile App Development	DESE CODE #10201 / #12099 ASPEN CODE #05842 / #05843
Level: Honors/College Prep	**Credit**: 0.5 (Semester)

This project based course will prepare students with the entry-level knowledge necessary for creating websites and mobile applications. Students will learn web design, how to create web pages using HTML, the app development and implementation process, and to create mobile applications, using internet based software. In addition the students will be introduced to the fundamentals of Dreamweaver (HTML Editor), Adobe Photoshop- image editing software, and creating online animation. No prior programming experience needed. (Front End Development)

Business Communication	DESE CODE #11049 ASPEN CODE #05812 / #05813
Level: Honors/College Prep	**Credit**: 0.5 (Semester)

Business Communication impacts all aspects of our lives, no matter what industry you may work in. This project-based course is offered to strengthen and refine skills in all phases of communication, be they written or oral for both interpersonal and business purposes. In this course, students will learn the best practices that lead to success in a professional setting. Students will examine, analyze, and practice how to effectively craft communications for various audiences across multiple mediums to achieve a purpose. Students can anticipate learning current business practices for communicating via email, social media, presentations, etc. Students who take this course can expect to feel more confident and skilled in navigating professional and business communications.

Personal Finance/Managing Wealth	DESE CODE #12149 ASPEN CODE #05202 / #05203
Level: Honors/College Prep	**Credit**: 0.5 (Semester)

Personal Finance is a course that will prepare students for making wise financial decisions in their personal and professional lives. Topics covered will enable students to become financially responsible members of society. This course will offer instruction on topics including but not limited to: financial planning, money management, banking and savings strategy, credit and debt management, and investing. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

Stocks, Bonds and How to Invest	DESE CODE # 12107 ASPEN CODE #05722 / #05723
Level: Honors/College Prep	**Credit**: 0.5 (Semester)

If you are looking for a course on the basics of stocks, bonds, and investing, you have found it! This course will introduce you to the fundamentals of investing, financial principles for investing success, stock markets, creating personalized investment plans, setting up investment accounts, and retirement. This course puts you in control of the money you make and shows you how to make your savings work hard for you.

Senior Internship Study Program	DESE CODE #NA Aspen Code #05863
Level: College Prep	**Credit**: 0.5 (Semester)
Application Process for acceptance to program. Seniors who are meeting graduation requirements by the end of 3rd quarter and are academically and socially in good standing.	
This program provides eligible seniors with the opportunity to investigate a career, explore an interest, invent a project of his/her design, or to extend an existing school project. The internship project can be designed for the senior to work in a team with other members of the senior class. The senior will be granted permission and time to leave Malden High School to work on this project and to collaborate with professionals in their area of interest. Upon completion of the unpaid internship the senior will be required to write a four to five page word processed paper on his/her experience and what was learned as a result of it. The senior will also be required to share this learning experience by creating a presentation and participating in a Senior Internship Exhibition.	

School-to-Career Program	DESE CODE # 22998 Aspen Code #05854/#05864
Level: Unleveled	**Credit**: 0.5 (Semester)
Application Process for acceptance to program. Juniors and seniors must apply through S-T-C Request Application Forms, available in the Guidance Office; seniors will have selection preference.	
The aim of the S-T-C Transition Program is to provide a comprehensive school-to-work program that will enable students at Malden High School to gain the necessary skills, experience, academic preparation, and industry recognized credentials, via Internships, required for pursuing advanced training and education that will lead to highly skilled and high-wage careers. Students participating in this program will be assigned to career locations, based upon their interests and availability, during the school day. This course will be graded on a Pass/Fail basis.	

WELLNESS

WELLNESS DEPARTMENT

GRADE 9	GRADE 10	GRADE 11	GRADE 12
• Physical Education • Health *Electives:* • Wellness Health • Wellness PE	• Physical Education • Health *Electives:* • Wellness Health • Wellness PE	• Physical Education • Health *Electives:* • Wellness Health • Wellness PE	• Physical Education • Health *Electives:* • Wellness Health • Wellness PE

The objective of the Wellness/Physical Education Department is to provide students with experience and instruction that will enable them to develop a healthy lifestyle. Courses are designed to increase awareness and foster healthy attitudes in choosing options that result in growth and balance in physical, emotional, social, and intellectual growth.

Graduation Requirement:
All students are required to pass three (3) semesters of Wellness PE and one (1) semester of Wellness Health for graduation.

Wellness HLT (Health)	**DESE CODE #08051** **ASPEN CODE #06114**
Level: Unleveled	**Credit**: 0.5 (Semester)
Adolescence is a time of decision-making. In this course students will explore the process of decision making, learn the skills to make good decisions, and discuss the consequences of the decisions they make. Topics will include peer relationships, conflict resolution, refusal skills, teen dating violence, alcohol, tobacco, and other drugs; sexuality, healthy relationships, and communicable/non-communicable diseases.	

Wellness PE (Physical Education)	DESE CODE #08001 ASPEN CODE #06204
Level: Unleveled	**Credit**: 0.5 (Semester)

Wellness PE is a one semester course designed so all students acquire the basic knowledge about how to become fit and why it is important. Students will learn how to safely use various exercise equipment and stations in the fitness center. Instruction will focus on the components of fitness and how they contribute to optimal health. Through understanding various tests and measurements, students will learn to monitor their fitness and exercise levels. Students will also develop physical fitness and fundamental skills in team sports and game activities, to develop leadership capacity, self-confidence, and a good self-image through lifetime carry-over activities, and to stress good health and wellness. As part of the regular Physical Education rotation, Aquatics is taught. During the aquatics rotation water basketball, water polo, water hockey and water aerobics are taught. During a typical semester, each week the topics rotate and as a result each class will rotate through the pool three times a week at a time.

Unified Sports	DESE CODE #NA ASPEN CODE #06983
Level: Unleveled	**Credit**: 0.5 (Semester)

Unified Sports is a service/learning opportunity that unites student athletes with and without disabilities while promoting physical health. Students will learn coaching and leadership skills and eventually run activities for all participants. Students model appropriate PE behaviors and encourage good sportsmanship while interacting with students in the PACE ap. This class is also about awareness, acceptance and dignity. Unified Sports and those individuals involved must be dedicated to promoting social inclusion through athletics and competition experiences. Our motto, “Training together and playing together is a quick path to friendship and understanding.”

ARTS DEPARTMENT

The Arts Departments at Malden High School allows students an opportunity to develop their understanding and enjoyment of visual, performing, and media arts. These creative experiences will offer students the chance to explore various career possibilities. Additionally, students will enhance their use of imagination and the development of creative skills, leading to a greater appreciation of the arts for a lifetime.

The Arts curriculum at Malden High School is a program that actively promotes the importance of arts education in the general education of all students. Because the arts emphasize a variety of ways to explore, learn, and communicate, the Arts department offers many opportunities for students to learn more effectively. Multiple intelligences seek to relate to imaginative, linguistic, spatial, kinesthetic, musical, and interpersonal intelligence, thus creating an environment that exercises varied skills. Students are encouraged to challenge and develop their skills in creative and critical thinking and are encouraged to use technology as a problem-solving tool. Authentic assessment with a sequential pattern offers students an innovative and imaginative experience in the arts and promotes higher learning.

Students who desire a college education with an arts concentration will be prepared to compete effectively. The course offerings reflect the National Arts/Music Standards and the Massachusetts Arts Curriculum Frameworks.

VISUAL ARTS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
• Introduction to Art	• Introduction to Art • Ceramics 1 • Ceramics 2 • Digital Art • Studio II	• Introduction to Art • Ceramics 1 • Ceramics 2 • Digital Art • Studio II • Studio III	• Introduction to Art • Ceramics 1 • Ceramics 2 • Digital Art • Studio II • Studio III • Studio IV: AP 2D • Independent Study

PERFORMING ARTS

GRADE 9	GRADE 10	GRADE 11	GRADE 12
• Mixed Chorus • Voice Class • Music Theory • Introduction to Theater • Concert Band • Rock and Alternative Small Ensembles • Music Makers: Learn Piano and Guitar	• Mixed Chorus • Voice Class • Concert Choir • Madrigal Singers • Music Theory • Introduction to Theater • Play Production • Technical Theater and Stagecraft • Concert Band • Wind Ensemble • Rock and Alternative Small Ensembles • Music Makers: Learn Piano and Guitar	• Mixed Chorus • Voice Class • Concert Choir • Madrigal Singers • Music Theory • Introduction to Theater • Play Production • Technical Theater and Stagecraft • Concert Band • Wind Ensemble • Rock and Alternative Small Ensembles • Music Makers: Learn Piano and Guitar	• Mixed Chorus • Voice Class • Concert Choir • Madrigal Singers • Music Theory • Introduction to Theater • Play Production • Technical Theater and Stagecraft • Concert Band • Wind Ensemble • Rock and Alternative Small Ensembles • Music Makers: Learn Piano and Guitar

Graduation Requirement:
Beginning with the Class of 2026, all students must take and pass a minimum of one credit in “The Arts” for graduation.

VISUAL ARTS

The Visual Arts department offers a wide variety of options for all students, from introductory and half-year courses to advanced and full-year courses. While the upper-level courses have prerequisites, there are many different entry points that students may choose and a variety of mediums to explore.

Introduction to Art (Drawing, Painting, Sculpting)	DESE CODE #05199 ASPEN CODE #
Level: College Prep	**Credit**: 1.0 (Full Year)
Introduction to Art is a year-long course designed to introduce students to professional art through media-specific units that develop foundational skills in 2-D and 3-D art forms including drawing, painting, printmaking, and sculpture. Through artistic creation and analysis, students will develop their critical thinking skills, visual literacy, and a broader understanding of artistic techniques. This course will serve as a foundation for students wishing to both gain exposure to the artistic process and for those who may wish to pursue upper level arts classes.	

Grades 10, 11 & 12

Studio II: Intensive Drawing and Materials Exploration	DESE CODE #05154 ASPEN CODE #07922
Level: College Prep/Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Introduction to Art	
Students will gain extensive experience in the study of drawing and design along with an introduction to painting. Students will work on complex projects. This course is designed for the more serious artist who wishes to further their visual art skills. This course is a continuation of the development of skill for further artistic advancement. Learning the language and an appreciation of art through art making; discussion of the world's great masterpieces; film and museum visits will continue. Students will learn the value of self/and group critique in the development of their personal style and statements as young artists. They will be encouraged to participate in local and national art competitions. This course will cover many methods of drawing and painting including, pastel, conte and acrylic painting. This course will focus on preparing students' skill levels for Studio III. Students who enroll in the honors level course will develop work for a senior portfolio.	

Studio III Portfolio Development	DESE CODE #05172 ASPEN CODE #07932
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Studio II.	
This course is designed to further develop a personal vision from a structured class setting to a more independent process. The beginning of creating a portfolio for artistic advancement is the focus of this class. The course will visit college sites and attend art labs designed to inform students of career possibilities within the arts. Completing this course is the prerequisite for acceptance into the 2D Design Honors or AP Portfolio course. There will be discussion	

and planning for portfolios and college admissions work. Students interested in participating in the AP Portfolio program in the following year need parental consent and teacher recommendation. Students who want to take Studio III but who are not going to pursue 2D Design are welcomed to enroll. Students going on to 2D Design or AP portfolio will be expected to develop a number of finished pieces for their senior portfolio.

Studio IV/Studio IV: AP Portfolio 2D Design	DESE CODE #05174 ASPEN CODE #07971
Level: Advanced Placement	**Credit**: 1.0 (Full Year)

Prerequisite: Successful completion of Studio III.

The Advanced Placement Portfolio 2D Design course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college. Students who receive honors credit are expected to complete a formal portfolio and have the option of taking the AP portfolio exam. The objective of this class is to help each student meet the requirements of an art college portfolio. Personal expression, masterful work, digital portfolio, and critiques will be the primary focus of this class.

All students interested in taking the course for AP credit must be accepted into the AP Portfolio level of this course by the instructors of the art department. Students will be expected to complete all work and directions conforming to the Princeton directive for the judgment and grading at the Advanced Placement level. Students are also expected to complete a summer assignment and attend summer meetings. At the beginning of the school year, students who have completed summer work may submit their portfolio to all members of the Art Department to audition for advancement to AP status.

Digital Art	DESE CODE #05169 ASPEN CODE #07872
Level: Honors	**Credit**: 0.5 (Semester)

Prerequisite: Successful completion of a previous high school art class and a familiarity of basic computer skills is required to enroll in this course.

Students will learn to use digital editing software such as Adobe Photoshop, Illustrator, and InDesign to create art with provided technology. Course projects will include but not be limited to: image manipulation (Photoshop), vector line drawing (Illustrator), and creative poster designs utilizing one or more applications. This is not an animation/anime class but learning these industry standard applications will provide an essential stepping-stone to students interested in those fields. Enrolling in this course will result in a more diverse portfolio for students considering art school and/or a career in commercial art.

Ceramics I	DESE CODE #05159 ASPEN CODE #07882

Level:CP/Honors	**Credit**: 0.5 (Semester)
Students will learn the basics of clay. Projects will include but are not limited to hand building with pinch, coil and slab construction, and may include wheel throwing. Projects that meet a standard of craftsmanship will be fired and glazed. Students will be expected to use sketchbooks to draw out their ideas and begin the exploration of the difference between form and function and keep notes on size, glazes, and forms.	

Ceramics II	**DESE CODE #05159** **ASPEN CODE #07852**
Level: CP/Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Ceramics I.	
Students will continue developing their skills in clay design. Students will employ hand building, with pinch, coil, and slab that may also include wheel throwing. Projects that meet a standard of craftsmanship will be fired and glazed. Students must maintain a working lab book in which they will keep a record of their projects, glaze choices and firing results.	

Mixed Media	**DESE CODE # 05154** **ASPEN CODE # 07942**
Level: CP/Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Introduction to Art OR Ceramics I or II .	
This course teaches students to create art by combining various materials (paint, paper, found objects, digital tools) and techniques (collage, assemblage, stenciling, photo transfer) to build layered, unique artworks, focusing on exploring texture, composition, and the interaction between different mediums to develop personal artistic style and conceptual expression.	

Independent Study – Visual Arts	**DESE CODE #05197** **ASPEN CODE #07992**
Level: Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of a studio course (I, II, or III) and permission of parent/guardian, teacher, and administrator.	
A student may request this course with parent/guardian, teacher, and administrator permission. Interested students may obtain an Independent Study Request Form from their guidance counselors.	

PERFORMING ARTS

There are a wide range of performing arts courses designed for beginner, intermediate, and advanced musicians as well as those interested in theater including acting and stagecraft. The courses of study below would prepare any student with the intent to study performing arts at the collegiate level to be successful in an audition or entrance exam.

Mixed Chorus	DESE CODE #05111 ASPEN CODE #07813
Level: College Prep	**Credit**: 1.0 (Full Year)
The Mixed Chorus at Malden High School is open to any student. It is an entry-level choral ensemble that is intended to prepare singers for further involvement in the Choral Arts program. (Those who sing in the Soprano and Alto ranges should also review the course description for Mixed Chorus - Treble Focused). Throughout the year, students study and perform a variety of songs in various styles. Students will also learn the basics of proper vocal technique and beginning sight-reading skills. Students are required to perform in a winter concert and a spring concert as part of the curriculum. The Mixed Chorus may have additional opportunities to perform throughout the year in addition to the two mandatory concerts. Students may be placed into a treble-only, entry-level chorus.	

Concert Choir	DESE CODE #05149 ASPEN CODE #07823
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of grade 9, audition, and teacher recommendation	
The Concert Choir at Malden High School is an advanced-level choral ensemble. Throughout the year students study a wide variety of choral literature. Literature studied may be from a variety of different cultures and time periods. Literature will be performed in a variety of languages. Members of the Concert Choir are expected to perform a winter concert, spring concert, and sing at the graduation ceremony. There are usually several additional performance opportunities throughout the year, including a competition festival. Members of the Concert Choir are expected to attend one morning sectional each week before homeroom and to rehearse each day with the highest level of dedication.	

Madrigal Singers	DESE CODE #05149 ASPEN CODE #07833
Level: Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of grade 9, audition, and teacher recommendation or family/student appeal.	
The Madrigal Singers is a select ensemble of Malden High School students dedicated to performing literature in the Madrigal Style. Literature will be performed from various time periods with an emphasis on pieces from the Renaissance time period. Literature is learned and performed without instrumental accompaniment. Students are expected to perform in a winter concert and a spring concert. There are usually additional performance	

opportunities including a competition festival. Students are expected to possess a high level of vocal technique. Students may audition at any point in the year for the following year's Madrigal group.

Voice Class	DESE CODE #05112 ASPEN CODE #07733
Level: College Prep	**Credit**: 1.0 (Full Year)

This course, open to all students, is designed to develop the vocal technique of a high school singer. Throughout the course, students will learn and perform an English, Italian, and French/German art song for critique and constructive criticism by their peers in the class. Students may also learn and perform literature from the musical theater/opera genre, as well as a song of their choice. In addition, students will learn basic music concepts such as note values, rhythmic notation, and key signatures while developing their sight-reading skills. This course also incorporates the Dalcroze methods of using movement to express music concepts and emotion. As part of the course, students will develop a weekly practice log to keep track of their vocal progress. The course will culminate in a final project that demonstrates their elevated level of performance.

Music Theory	DESE CODE #05114 ASPEN CODE #07722
Level: Honors	**Credit**: 1.0 (Full Year)

Music Theory is a course designed to introduce the novice musician to the basics of music theory while also preparing them for continued studies at the college level or in an AP music theory course. Throughout the course, students will investigate concepts that include; staff, clef, note relationships, rhythmic notation, scales, key signatures, tempo indications, basic orchestration, dynamic markings, intervals and triads. The course will also investigate the basics of music composition as related to chord progressions, figured bass, four part voice leading, non harmonic tones and secondary dominant chords. Students will develop their aural skills through weekly rhythmic, harmonic and melodic dictation exercises. Although this is not a composition course, students will be expected to demonstrate their understanding of concepts through creation of original music.

Music Makers: Learn Piano and Guitar	DESE CODE #05107 ASPEN CODE #07832
Level: College Prep	**Credit**: 1.0 (Full Year)

Discover your inner musician! Whether you've never touched an instrument before or you're looking to unlock your musical potential, this course is your gateway to becoming a confident musician. No prior experience needed – just bring your passion and curiosity. You'll learn the fundamentals of piano and guitar in a supportive, judgment-free environment that celebrates your unique musical journey.

Marching/Concert Band	DESE CODE #05102 ASPEN CODE #07863
Level: College Prep	**Credit**: 1.0 (Full Year)

Prerequisite: Experience playing a wind or percussion instrument for at least one year.

This is a performing ensemble class. The Concert Band exists to train young musicians in the development of basic technique, pitch identification and rhythm reading. Students in this class will also learn basic marching techniques and develop skills in this area to be successful marching band members. This class serves to bridge the gap between middle school repertoire and high school repertoire. Students in this class will be playing level two through four literature.

Wind Ensemble	DESE CODE #05107 ASPEN CODE #07712
Level: CP/Honors	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of one year of Concert Band and band director recommendation.	
This is a performing ensemble class. The wind ensemble is designed for highly trained musicians to grow in their skills, marching technique and musicality. In this class, the student will be expected to be an independent learner and display a high level of work ethic and self-discipline. Students in this class will be playing level four through six literature.	

Rock and Alternative Small Ensembles	DESE CODE #05107 ASPEN CODE #07803
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Experience playing an instrument for at least one year.	
This course is designed for students with one year or more of instrumental training who are passionate about modern music. Students will form rock and alternative-style ensembles based on their skill level and instrument background. Students will explore a variety of genres such as rock, pop, soul, and R&B. Possible ensemble configurations include rock bands, percussion groups, instrumental combos, and acoustic performance trios. These ensembles utilize (but are not limited to) the musical instruments that are common to these genres: guitar, bass, drums, piano, voice and technology.	

Introduction to Theater Production	DESE CODE #05051 ASPEN CODE #01999
Level: College Prep	**Credit**: 1.0 (Full-Year)
In this class, students will learn about theater through units that can open their eyes to the world of theater, where it comes from, and how we create it. We will explore units such as Theater History and Dramaturgy, Improv, Playwriting, Design, and Intro to Production. Students will have the opportunity to research as well as create using reference points from each unit. This is an introductory course and meant to be useful for anyone interested in exploring and coming to appreciate a new art form.	

If students would like to participate in performing in an ensemble, they will have the opportunity to work with Play Production during their shows. Intro to Theater, Play Production and Tech Theater can all qualify as fulfillment of the "Arts" credit for the MassCore diploma required of all students in the Class of 2026 and beyond.

Play Production	DESE CODE #05061 ASPEN CODE #01999
Level: Honors	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of grade 9. Incoming grade 10 students as well as a completed application and advisor approval.	
In this advanced theater class, students will participate in all aspects of a dramatic production from acting to designing to writing to directing. Students will create performances based on learned acting methods, movement, and direction. Students will also study improvisation to create original characters and scripts. Students will design and create all costumes and properties necessary for production. Although not all students will be required to act, all students should be prepared to go on stage before an audience. The work of the class culminates in after-school-hours performances for the wider Malden community and participation in state and local festivals. Overall, the class will conduct three major productions a year as well as possible showcases of ancillary work. The productions will consistently reflect a diversity of genres, styles, and eras to provide a multitude of opportunities, for example, dance, Shakespeare, avant-garde, and multicultural theater. The class requires an extensive after-school commitment. This course can be repeated for credit. Intro to Theater, Play Production and Tech Theater can all qualify as fulfillment of the "Arts" credit for the MassCore diploma required of all students in the Class of 2026 and beyond	

Technical Theater and Stagecraft	DESE CODE #05056 ASPEN CODE #01999
Level: Honors	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful completion of grade 9. Incoming grade 10 students.	
Students will experience and participate in all areas of technical theater from Stage Management, Properties, Lighting/Sound Design, Set Design/Construction and Directing. Students will study the history of theatrical design and techniques used by professionals as a basic foundation for creation of individual projects and for the support of dramatic productions. The work of the class culminates in after-school-hours performances for the wider Malden community and participation in statewide and local festivals. Overall, the class will be responsible to assist in the design for three major productions a year. The class requires an extensive after-school commitment. This course can be repeated for credit. Students must complete a contract that outlines after school commitments to take this course.	

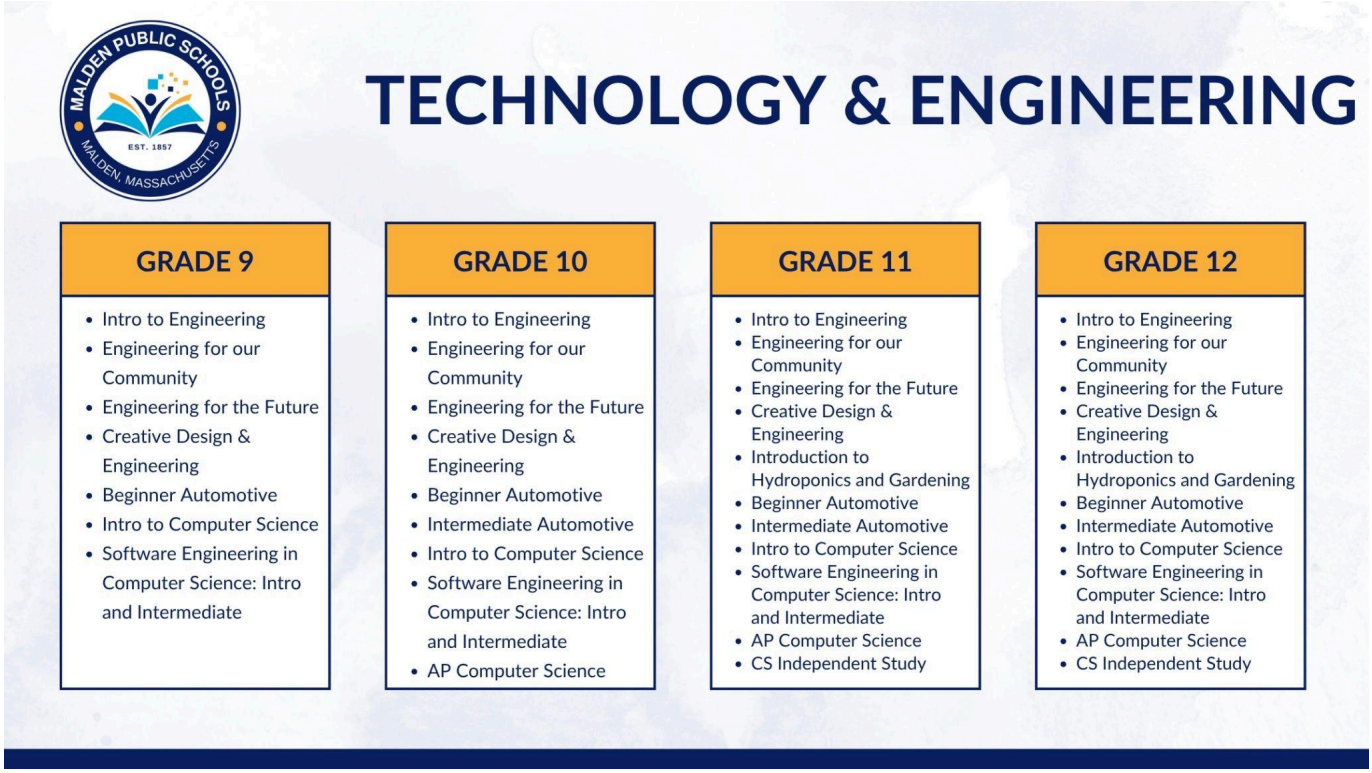
Independent Study – Performing Arts	DESE CODE #05147 ASPEN CODE #07892
Level: Honors	**Credit**: 0.5 (Full Year)

Prerequisite: Permission of parent/guardian and teacher recommendation or family/student appeal.
A student may request this course with parent/guardian, teacher, and administrator permission. Interested students may obtain an Independent Study Request Form from their guidance counselor.

MEDIA ARTS

Media Arts courses offer a comprehensive pathway for students in grades 9-12 to develop foundational skills in television and film production, progressing from theoretical understanding and studio basics to advanced, independent project creation.

TECHNOLOGY & ENGINEERING



Introduction to Engineering	**DESE CODE #21001** **ASPEN CODE #08103 / #08102**
Level: College Prep/Honors	**Credit**: 0.5 (Semester)
This course will explore the many facets of engineering and how it affects our daily lives, as well as providing an opportunity to gain insight into engineering as a career. Students in this course will design and make new technologies, tools, and objects to address their personal, family, and community needs. Students will also learn to use many of the tools in the makerspace including woodworking tools, 3-D printers, electronics, robotics, and the laser cutter.	

The course will be hands-on and project-based. Topics include: principles of engineering, woodworking, selecting and using appropriate tools and processes, modeling and digital fabrication, programming, robotics, circuits, game design and practical life skills.

Creative Design and Engineering	DESE CODE #21001 ASPEN CODE #08212 / #08213
Level: College Prep/Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Introduction to Engineering	

This course is designed as a continuation of Intro to Engineering. In this course, students will continue to advance their skills in designing new technologies, tools, and objects to address their personal, family, and community needs. Students will be more independent as they design their own projects that integrate a variety of skills and techniques from a range of fields including engineering, art, computer science, and design. Students should have a working understanding of how to design 3-D printers, electronics, robotics, laser cutter etc as they will explore advanced features of these tools. Students will be responsible for introducing the makerspace to younger Malden public school students.

The course will be hands-on and project-based. Classes will be held in Nedlam's Workshop, the makerspace in Malden High School. Topics include: prototyping, woodworking, advanced circuits, design iteration, engineering analysis, engineering systems, e-textiles.

Engineering for Our Community	DESE CODE #21001 ASPEN CODE #08313 / #08312
Level: College Prep/Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Introduction to Engineering	

Students in this course will use engineering and design principles to identify and solve problems in our Malden community. Emphasis will be placed on design iteration to create functional and durable projects that serve our needs. Students should have a working understanding of how to design 3-D printers, electronics, robotics, laser cutter etc as they will explore advanced features of these tools. These projects will be created through a lens of social justice and equity. Students will be responsible for publicizing and educating the community about the issues they identify, their objectives, and their proposed designs.

Topics include: problem framing, problem scoping, community data collection, stakeholder engagement, precision measurement, manufacturing processes, advanced digital design, advanced digital fabrication, work and forces, structural systems and materials engineering, circuit analysis, equipment maintenance.

Engineering for the Future	DESE CODE #21001 ASPEN CODE #08133 / #08132
Level: College Prep/Honors	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Introduction to Engineering	
Students in this course will use engineering and design principles to identify, study, and design solutions for big problems facing our world. Projects may include automated hydroponic garden, smart house design, solar-powered fuel cell, clean water and desalination and public health. Students will also study the historical relationships between people, technology, and ways of life, including how technology has contributed to oppression. Students will engage in research and design activities focused on reimagining and redesigning our future with technology. Students will be responsible for larger public awareness campaigns about the importance of engineering for our future. Topics Include: climate change, green energy, robotics, artificial intelligence, transportation, energy, work and power, engineering systems, engineering psychology, and sustainability, computer aided manufacturing, computer control systems.	

Automotive Program

Open to all students

Automotive: Beginner	DESE CODE #20105 ASPEN CODE #08104
Level: College Prep	**Credit**: 0.5 (Semester)
This course is designed to introduce students to the world of automobiles by providing an experience-based learning environment which will serve as a reservoir of information to aid in future problem-solving and decision-making. This establishment of beginner-level skills will prepare students for what they may experience as an automobile owner as well as advancement into more intermediate automotive courses in the future. Students are enabled to choose a tentative route through school toward definitive occupational objectives. Key objectives of this course include automotive technology, small engines theory and operation, and industrial safety in the workplace. Additionally, students will become familiar with small automotive tools/light equipment, tire service maintenance including wheel balancing and alignment, and brake inspection. The course also highlights the dual-sided reality of technology advancements facing our world heavily focusing on those which explore green energy-saving engineering systems. A variety of different trades will also be explored.	

Automotive: Intermediate Level	DESE CODE #20105 ASPEN CODE #08304
Level: College Prep	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Automotive Beginner or teacher recommendation	

This course encourages students to solve problems and gain a fundamental understanding of the Automobile by working on the common major systems, engine, lubrication, cooling, fuel, emission, exhaust, transmission, suspension, brake, steering, heating & air conditioning, electrical, and body. Students will have the opportunity to explore the relationship between computers and the integrated electronic systems of automobiles through familiarity with information systems used. In the class, the student will become familiar with many of the different positions that are available in the field of Automotive technology as well as many other trades. The educational and training opportunities in many trades available to the students after high school will be stressed. Successful completion of this course with a B+ or better will qualify students for college credit at higher learning institutions. Mass Bay and Ben Franklin Institute.

Automotive: Advanced Level	DESE CODE #20105 ASPEN CODE #08404
Level: Honors	**Credit**: 2.0 (Full Year, 2 Periods)
Prerequisite: Successful completion of Automotive Intermediate or teacher recommendation or family/student appeal.	

Students are exposed to disassembling, inspection, and repair of various Automotive systems, Automotive electricity, and engine tune-up. Laboratory experiments are focused on the systems of engineering, Science, and Technology and on computer applications that apply to automotive diagnosis and service. Students will study Automotive chemicals' effects and safe use, Students will practice with tools of the automotive trade and practice personal shop safety. Automotive shop operations and the different careers available in the automotive industry will be stressed.

Content includes design/problem solving, customer relations. reference matter use, wiring schematics, diagrams, measurement systems, teamwork, and the use of Computer-Aided information systems. Successful completion of this course with a B+ or better will qualify students for college credit at higher learning institutions like Mass Bay and Ben Franklin Institute.

Computer Science Courses

Introduction to Computer Science	DESE CODE #10012 ASPEN CODE #01143
Level: College Prep	**Credit**: 0.5 (Semester)

This introductory rigorous hands-on course will engage students in many aspects of Computer Science with a focus on Algorithmic-Thinking/Programming. Utilizing MIT's SCRATCH block-based language and Object Oriented environment, this course will be covered in a friendly & intriguing setting via fifteen tutorials. It concludes with a large-scale project. Topics will include variables, conditionals, loops, procedures, arithmetic operators, Strings, and method signaling. Time permitting, other block based software packages will be sampled such as: 3D-SCRATCH BeetleBlocks, type converter Pencil Code, Animation via Alice, etc. as well as computer ethics, current technological events, and CS Careers. Using hands-on and real-world projects, students will learn not only computer programming in this course but the logic, or "science," behind it, a most important skill for any endeavor.

Introductory Software Engineering in Computer Science	DESE CODE #10152 ASPEN CODE #01272
Level: College Prep	**Credit**: 0.5 (Semester)

Prerequisite: Successful completion of Introduction to Computer Science [CS-1] or currently taking Math II Honors or above.

This course is equivalent to a first half of a semester of college level Computer Science utilizing the popular web-based JAVA programming language. Topics include I/O, logical operators, data types, if/else selection structures, and all looping structures as well as procedural decomposition via methods and managing complexity. Throughout the semester Algorithmic Thinking and Pattern Finding will be studied. Students must successfully complete an independent project by the end of the semester.

Intermediate Software Engineering in Computer Science	DESE CODE #10155 ASPEN CODE #01292
Level: Honors	**Credit**: 0.5 (Semester)

Prerequisite: Successful completion of Intro to Software Engineering with a grade of C+ or better.

This course CONTINUES the Introductory study of Computer Science to a more intermediate level and completes that equivalent to a first semester of college level Computer Science utilizing the popular web-based JAVA programming language. Advanced topics include Strings, methods with parameter passing + overloading, cumulative and fencepost algorithms, Boolean logic/operations, randomization, and with time permitting, both one and two dimensional arrays with some emphasis on sorting and searching algorithms. Students must successfully complete an independent project by the end of the semester.

AP Computer Science: Advanced Software Engineering [CS-3]	DESE CODE #02999 ASPEN CODE #01341
Level: Advanced Placement	**Credit**: 1.0

The Advanced Placement Computer Science course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year, depending on the policy of the individual college.

This course is for highly motivated students who would possibly pursue careers in Computer Science, Mathematics, or Engineering as it is equivalent to a full first semester of college level Computer Science with the subject matter laying the foundation for the advanced study in this field. The course includes but is not limited to one and two dimensional arrays, ArrayLists, Classes, Inheritance & Interfaces, and Recursion. AP prep via numerous Free Response/Open Ended and Multiple Choice questions will be significantly utilized as will medium to large scale programming projects. A case study may also be a part of the course. Students are expected to successfully manage large scale programs and pass the AP Exam.
Students enrolled in this course are required to take the AP exam in May.

Independent Study in Computer Science – Software Development/Engineering and Certifications [CS-4b]	DESE CODE #21006 ASPEN CODE #01982
Level: Honors	**Credit**: 1.0 (Full-Year)
Prerequisite: Successful Completion of Advanced Placement Computer Science (AP CS-3)	

This course is for the very serious and self motivated student who wants to delve deep into the study of Computer Science. Independent Study is the student's opportunity to do a significant piece of work in an area of personal interest and to expand his or her understanding of computer science. Although the faculty advisor must approve all topics, the student is free to pursue virtually any area of computer science that is of interest. The topic should be challenging, but manageable with the resources and time available. A typical I.S. involves a theoretical investigation of a topic in Computer Science accompanied by a software implementation that illustrates concepts developed in the theoretical investigation which may include online certifications in various areas.

Help Desk	DESE CODE #02999 ASPEN CODE #01144
Level: Unleveled	**Credit**: 0.5 (Semester)

The student-led Help Desk course is open to students in grades 9-12 who are interested in assisting both students and staff with any and all issues associated with the Chromebooks and Google applications. Students must possess a comfort level with Google applications, have a desire and willingness to learn and have great customer service and communication skills. Students will answer questions, troubleshoot problems as the need arises and work on special projects under the direction of the Help Desk supervisor. To be considered for the Help Desk, students must fill out an application expressing their interest and are required to interview with either the Help Desk Supervisor or IT manager. This course will be graded on a Pass/Fail basis and daily attendance is mandatory in order to Pass.

Malden High School Practical Academics and Community Education (PACE) Program

PACE PROGRAM

GRADE 9	GRADE 10	GRADE 11	GRADE 12
• PACE Daily Living Skills • PACE English • PACE Math • PACE Science • PACE Social Science • PACE Wellness • PACE Health • PACE Career-Based Learning	• PACE Daily Living Skills • PACE English • PACE Math • PACE Science • PACE Social Science • PACE Wellness • PACE Health • PACE Career-Based Learning	• PACE Daily Living Skills • PACE English • PACE Math • PACE Science • PACE Social Science • PACE Wellness • PACE Health • PACE Career-Based Learning	• PACE Functional Literacy • PACE Applied Math • PACE Career-Bases Skills • PACE Transition Skills • PACE Independent Living Skills • PACE Community and Recreation Skills

The Practical Academics and Community Education Program (PACE) is a multiyear program available for students with significant cognitive and/or physical disabilities. The goal of the Practical Academics and Community Education (PACE) Program is to provide students with academic, functional, and vocational skills so that they may transition successfully to adult life. These students may also receive ancillary services including speech and language therapy, occupational therapy, physical therapy, assistive technology, and augmentative communication.

Practical Academics and Community Education (PACE) English	DESE CODE #01999 ASPEN CODE #10944
Level: On Level	**Credit**: 1.0 (Full Year)
Student must be identified as in need of Special Education services	
This course is designed to provide entry points for English Language Arts instruction to meet the needs identified in each student's IEP. Basic fluency, vocabulary building, and comprehension of reading passages are covered, as well as reading for a functional real world purpose. Students learn how and where to obtain specific types of information (train/ bus route schedules, sale ads, recipes, menus, etc.), and reading newspaper and magazine articles for popular culture, sports, and current events. Expanding writing skills may include entry level instruction ranging from writing their name or a simple sentence, to writing multi-paragraph pieces. Students are encouraged to write in using real-world applications including practice writing down personal information, filling out job applications, creating lists, etc.	

Practical Academics and Community Education (PACE) Math	DESE CODE #02999 ASPEN CODE #11924
Level: On Level	**Credit**: 1.0 (Full Year)
Student must be identified as in need of Special Education services	
This course is designed to provide entry points for mathematical instruction to meet the needs identified in each student's IEP. Students learn general number sense, operations, patterns, and measurement, there is also a heavy emphasis on math for real world application. Students learn how to create a budget, pay bills, purchase products, and begin thinking about long-term money saving and purchasing goals. Fractions and measurement for recipe following, counting money, reading a temperature gauge, and using a clock to accurately tell time are also explored.	

Practical Academics and Community Education (PACE) Science	DESE CODE #03049 ASPEN CODE #13904
Level: On Level	**Credit**: 1.0 (Full Year)
Students must be identified as in need of Special Education services.	
This course is designed to provide entry points for science instruction to meet the needs identified in each student's IEP. Students learn general information about a variety of science topics including earth science, life science, technology and geography. This includes practical applications of weather, observational skills, gardening, cell mutations, and other relevant scientific areas of study.	

Practical Academics and Community Education (PACE) Social Studies	DESE CODE #03409 ASPEN CODE #12904
Level: On Level	**Credit**: 1.0 (Full Year)
Students must be identified as in need of Special Education services.	
This course is designed to provide entry points for social studies instruction to meet the needs identified in each student's IEP. Students learn general information about US History, Modern World History and current events. This includes practical community based applications of how to be a citizen, their role within the community, and civic responsibilities.	

Practical Academics and Community Education (PACE) Wellness	DESE CODE #08054 ASPEN CODE #16914
Level: On Level	**Credit**: 0.5 (Full Year)
Students must be identified as in need of Special Education services.	
This course is designed to provide entry points for wellness instruction to meet the needs identified in each student's IEP. Students learn how to build healthy, safe and strong relationships both personally and professionally. In addition, students learn about healthy living benefits, nutrition, safety, and personal health and wellness.	

Practical Academics and Community Education (PACE) Health	DESE CODE #08054 ASPEN CODE #16924
Level: On Level	**Credit**: 0.5 (Full Year)
Students must be identified as in need of Special Education services.	
This course is designed to provide entry points for health instruction to meet the needs identified in each student's IEP. Students learn general information about the importance of making healthy choices and their growth and development. Students learn about eating and exercising to maintain healthy bodies, explore topics relating to healthy friendships and safety.	

Practical Academics and Community Education (PACE) Daily Living Skills	DESE CODE #22201 ASPEN CODE #19934
Level: On Level	**Credit**: .5 (Full Year)
Student must be identified as in need of Special Education services	
This course is designed to provide daily living skills instruction to meet the needs identified in each student's IEP. Students learn a wide range of skill sets to be a successful adult in today's society. Topics covered in this course include cooking, nutrition, domestic skills (cleaning, taking out trash, recycling, putting away materials), personal hygiene, safety, navigation, recreation exploration (specifically, widening a student's interests and opportunities to try new activities), and self-advocacy and social skills.	

Practical Academics and Community Education (PACE) Career Based Skills	DESE CODE #22151 ASPEN CODE #15924
Level: On Level	**Credit**: 1.0 (Full Year)
Students must be identified as in need of Special Education services.	
This course is designed to provide career based skills to meet the needs identified in each student's IEP. Students explore a variety of topics including increasing students' awareness of career planning, assisting students in the development of good work habits, attitudes, and appreciation for work. Students are encouraged to work in a variety of work sites within the school and community.	

Practical Academics and Community Education (PACE) Transition Skills	DESE CODE #22201 ASPEN CODE #19214
Level: On Level	**Credit**: 1.0 (Full Year)
Students must be identified as in need of Special Education services.	
This course is designed to provide transitional skills instruction to meet the needs identified in each student's IEP. Students learn how to develop and maintain their transferable employability skills such as professionalism and strong work ethic, communication skills, flexibility, ability to learn and adapt, problem solving skills. Students are encouraged to work in a variety of work sites within the school and community.	

Practical Academics and Community Education (PACE) Independent Living Skills	DESE CODE #22201 ASPEN CODE #19224
Level: On Level	**Credit**: 1.0 (Full Year)
Students must be identified as in need of Special Education service.	
Students are able to access the community to build upon their independent living skills in the real-world setting to meet the needs identified in each student's IEP. Sample lessons during community outings include grocery shopping for cooking class, general shopping for hygiene and other personal items, practicing safety skills, money management, and exploring and experiencing different school and community based worksites including Malden Recreation Center, YMCA, restaurants, Malden Library, high school cafeteria jobs, etc.	

Practical Academics and Community Education (PACE) Community and Recreation Skills	DESE CODE #22151 ASPEN CODE #19234
Level: On Level	**Credit**: 1.0 (Full Year)
Students must be identified as in need of Special Education services.	
This course is designed to provide community and recreation skills instruction to meet the needs identified in each student's IEP. Students are able to explore a variety of recreation and leisure activities in order to widen a student's interest and opportunity to try new activities. Students are encouraged to explore outside community based agencies such as Massachusetts Rehabilitation Commision (MRC), Department of Developmental Services (DDS), Communitas, etc., internships and other community based adult resources to order to support the students transition when the students turns 22 and ages out of the public school system.	

The educational needs of the students in the Practical Academics and Community Education (PACE) Program are designed according to:

(a) Academic needs and
(b) Level of independence, and
(c) Behavioral profile

Information about the student's academic level, level of independence, and behavioral profile is used to plan placement, curriculum and services.

STUDENT SUPPORT CLASSES

STUDENT SUPPORT CLASSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
• Learning Assistance Center (LAC) • Literacy Skills Workshop I • Numeracy Skills Workshop I • Math Strategies & Problem Solving • Biology Strategies & Problem Solving • Peer Tutoring • Reading/Writing Lab	• Learning Assistance Center (LAC) • Literacy Skills Workshop II • Numeracy Skills Workshop II • Math Strategies & Problem Solving • Biology Strategies & Problem Solving • Peer Tutoring	• Learning Assistance Center (LAC) • Math Strategies & Problem Solving • Biology Strategies & Problem Solving • Peer Tutoring	• Learning Assistance Center (LAC) • Math Strategies & Problem Solving • Biology Strategies & Problem Solving • Peer Tutoring

Learning Assistance Center	DESE CODE #22005 ASPEN CODE #19714-Fall / #19724-Spring
Level: Unleveled	**Credit**: 0.5 (Semester)

The Learning Assistance Center (LAC) is open to all students in Special Education grades 9, 10, 11, and 12, per Special Education Team decision.

LAC provides students with the tools and techniques they need to successfully access the curriculum and the ability to apply these strategies to new learning situations. The goal is to help students learn and enhance their skills, integrate new knowledge with previous learning, learn independently, and apply skills and knowledge to both new and familiar situations. Students learn organizational skills, study skills and time management to help improve their executive functioning abilities.

Literacy Skills Workshop I	DESE CODE #22106 ASPEN CODE #10703-Fall / #10733-Spring
Level: College Prep	**Credit**: 0.5 (Semester)
Students in grade 9 with an English Language Arts, Reading Comprehension, and/or Written Expression goal in their Individual Education Plan may take this course, per Special Education Team decision.	
The student will receive direct instruction in a structured, sequential, multisensory reading program incorporating encoding and decoding skills and their application. Literacy Skills Workshop focuses on active, critical reading and thoughtful, revised writing. Using an independent reading model, students will learn and practice reading and writing strategies for successful high school work. Key elements of this course will be student selection of reading texts, the constant use of active reading strategies, and frequent revised writing assignments. Organizational skills, study skills and support of content work from the students' grade 9 English class will be embedded in the course.	

Literacy Skill Workshop II	DESE CODE #22106 ASPEN CODE #10743-Fall / #10753-Spring
Level: College Prep	**Credit**: 0.5 (Semester)
Students in grade 10 with an English Language Arts, Reading Comprehension, and/or Written Expression goal in their Individual Education Plan may take this course, per Special Education Team decision.	
The student will receive direct instruction in a structured, sequential, multisensory reading program incorporating encoding and decoding skills and their application. Literacy Skills focuses on active, critical reading and thoughtful, revised writing. Using an independent reading model, students will learn and practice reading and writing strategies for successful high school work. Key elements of this course will be student selection of reading texts, the constant use of active reading strategies, and frequent revised writing assignments. Organizational skills, study skills and support of content work from the students' grade 10 English class will be embedded in the course.	

Numeracy Skills Workshop I	DESE CODE #02999 ASPEN CODE #11704-Fall / 11714-Spring
Level: Unleveled	**Credit**: 0.5 (Semester)

Students in Math 1 with a math goal in their Individual Education Plan may take this course, per Special Education Team decision.

The student will receive math intervention instruction focusing on calculation and application of skills with emphasis on including visuals to support auditory and written information. Numeracy focuses on expanding each student's mathematics knowledge base. Using technology and mathematical investigation activities, students will learn and practice computational skills as well as problem solving strategies for successful high school work.

The curriculum is designed to support students with their study of Math 1 as well as prepare them for the grade 10 MCAS examination by developing skills in the areas of number sense and operations, patterns, relations, algebra, geometry, measurement, data analysis, statistics, and probability. Organizational skills, study skills and support of content work from the students' Math 1 class will be embedded in the course.

Numeracy Skills Workshop II	DESE CODE #22106 ASPEN CODE #11904-Fall / #11914-Spring
Level: Unleveled	**Credit**: 0.5 (Semester)

Students in Math 2 with a math goal in their Individual Education Plan may take this course, per Special Education Team decision.

The student will receive math intervention instruction focusing on calculation and application of skills with emphasis on including visuals to support auditory and written information. Numeracy focuses on expanding each student's mathematics knowledge base. Using technology and mathematical investigation activities, students will learn and practice computational skills as well as problem solving strategies for successful high school work.

The curriculum is designed to support students with their study of Math 1 and Math 2 as well as prepare them for the grade 10 MCAS examination by developing skills in the areas of number sense and operations, patterns, relations, algebra, geometry, measurement, data analysis, statistics, and probability. Organizational skills, study skills and support of content work from the students' content math class will be embedded in the course.

Biology Strategies and Problem Solving	DESE CODE #03051 ASPEN CODE #03833 (Fall)
Level: College Prep	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Biology or approval of principal/director.	
This course was designed for growth in problem-solving and test-taking strategies specific to Biology fundamentals. Students who want to prepare for the MCAS assessment and have already received a Biology credit (at Malden High School or as a transfer) are great candidates for this course. (This is a semester companion course and should be taken along with another science course (the next in the students' sequence).	

Peer Tutoring in English	DESE CODE #NA ASPEN CODE #00193
Level: College Prep	**Credit**: 0.5 (Semester)
Prerequisite: Permission of supervising instructor.	
Tutors will be assigned to an English class where they will work with students under the direction of an English teacher. Tutors will assist the teacher by guiding small groups or individuals through class activities, clarifying skills and content, providing appropriate feedback on writing assignments, encouraging students to stay on-task, and modeling exceptional behavior. Select this elective course if you want to make a difference in the lives of others. Peer interaction can have a powerful influence on academic motivation and achievement, and both the tutor and tutee can benefit.	

Peer Tutoring in Math	DESE CODE #NA ASPEN CODE #01903
Level: Unleveled	**Credit**: 1.0 (Full Year)
Prerequisite: Successful completion of Math 1 with a minimum average of 80 and teacher recommendation, or approval of principal or director.	
Tutors will be assigned to a mathematics class where they will work with students under the direction of a mathematics teacher. Tutors will assist the teacher by guiding small groups or individuals through mathematical activities, clarifying mathematical concepts, encouraging students to stay on-task, and modeling exceptional behavior which embraces the fact that learning math takes time and effort, but is worth the investment. Select this elective course if you want to make a difference in the lives of others. Peer interaction can have a powerful influence on academic motivation and achievement and both the tutor and tutee can benefit.	

Peer Tutoring in Science	DESE CODE #NA ASPEN CODE #03903
Level: Unleveled	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Biology and teacher recommendation, or approval of principal/director.	
Tutors will be assigned to a science class where they will work with students under the direction of a science teacher. Tutors will assist the teacher by guiding small groups or individuals through science activities, clarifying science concepts, encouraging students to stay on-task, and modeling exceptional behavior. Select this elective course if you want to make a difference in the lives of others. Peer interaction can have a powerful influence on academic motivation and achievement and both the tutor and tutee can benefit.	

Math Strategies and Problem Solving	DESE CODE #02074 ASPEN CODE #01363 Fall / #01373 Spring
Level: College Prep	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Math I or approval of principal/director.	
Students can take this course as a companion course to Math 2 or higher. This course was designed for growth in problem solving, test taking strategies specific to math, numeracy skills, and perseverance in tackling problems. Students who want to prepare for the MCAS assessment and/or improve their mathematical skills are great candidates for this course. This course will emphasize the Standards for Mathematical Practice which are designed to help students become better lifelong mathematicians.	

Foundations for Math 2	DESE CODE # 02074 ASPEN CODE # 01463
Level: College Prep	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Math I or approval of principal/director.	
Students can take this course as a companion course to Math 2. This course is designed for growth in problem solving, numeracy skills, and perseverance in tackling problems. Students will solidify foundational concepts important for understanding and comprehending material covered in Math 2. This course will emphasize the Standards for Mathematical Practice which are designed to help students become better lifelong mathematicians.	

Foundations for Math 3	DESE CODE # 02074 ASPEN CODE # 01483
Level: College Prep	**Credit**: 0.5 (Semester)
Prerequisite: Successful completion of Math II or approval of principal/director.	
Students can take this course as a companion course to Math 3. This course is designed for growth in problem solving, numeracy skills, and perseverance in tackling problems. Students will solidify foundational concepts important for understanding and comprehending material covered in Math 3. This course will emphasize the Standards for Mathematical Practice which are designed to help students become better lifelong mathematicians.	

STEM Strategies and Problem Solving	DESE CODE #02999 ASPEN CODE #01803
Level: College Prep	**Credit**: 0.5 (Semester)
Prerequisite: Students who have taken the Math and Biology MCAS but did not meet requirements on either and upperclassmen students who transfer into MHS in their Junior and/or Senior year who have not yet taken the Math and Biology MCAS.	
Students can take this course as a companion to their sequential Math and Science courses. Students enrolled in this course will receive instruction from both a Math and Science certified teacher. This course was designed to strengthen problem-solving and test-taking skills as well as the content included in the Math and Biology MCAS. Students who want to prepare for the MCAS assessment and/or improve their mathematical/scientific skills are great candidates for this course. This course will emphasize the Standards for Mathematical Practice and the Next Generation Science Practices which are designed to help students become better users of math and science into adulthood.	

Student Assisted Mentoring	DESE CODE #22054 ASPEN CODE #85104 (Spring)
Level: Unleveled	**Credit**: 0.5 (Semester)
Prerequisite: House principal recommendation	
The purpose of the Student Mentor program is to provide support for grade 9 students. The peer mentors are sophomores, juniors, and seniors who have shown an interest in and capacity for helping others. All peer mentors are matched with student mentees based on common interests and student needs.	

Student Leadership and Mentoring	DESE CODE #22101 ASPEN CODE #85204 (Spring)
Level: Unleveled	**Credit**: 0.5 (Semester)
Prerequisite: House principal recommendation	
The purpose of the Student Mentor program is to provide support for grade 9 students. The peer mentors are sophomores, juniors, and seniors who have shown an interest in and capacity for helping others. All peer mentors are matched with student mentees based on common interests and student needs. The mentor will give valuable community service and tutoring experiences. This partnership will provide support, tutoring, and guidance for their mentee.	

ELA Skills Workshop Grade 10	DESE CODE #01067 ASPEN CODE #09103
Level: Unleveled	**Credit**: 0.5 (Semester)
Prerequisite: End of Grade 9 Recommendation	
This course is designed for our identified grade 10 students who require supplemental ELA skills instruction (reading, writing, speaking, listening) to support reaching mastery of grade-level standards in their core ELA 10 class. This is an intensive skill building course following a small group model that focuses on data-driven student needs in regards to active and critical reading, thoughtful and revised writing, and student discourse and inquiry. Students will be registered in this first semester course in addition to their grade 10 English class.	

ELA Skills Workshop Grade 9	DESE CODE #01067 ASPEN CODE #09113
Level: Unleveled	**Credit**: 0.5 (Semester)
Prerequisite: Midyear Grade 9 Recommendation	
This course is designed for our identified grade 9 students who require supplemental ELA skills instruction (reading, writing, speaking, listening) to support reaching mastery of grade-level standards in their core ELA 9 class. This is an intensive skill building course following a small group model that focuses on data-driven student needs in regards to active and critical reading, thoughtful and revised writing, and student discourse and inquiry. Students will be registered in this second semester course in addition to their grade 9 English class.	

First-Year Seminar/Advisory	DESE CODE #22106 ASPEN CODE #00963
Level: Unleveled	**Credit**: 0.5 (Semester)
Prerequisite: Grade 8 Literacy Coach and Guidance Counselor Recommendation	
First Year Seminar is open to students in grade 9 who were recommended by the grade 8 guidance counselor and completed the Title I 'Credit Recovery' summer program. This course is designed to provide students with the tools and techniques they need to successfully access the curriculum across disciplines and the ability to apply these strategies to their classes. The goal of this program is to help students orientate themselves to Malden High and foster an understanding of themselves and the world. Students will develop the habits of a successful student through engaging and community-based projects and collaborative learning. Attention will also be given to students' individual academic needs.	

Advanced Placement (AP) Academic Study	DESE CODE #22006 ASPEN CODE #09014
Level: Unleveled	**Credit**: none
Prerequisite: Grade 11 or 12 and enrollment in at least one Advanced Placement course	
This supervised study block is designed as a structured academic support period for students enrolled in one or more Advanced Placement (AP) courses. Recognizing the demanding workload and high expectations of AP classes, this time provides students with a quiet learning environment during the school day to focus on assignments, complete readings, prepare for exams, or engage in independent study. Students are expected to use this period productively and responsibly. While no direct instruction occurs during this block, access to school resources (such as the library or printers) may be available with permission. The goal is to promote academic success by allowing students time to manage their rigorous course load effectively.	

MHS-BHCC Early College Designated Program

The Malden High School-Early College High School Initiative with Bunker Hill Community College (BHCC) provides students the opportunity to receive a Malden High School diploma and a minimum of 12 college credits, by taking BHCC classes in addition to Malden High School classes. Malden High School is a Bunker Hill Community College Satellite Campus. Early College students will be afforded the opportunity to enroll in a BHCC course that is taught by BHCC professors on the MHS campus and takes place at Malden High School during the school day. Students in this program can also take classes at the main BHCC campus in Charlestown once they reach grade 12. Points to consider:

- This is an extraordinary opportunity to achieve college credits while saving a substantial amount of money.
- This is a program open to rising members of the Sophomore Class.
- Early College students will receive both Malden High School and BHCC credit for BHCC courses successfully completed. BHCC courses are calculated into Malden High School GPA. (Refer to GPA scale.)
- Early College students are Malden High School students for state reporting purposes and are eligible for all programs and services including athletics, clubs and activities, free and reduced lunch, health services, and post-secondary counseling.

Bunker Hill Community College/MHS Course Descriptions

MAT-093 Foundations of Mathematics (3 Credits, 1 High School Unit)

Topics include solving applied problems with whole numbers, decimals and fractions; ratios and proportions; rates; percentages and applications in sales tax, interest, commissions, and discounts; determining numerical averages and medians; exponents and square roots; measurement; and geometry. Technology is incorporated to facilitate problem solving. This course does not satisfy degree requirements.

MAT-097 Foundations of Algebra (3 Credits, 1 High School Unit)

This course is a continuation of Foundations of Math (MAT-093). Topics include algebraic expressions, solving and graphing linear equations and inequalities, exponents and scientific notation, introduction to polynomials, and systems of linear equations and their graphs. Technology is incorporated to facilitate problem solving. This course does not satisfy degree requirements. Prerequisite: A grade of C or higher in Foundations of Mathematics (MAT-093) or exemption by placing into higher level course

ENG-111 College Writing I (3 College Credits, 1 High School Unit)

This course emphasizes writing as a process for essays with multiple rhetorical modes. Using personal experience, readings with diverse cultural perspectives, and other sources, students apply critical reading and independent research skills to evaluate and integrate sources into their writing with proper citations from MLA and/or APA format. Students engage in discussions and activities that enhance their understanding of, make connections to and reflect upon diverse cultures.

BUS-101 Intro to Business (3 College Credits, 1 High School Unit)

This course is a survey of the purpose, role, and responsibility of business in a capitalistic society, including an introduction to the major areas of business such as: Finance, Management, Economics, and Marketing. This course provides a basic foundation for the student who will specialize in some aspect of business in college, and it also provides the opportunity for non-business majors to learn about the business in which they will someday be both producers and consumers. This course will also enable students to explore career options in business, define a career path, and make connections between classroom learning and the larger business community. This course will fulfill the Learning Community Seminar requirement for first time, full-time students, to assist the student in making a successful transition from our unique urban community into an academic environment. The course will aid students in learning insights, skills, and attitudes necessary to develop academic success strategies for personal and career goals achievement.

COM-171 Public Speaking and Professional Communication (3 College Credits, 1 High School Unit)
This course helps students to speak and write in an effective, ethical and professional manner. Students develop their abilities to deliver an effective speech, present for the camera, draft a resume, create and organize professional presentations, and adapt to different speaking contexts. This course draws from global classical rhetorics, using multiple world philosophies such as indigenous, western African, Hebrew, Nahua, and/or northern European. Students explore inclusive public speaking excellence and engage workplace ethics, human rights, disability and neurodiversity from a critical studies perspective.

PSY-101 Prin of Psychology (3 College Credits, 1 High School Unit)
This introductory psychology course covers a survey of information and theory. Topics include the brain and behavior, research methods, learning, consciousness, motivation, emotion, human growth and development, personality, abnormal behavior, and psychotherapy, social cognition and understanding.

SOC-101 Prin of Sociology (3 College Credits, 1 High School Unit)
This course covers an introduction to the concepts and theories of society and social institutions.

Edgenuity Online Learning Platform

At Malden Public Schools, we offer access to a wide variety of online courses, intended to meet the needs of our self-driven, diverse learners in unique situations. We partner with Edgenuity to achieve this objective. Please speak directly with your house principal or school counselor for more information, or to see if these courses might be a good fit for your current educational needs.

Malden High School Summer School

Malden High School offers Summer School classes for students that did not obtain a passing grade during the school year. The students must be recommended by the teacher and approved by the administration to be eligible. Students are limited to a maximum of two classes during the summer session. Any students that are requesting any additional classes must be approved by the principal.

Bunker Hill Community College Dual Enrollment Program

Students may enroll in Pre-College or College level courses through Bunker Hill Community College. To enroll, students must complete a BHCC application and the required placement considerations. See your MHS School Counselor for a course listing and procedures for enrollment in BHCC Dual Enrollment. All dual enrollment courses may be added to the

Malden High School - Pathways

PATHWAYS PROGRAM

The Pathways Program was established in 2010. It is a public school alternative-education program located within Malden High School. Every student enrolled in the Pathways Program is a Malden High School student and will have the opportunity to earn a Malden High School diploma. The Pathways Program offers students different opportunities to earn credits and gain confidence in themselves and their academics. Curricula and instruction are aligned with the state curriculum frameworks, in not only the subject areas currently assessed by the MCAS, but in all areas on which students are expected to learn. We believe each student is a unique and talented individual who will be provided the opportunity to succeed. We work with each student individually to design a plan to help him/her reach his/her goals.

VISION STATEMENT

The Pathways Program is an opportunity to experience success in high school. We hold students to the same high standards as all students in Malden High School. We treat students with respect and expect the same in return. We aim to create a positive learning environment where students are being productive and making progress towards their goals. We manage behavior through Restorative Justice practices. We believe that the best opportunity for future success is the completion of a strong, well-planned and relevant program in high school that gives students the knowledge and the skills to succeed.

CRITERIA FOR REFERRAL

- Students who are over-aged and under-credited in relation to current grade placement.
- Students who have not found success in the mainstream MHS setting, including attending during traditional school hours and/or participating in the traditional class schedule.
- Students who have lagging academic, social or emotional skills that impact their ability to succeed in mainstream setting despite documented implementation of tiered instructional, social and emotional skill development, supports and services.

Malden High School - RISE

RISE PROGRAM

The RISE Program was created in 2021. It is a public school, therapeutic-education program located within Malden High School. Every student enrolled in the RISE Program is a Malden High School student and will have the opportunity to earn a Malden High School diploma. RISE focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage intense feelings throughout the school-day. Through a combination of behavioral health clinical interventions and special education instruction, this program focuses on Social-Emotional Learning to help students prepare for their next educational environment. RISE classrooms are designed to address grade-level standards and will utilize the general education curriculum as appropriate and needed. The goal of RISE is to improve the student's social, emotional and academic skills while providing behavior support to teach emotional regulation, self-awareness, age-appropriate responsible decision-making, and relationship skills..

CRITERIA FOR REFERRAL

- Students must be identified as in need of Special Education services
- Students in this program have an emotional disability and require a therapeutic setting to make progress
- Placement in this program is an IEP Team decision

Student Athletic Eligibility

The Malden High School Athletic Department strictly enforces student eligibility requirements for participation in interscholastic sports set forth by the Massachusetts Interscholastic Athletic Association (MIAA). All excerpts below and in-depth descriptions can be found here.

Student Eligibility: Middle School Students on Senior High Teams

A middle school student is eligible to represent a senior high school on its athletic teams only when the MIAA member high school includes those grades and they are under the direct "jurisdiction" and "supervision" of the high school principal (see Rule 51 for definitions).

Student Eligibility: Home Educated Students

A home-educated student is eligible to participate in interscholastic athletics if the following conditions are met: Malden Public Schools supports homeschooled students.

The local school committee of a MIAA public school member institution has adopted a policy regarding participation of home educated students on the high school teams, and the local building principal has indicated such on the annual MIAA membership form while including all homeschoolers in the MIAA enrollment report.

Student Eligibility/School Requirements: Physical Examinations/Medical Coverage/Concussions

All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. A student's eligibility will terminate once a physical has reached the 13 month limit.

Transfer Students

A student who transfers after the start of that practice season is ineligible in all sports during that sports season. The receiving MIAA High School Principal may utilize Form 200 to declare a transfer student eligible, providing transfer is prior to the start of the season and if the sending MIAA School Principal certifies the following (3a through 3f on Form200):

a. To our knowledge recruitment was not involved in any way.
b. At the time of transfer, the student was in good standing.
c. The student would be academically eligible at the sending school.
d. To our knowledge the transfer was in no way motivated by athletics.
e. The student would have been eligible by MIAA and local rules at the sending School.
f. If the sending school believes recruitment, or transfer was related to athletics (a & d above), they must make an allegation with additional proof(s) to the MIAA Executive Director or designee within 10 days of returning the Form 200 to the Receiving School. They must also NOT INITIAL "a" or "d" when filling out Form 200.

Student Eligibility: Academic Requirements

58.1 A student cannot at any time represent a school unless that student is taking courses equivalent to four traditional year-long 'major' English courses.

58.1.1 Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking marking period are to be issued to the parents of all students within a particular class.

58.1.2 When utilizing a 4 x 4 block schedule, a student must pass at least two of the four required 'major' courses (or equivalent) in each academic marking Period.

58.2 A transfer student may not gain academic eligibility if the student was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of parents and then eligibility would be determined by receiving schools eligibility standards (see Rule 57.7.1).

58.3 FALL - To be eligible for the fall marking period, students are required to have passed and received full credits for the previous academic year, the equivalent of four traditional year-long major English courses. Term grades cannot be used to determine fall eligibility.

58.4 END OF Q1, WINTER & SPRING - A student must secure during the last marking period preceding the contest a passing grade, and full credit, in the equivalent of four traditional year-long 'major' English courses. (e.g. second quarter marks and not semester grades determine third quarter eligibility)

58.5 SENIORS - A senior student-athlete academic eligibility following the third-quarter report cards being issued, will carry through to the conclusion of the spring sport season. Fourth quarter grades can't then render a senior academically eligible.

58.6 Incomplete grades may not be counted toward eligibility until they are made up following school policy.

58.7 A student who repeats work upon which a student has once received credit cannot count that subject a second time for eligibility.

58.8 A student cannot count, for eligibility, any subject taken during the summer, unless that subject was pursued and failed during the immediate preceding academic year.

58.9 All co-operative team athletes must meet the eligibility standards of their own school as well as the host school.

Reference - MIAA Handbook July 1, 2021 – June 30, 2025