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Dear Families, Caregivers, Students, and Staff,

We are pleased to present to you our first PreK-12 program of studies.

The purpose of the PreK-12 Program of Studies is to provide information to all Malden Public Schools families, caregivers, and students with the landscape and description of each course that is offered across the district, at each grade level, and at each of our schools.

In this documents, you are going to find that all courses have two different code numbers, one for ASPEN, which is the code in our internal Student Information System (SIS ASPEN), and a DESE code, which is the official code of course approved by the Department of Elementary and Secondary Education (DESE).

The PreK-12 Program of Studies delineates the promotion requirements for students in grades K-8, graduation requirements for high school students, and grading and homework guidelines for all grade levels.

For the district, the program of studies is a tool that guides our efforts in aligning the instructional core across the district, it determines the type of curriculum, materials, professional development, and funding each school needs to support our students and educators.

This is an evolving document that will be revised every year as course selections may change.

We want to thank all parents, caregivers, students, teachers, directors, and community members for their invaluable feedback and support!

We are looking forward to continuing learning and growing with you this school year 2022-2023!

Sincerely,

Dr. Ligia Noriega-Murphy
MISSION, VISION & CORE VALUES

Our Mission
Malden Public Schools, in partnership with families and our diverse community, is committed to providing a welcoming and inclusive environment for all students to cultivate a lifelong joy of learning, achieve their academic potential, and engage as compassionate global citizens.

Our Vision
Our vision is that Malden Public School students will develop the skills, knowledge, and character necessary to become informed, compassionate, and engaged members of a diverse local community.

Our Core Values
Equity | Integrity | Resilience | Respect

Theory of Practice
If we...

☐ Provide an early studenthood education that is aligned PK-12, connects with Parents / Caregivers, and builds lifelong joy of learning,

☐ Create and maintain a culturally responsive social-emotional climate of support for students, Parents / Caregivers, and staff,

☐ Develop PK-12 pathways based on a standards-aligned curriculum that offer opportunities for exploration, real-life learning, and partnerships with community,

☐ Create and maintain a welcoming climate for Parents / Caregivers, students, and staff that is culturally sensitive and inclusive, and

☐ Provide educators with the curricula and training they need to prepare all students for success,

then we will develop the skills, knowledge, and character our students need to become informed, compassionate, and engaged members of a diverse local community.
ACADEMIC, SOCIAL & CIVIC EXPECTATIONS

We strive for academic excellence, and therefore we expect students to:

- Read critically for understanding.
- Listen critically for understanding.
- Write for a variety of purposes.
- Communicate clearly through speaking.
- Apply critical thinking skills for reasoning and problem-solving.
- Utilize technology to conduct research, to support critical thinking, and to present information.
- Work collaboratively with peers and staff.
- Develop personal interests and goals within a course of study.

We expect every student at Malden Public Schools to:

- Exhibit responsible, respectful, and appropriate personal behavior.
- Demonstrate teamwork and cooperation in their school and in their extended community.
- Make informed, healthful decisions in and out of school.
- Demonstrate respect for others in their school and in their extended community.
- Value and respect school and community property.
- Exercise the rights and responsibilities of citizenship in a democracy.
VISION OF AN MPS GRADUATE

Malden Public Schools educate 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, MPS 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 discussions

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

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

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

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

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 CALENDAR

**Malden Public Schools**

**2022-23 SCHOOL CALENDAR**

**FIRST DAY OF SCHOOL (Preschool/Grades 1-12):** August 31

**LAST DAY OF SCHOOL W/O SNOW DAYS:** June 14

**PK:** Minimum of 425 Hours

**K-8:** Minimum of 900 Hours

**MHS:** Minimum of 990 Hours (Seniors 912 Hours)

**Structured Academic Time on Learning:**

<table>
<thead>
<tr>
<th>AUGUST 2022 (1 day)</th>
<th>SEPTEMBER 2022 (19 days)</th>
<th>OCTOBER 2022 (20 days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Su</td>
<td>Mo</td>
<td>Tu</td>
</tr>
<tr>
<td>Su</td>
<td>Mo</td>
<td>Tu</td>
</tr>
<tr>
<td>Su</td>
<td>Mo</td>
<td>Tu</td>
</tr>
</tbody>
</table>

8/29: First Day for All Staff - No School for Students
8/30: Prof Dev Day - All 4-4 & - No School for Students
8/31*: First Day of School for Grades: Preschool, Grades 1-12

9/1-9/7: Kindergarten Orientation/Screening
9/8: No School
9/9: No School - Labor Day
9/6: Prof Dev Day - All 4-4 & - No School for Students
9/7: Classes Restart
9/9*: First Day of School for Kindergarten

10/7: 11/09 PD Early Dismissal PreK-12
10/10: No School - Indigenous People's Day

11/8: Prof Dev Day - All 4-4 & - No School for Students
11/11: No School - Veterans Day
11/23: 11:00am Dismissal
11/24-25: No School - Thanksgiving Break

12/23: 11:00am Dismissal
12/24-1/2: No School - Winter Break

1/2: No School - Winter Break
1/3: Classes Restart
1/16: No School - Martin Luther King Jr. Day
1/20: 11/09 PD Early Dismissal PreK-12

1/10: 11/09 PD Early Dismissal PreK-12

### FEBRUARY 2023 (15 days)

| Su | Mo | Tu | We | Th | Fr | Sa |
|---------------------|--------------------------|------------------------|
| Su | Mo | Tu | We | Th | Fr | Sa |
| Su | Mo | Tu | We | Th | Fr | Sa |

2/10: 11/09 PD Early Dismissal PreK-12
2/20-24: No School - February Break

### MARCH 2023 (23 days)

| Su | Mo | Tu | We | Th | Fr | Sa |
|---------------------|--------------------------|------------------------|
| Su | Mo | Tu | We | Th | Fr | Sa |
| Su | Mo | Tu | We | Th | Fr | Sa |

3/10: 11/09 PD Early Dismissal PreK-12

### APRIL 2023 (15 days)

| Su | Mo | Tu | We | Th | Fr | Sa |
|---------------------|--------------------------|------------------------|
| Su | Mo | Tu | We | Th | Fr | Sa |
| Su | Mo | Tu | We | Th | Fr | Sa |

4/7: 11/09 PD Early Dismissal
4/17-21: No School - Spring Break

### MAY 2023 (22 days)

| Su | Mo | Tu | We | Th | Fr | Sa |
|---------------------|--------------------------|------------------------|
| Su | Mo | Tu | We | Th | Fr | Sa |
| Su | Mo | Tu | We | Th | Fr | Sa |

6/5: 11:00 am PD Early Dismissal PreK-12
5/23: MHS Senior Last Day of School
5/29: No School - Memorial Day

### JUNE 2023 (10 days)

| Su | Mo | Tu | We | Th | Fr | Sa |
|---------------------|--------------------------|------------------------|
| Su | Mo | Tu | We | Th | Fr | Sa |
| Su | Mo | Tu | We | Th | Fr | Sa |

6/4: Malden High School Graduation
6/14: Last day w/o snow days (180 Days)
11:00am Dismissal
6/19: No School - Juneteenth
6/22: Tentative last day of school w/o snow days (180 Days)

---

**Extraneous circumstances and/or inclement weather may necessitate changes to the calendar during the year. Visit Maldenps.org calendar for current information.**

Malden Public Schools proudly serves a multi-cultural and religiously diverse community. Although the schools are open, excused absence is available in observance of religious holidays. Students who miss school work because of an excused absence will be given time to complete assignments/tests by the educator.
# REPORT CARD SCHEDULE

## 2022-2023

### Report Card Schedule

#### Quarters

**Grades PK–8**

<table>
<thead>
<tr>
<th>Term Dates</th>
<th>Term Dates</th>
<th>Term Dates</th>
<th>Term Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 31-Nov. 4, 2022</td>
<td>Nov. 7, 2022–Jan. 23, 2023</td>
<td>Jan. 24 - April 4, 2023</td>
<td>April 5 - June 13, 2023</td>
</tr>
<tr>
<td>44 Days</td>
<td>45 Days</td>
<td>46 Days</td>
<td>44 Days</td>
</tr>
</tbody>
</table>

**Progress Reports Grading Window**

- October 3 - 11, 2022
- December 12-20, 2022
- March 1 - 9, 2023
- May 9 – May 16, 2023

**Distribute Progress Reports**

- October 12, 2022
- December 21, 2022
- March 10, 2023
- May 17, 2023

**Report Card Grading Window**

- November 7-16, 2022
- January 24–Feb. 1, 2023
- April 5 - 12, 2023
- June 1 - 8, 2023

**Distribute Report Cards**

- November 17, 2022
- Feb. 2, 2023
- April 13, 2023
- June 13, 2023*

**PRE-K - ELC**

- Report cards sent home: Jan 23, 2023
- Parent Conference: Jan 30- February 3, 2023
- Report Card sent home: June 9, 2023

*Dates might change due to snow days.

#### Notes:

**Grades 9–12**

<table>
<thead>
<tr>
<th>Term Dates</th>
<th>Term Dates</th>
<th>Term Dates</th>
<th>Term Dates</th>
<th>Term Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 31 - Nov. 4, 2022</td>
<td>Nov. 7, 2022 - Jan. 23, 2023</td>
<td>Jan. 24 - April 4, 2023</td>
<td>April 5 - June 13, 2023</td>
<td>April 5 - May 25, 2023</td>
</tr>
<tr>
<td>44 Days</td>
<td>45 Days</td>
<td>46 Days</td>
<td>44 Days</td>
<td>31 Days</td>
</tr>
</tbody>
</table>

**Progress Reports Grading Window**

- October 3-11, 2022
- December 12-15, 2022
- March 1 - 9, 2023
- May 9 - 16, 2023
- May 2 - 9, 2023

**Distribute Progress Reports**

- October 12, 2022
- December 21, 2022
- March 10, 2023
- May 17, 2023
- May 10, 2023

**Report Card Grading Window**

- November 7-16, 2022
- January 24-Feb. 1, 2023
- April 5 - 12, 2023
- June 1 - 8, 2023
- May 15 - 22, 2023

**Distribute Report Cards**

- November 17, 2022
- February 2, 2023
- April 13, 2023
- June 13, 2023
- May 25, 2023

*Dates might change due to snow days.
PREK-8 PROGRAM OF STUDIES
# CURRICULUM DEPARTMENT PreK-5

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Curriculum Vendor</th>
<th>Schools/Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Amplify CKLA</td>
<td>ALL K-5</td>
</tr>
<tr>
<td>Math</td>
<td>Eureka Math Squared</td>
<td>ALL K-2</td>
</tr>
<tr>
<td></td>
<td>Eureka Math</td>
<td>ALL K-5</td>
</tr>
<tr>
<td>Science</td>
<td>Malden Teacher created, Gizmos, Mystery Science</td>
<td>ALL K-5</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>Amplify CKLA</td>
<td>ALL K-5</td>
</tr>
<tr>
<td>History</td>
<td>Malden Teacher created, with connections to Amplify CKLA</td>
<td>ALL K-5</td>
</tr>
<tr>
<td>Social-Emotional Learning</td>
<td>Caring School Community from the Center for the Collaborative Classroom</td>
<td>ALL K-5</td>
</tr>
<tr>
<td>Health</td>
<td>Great Body Shop</td>
<td>ALL K-5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Spark Physical Education</td>
<td>ALL - K-5</td>
</tr>
<tr>
<td>Art/Music</td>
<td>Malden Teacher created</td>
<td>ALL PK-5</td>
</tr>
<tr>
<td>Digital Literacy &amp; Computer Science</td>
<td>Scratch, Scratch Jr., Bee Bots, Dash Robots</td>
<td>All / K-5</td>
</tr>
<tr>
<td>Spanish</td>
<td>Malden Teacher created, CILiftoff</td>
<td>Forestdale K-5 Beebe 5</td>
</tr>
</tbody>
</table>

# CURRICULUM DEPARTMENT Gr. 6-8

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Curriculum Vendor</th>
<th>Schools/Grade Levels</th>
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</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Amplify ELA</td>
<td>ALL 6-8</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>National Geographic</td>
<td>Salemwood 6-8</td>
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<tr>
<td>Math</td>
<td>Open Up Resources</td>
<td>All 6-8</td>
</tr>
<tr>
<td>Science</td>
<td>Malden Teacher Created, Gizmos, Mystery Science</td>
<td>All 6-8</td>
</tr>
<tr>
<td>History</td>
<td>Malden Teacher Created</td>
<td>All 6-8</td>
</tr>
<tr>
<td>Social-Emotional Learning</td>
<td>Caring School Community from the Center for the Collaborative Classroom</td>
<td>ALL 6-8</td>
</tr>
<tr>
<td>Health</td>
<td>GREAT BODY SHOP</td>
<td>ALL 6-8</td>
</tr>
<tr>
<td>Physical Education</td>
<td>SPARK PHYSICAL EDUCATION</td>
<td>ALL - 6-8</td>
</tr>
<tr>
<td>Art/Music/Band/Theater</td>
<td>Malden Teacher Created</td>
<td>ALL 6-8</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Digital Literacy &amp; Computer Science</td>
<td>Tinkercad, Beebots/ Dashbots, Gravit.io, Scratch Common Sense Media</td>
<td>All / 6-8</td>
</tr>
<tr>
<td>Spanish</td>
<td>Malden Teacher created/CILiftoff Holt Exprésate/Vista Higher Learning Descubre</td>
<td>Forestdale, Beebe 6-8 Salemwood 7-8</td>
</tr>
</tbody>
</table>
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. During the coming school year, the outdoor playground will be redone to support the needs of all of our students.

The ELC serves over 300 students annually. The classrooms consist of integrated programs, inclusion programs as well as our intensive learning program. There are 21 highly qualified classroom teachers providing direct instruction to a variety of students. There are 3 specialty teachers (Music, Art, and Physical Education). All the teachers are certified in PreK and/or Special Education. Every classroom has 1-2 highly qualified paraprofessionals 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 PTO and School Council.
Literacy  
**DESE CODE #51039**

**ASPEN CODE #PK00**  
Term: Full Year

In Pre-Kindergarten, 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 nursery rhymes, dinosaurs, safety, fairy tales, nutrition, transportation, bugs and insects, and the ocean, 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.

Thematic Math Instruction  
**DESE CODE #52029**

**ASPEN CODE #PK01**  
Term: Full Year

The Massachusetts pre-k 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 #53008**

**ASPEN CODE #PK01**  
Term: Full Year

Pre-K: 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. Pre-K 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 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.

**Exploratory**

**Art**  
**DESE CODE #55179**

**ASPEN CODE #PK60**  
**Term: Full Year**

In prekindergarten, students begin to experiment with a wide variety of both two- and three-dimensional materials after looking at images from several artists who use those materials. They will focus on an idea to completion, experimenting with a wide variety of materials, create an image or object and describe what it represents, describe what is seen in an artwork, and attempt to interpret a possible meaning. Students will identify examples of art in daily life and use them as inspiration for their artwork.

**Music**  
**DESE CODE #55129**

**ASPEN CODE #PK50**  
**Term: Full Year**

In prekindergarten, 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. Our youngest learners also obtain the
skills to be an appropriate audience member, listening quietly, sharing observations, and articulating personal responses to music. They also make connections to examples of music in their daily lives and learn about different genres of music.

**Physical Education DESE CODE #58001**

<table>
<thead>
<tr>
<th>ASPEN CODE #PK40</th>
<th>Term: Full Year</th>
</tr>
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The pre-kindergarten physical education program introduces the learner to a comfortable, non-threatening setting where they begin to develop fundamental movement skills. Students work on identifying personal space and spatial awareness, changing direction, stopping and starting, maintaining body control, and introductory manipulative skills. These skills are reinforced using movement activities including obstacle courses, parachute games, musical warm-ups, and activities involving change of direction as well as chasing and fleeing.

Pre-kindergarten students will:
- learn to perform locomotor and non-locomotor body movements such as run, start, stop, jump, hop, skip, gallop, leap, and slide
- learn basic manipulative skills such as catching, throwing, bouncing, striking, and rolling
- develop balance skills while stationary and while moving
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, IXL, and district-wide writing prompts.
### Literacy (Reading & Writing)  
**DESE CODE #51039 / #51130**

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<th>ASPEN CODE #0K00</th>
<th>Term: Full Year</th>
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In 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.

An in-depth scope and sequence of what students will learn in the course is highlighted below:

- **Grade K Foundational Skills Curriculum Map**
- **Grade K ‘Knowledge’ Curriculum Map**

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).

- **Kindergarten Writing Curriculum Map**

### English as a Second Language (ESL)  
**DESE CODE #51008**

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<th>ASPEN CODE #0K06</th>
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**ESL 1 - 2**  
Foundational ESL is for Kindergarten English Learners with English Development Levels of 1-2 who scored entering or emerging on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.
**English as a Second Language (ESL)**

**DESE CODE #51008**

**ASPEN CODE #0K06**

**Term**: Full Year

**ESL 3-4**: Transitional ESL is for Kindergarten English Learners with English Development 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 second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

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**Math**

**DESE CODE #52030**

**ASPEN CODE #1K00**

**Term**: Full Year

In kindergarten, students will be learning from the Eureka math 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.

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**Science**

**DESE CODE #53008**

**ASPEN CODE #2K00-03 (Science/Health/Social Studies)**

**Term**: Full Year

In 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.

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**Social Studies**

**DESE CODE #54430**

**ASPEN CODE #2K00**

**Term**: Full Year

In Kindergarten, students will explore Social Studies concepts through the Amplify CKLA thematic curriculum. 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.

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<th>Special Education ILP</th>
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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.

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<th>Special Education PACE</th>
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<td>ASPEN CODE #0K00</td>
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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.

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<th>Special Education RISE</th>
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The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage frustration and anger. 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 self-regulation, and social and academic skills while providing behavior support to teach emotional control, model appropriate social behaviors and address challenging behaviors. 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 #0K00**  
Term: Full Year

The Special Education Specialized 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.

### Exploratory

### Art

**DESE CODE #55180**

**ASPEN CODE #8K00**  
Term: Full Year

In Kindergarten, students will revisit the skills introduced in preschool, as many will be entering their first formal year of schooling. Additionally, 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

In Kindergarten, students will revisit the skills introduced in preschool, as many will be entering their first formal year of schooling. 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 styles.
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.

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<tr>
<th><strong>Physical Education</strong></th>
<th>DESE CODE #58001</th>
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<td><strong>ASPEN CODE #6K00</strong></td>
<td>Term: Full Year</td>
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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.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

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<tr>
<th><strong>Spanish Language &amp; Culture</strong></th>
<th>DESE CODE #56030</th>
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<tr>
<td><strong>ASPEN CODE #8K40</strong></td>
<td>Term: Full Year</td>
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Currently offered at Forestdale.

Spanish at the elementary level is an exploratory that is guided by the [2021 Massachusetts World Language Curriculum Framework](https://www.doe.mass.edu/curriculum/learn/world_languages/frameworks/). 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. The proficiency target for this course is Novice Low.

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<th><strong>STEM</strong></th>
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<td><strong>ASPEN CODE #8K20</strong></td>
<td>Term: Full Year</td>
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Currently offered at Beebe and Linden.

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. Pre-K 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.
This is an overview of what your student will be learning in First Grade. 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, first graders 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, IXL, and district-wide writing prompts.
In first grade, 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, first grade 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 first grade 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 first grade, 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 3-4:**
Transitional ESL is for grade 1 English Learners with English Development 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 second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

# Math

**DESE CODE #52031**

**ASPEN CODE #1100**

**Term:** Full Year

In grade 1, students will build on their foundation from the first year of Eureka Math, 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 #53008**

**ASPEN CODE #3100-03 (Science and Engineering)**

**Term:** Full Year

In 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

In first grade, students will continue utilizing the Amplify CKLA thematic curricular units 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.

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<td><strong>ASPEN CODE</strong> #0100 / #0110</td>
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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.

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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.

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<td><strong>ASPEN CODE</strong> #0100 / #0110</td>
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The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage frustration and anger. 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 self-regulation, and social and academic skills while providing behavior support to teach emotional control, model appropriate social behaviors and address challenging behaviors. 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 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.

**Exploratory**

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

In first grade, 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 first grade 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 studendhood.

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

In first grade, 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 first grade 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.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

### Spanish Language & Culture
**DESE CODE #56031**

**ASPEN CODE #8140**  
**Term:** Full Year

Currently offered at Forestdale.

Spanish at the elementary level is an exploratory 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. The [proficiency target](#) for this course is Novice Low.

### STEM
**DESE CODE #71003**

**ASPEN CODE #8120**  
**Term:** Full Year

Currently offered at Beebe and Linden.

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. Pre-K 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 wolves by developing or improving an object or tool.
This is an overview of what your student will be learning in Second Grade. 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 Second 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.

In second grade, students are able to deepen their ability to reason, organize and make logical decisions. Our second grade 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, second graders 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, IXL, and district-wide writing prompts.
In second grade, 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 third grade. The ‘Skills’ domain in second grade 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 first grade, the writing curriculum in second grade 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 second grade, 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)

**ESL 1 – 2**

Foundational ESL is for grade 2 English Learners with English Development Levels of 1-2 who scored entering or emerging on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.
### 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 Development 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 second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

### Math  
**DESE CODE #52032**

**ASPEN CODE #1200**  
**Term: Full Year**

Grade 2 math classes will continue with the Eureka 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 #53008**

**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**

In second grade, students will continue utilizing the Amplify CKLA thematic curricular units 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 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 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**  
**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 frustration and anger. 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 self-regulation, and social and academic skills while providing behavior support to teach emotional control, model appropriate social behaviors and address challenging behaviors. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

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**Special Education Specialized Reading**  
**DESE CODE #51068**

**ASPEN CODE #0206 / #0216**

**Term:** Full Year

The Special Education Specialized 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.

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**Exploratory**

**Art**  
**DESE CODE #55182**

**ASPEN CODE #8200**

**Term:** Full Year

In second grade, students will review and expand upon concepts learned in first grade, 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.

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**Health**  
**DESE CODE #58051**

**ASPEN CODE #8230**

**Term:** Full Year

The second grade 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 studenthhood.
### Music

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<tr>
<th>ASPEN CODE #8210</th>
<th>Term: Full Year</th>
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<tbody>
<tr>
<td><strong>In second grade, students will continue to practice the skills introduced in first grade. 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.</strong></td>
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### Physical Education

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<tr>
<th>ASPEN CODE #6200</th>
<th>Term: Full Year</th>
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</table>
| **In second grade 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.**  

*Note: Swimming skills and water-safety activities should be taught if facilities permit.* |

### Spanish Language & Culture

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<tr>
<th>ASPEN CODE #8240</th>
<th>Term: Full Year</th>
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| **Currently offered at Forestdale.**  

Spanish at the elementary level is an exploratory 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. The proficiency target for this course is Novice Low.** |
<table>
<thead>
<tr>
<th>STEM</th>
<th>DESE CODE #71003</th>
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<tbody>
<tr>
<td>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. Pre-K through grade 2 standards integrate all eight science and engineering practices.</td>
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</table>

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.
This is an overview of what your student will be learning in Third Grade. 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 Third 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.

The third grade 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. Third graders 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, IXL, and district-wide writing prompts.
Literacy (Reading & Writing)  
DESE CODE #51043 / #51133

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.

Grade 3 Curriculum Map

In third grade, 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.

Grade 3 Writing Curriculum Map

English as a Second Language (ESL)  
DESE CODE #51008

ESL 1 - 2

Foundational ESL is for grade 3 English Learners with English Development Levels of 1-2 who scored entering or emerging on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

ESL 3-4:

Transitional ESL is for grade 3 English Learners with English Development 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 second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of
linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on
grade level content area topics combined with a focus on technical and academic vocabulary instruction.
Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real
world application of learning, and direct language instruction in a supportive environment that values the
cultural and linguistic capital of students.

**Math**

**DESE CODE #52033**

**ASPEN CODE #1300**

**Term: Full Year**

Grade 3 math continues with the Eureka 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 #53008**

**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**

In third grade, students will continue utilizing the Amplify CKLA thematic curricular units to make
connections to major Social Studies concepts, such as the Ancient Roman Civilization, the Viking Age, Early
American Exploration, and the Colonial Age. Additionally, using local historic sites, historical societies, and
museums, third graders 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 ILP
**DESE CODE #73033**

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<tr>
<th>ASPEN CODE #0300 / #0310</th>
<th>Term: Full Year</th>
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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 PACE
**DESE CODE #73033**

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<tr>
<th>ASPEN CODE #0300 / #0310</th>
<th>Term: Full Year</th>
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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
**DESE CODE #73033**

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<tr>
<th>ASPEN CODE #0300 / #0310</th>
<th>Term: Full Year</th>
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The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage frustration and anger. 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 self-regulation, and social and academic skills while providing behavior support to teach emotional control, model appropriate social behaviors and address challenging
behaviors. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

<table>
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<tr>
<th>Special Education Specialized Reading</th>
<th>DESE CODE #51068</th>
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<tr>
<td>ASPEN CODE #0300 / #0310</td>
<td>Term: Full Year</td>
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The Special Education Specialized 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.

**Exploratory**

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<tr>
<th>Art</th>
<th>DESE CODE #55183</th>
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<tbody>
<tr>
<td>ASPEN CODE #8300</td>
<td>Term: Full Year</td>
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In third grade, 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.

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<tr>
<th>Health</th>
<th>DESE CODE #58051</th>
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<tr>
<td>ASPEN CODE #8330</td>
<td>Term: Full Year</td>
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The third grade 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.

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<th>Music</th>
<th>DESE CODE #55133</th>
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<tr>
<td>ASPEN CODE #8310</td>
<td>Term: Full Year</td>
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In third grade, 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.

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<tr>
<th>Physical Education</th>
<th>DESE CODE #58001</th>
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<tr>
<td>ASPEN CODE #6300</td>
<td>Term: Full Year</td>
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<tr>
<td>In third grade 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.</td>
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<td>Note: Swimming skills and water-safety activities should be taught if facilities permit.</td>
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<thead>
<tr>
<th>Spanish Language &amp; Culture</th>
<th>DESE CODE #56033</th>
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<tr>
<td>ASPEN CODE #8340</td>
<td>Term: Full Year</td>
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<tr>
<td>Currently offered at Forestdale.</td>
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<tr>
<td>Spanish at the elementary level is an exploratory that is guided by the <a href="https://www.doe.mass.edu/ela/curriculum/frameworks/2021-world-lang-curric-framework.pdf">2021 Massachusetts World Language Curriculum Framework</a>. 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. The proficiency target for this course is Novice Low.</td>
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<tr>
<th>STEM</th>
<th>DESE CODE #71003</th>
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<tbody>
<tr>
<td>ASPEN CODE #8320</td>
<td>Term: Full Year</td>
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<tr>
<td>Currently offered at Beebe and Linden.</td>
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<tr>
<td>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.</td>
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</tr>
</tbody>
</table>

Malden Public Schools | Program of Studies 2022-23
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**

<table>
<thead>
<tr>
<th>LITERACY</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>EXPLORATORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Narratives</td>
<td>Place Value, Rounding, and Algorithms</td>
<td>Eureka! Student Inventor</td>
<td>Empires in the Middle Ages</td>
<td>Art</td>
</tr>
<tr>
<td>Contemporary Fiction</td>
<td>Unit Conversions &amp; Problem Solving</td>
<td>Geology</td>
<td>American Revolution</td>
<td>Health</td>
</tr>
<tr>
<td>Comprehension of Informational Text Types</td>
<td>Multi-Digit Multiplication and Division</td>
<td>Organism Structures</td>
<td>Treasure Island</td>
<td>Music</td>
</tr>
<tr>
<td>• Graphs</td>
<td>Angle Measure and Plane Figures</td>
<td>Changes Over time to Earth’s Surface and Resources</td>
<td>Maps about North America and its Peoples</td>
<td>Physical Education</td>
</tr>
<tr>
<td>• Charts</td>
<td>Fraction Equivalence</td>
<td>Using Energy Transformations</td>
<td>United States’ Territorial Expansion</td>
<td>Spanish</td>
</tr>
<tr>
<td>• Timelines</td>
<td>Decimal Fractions</td>
<td>Communicating Using Wave</td>
<td>Native Civilizations in America Before the Europeans</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>Narrative Writing</td>
<td>Measurement with Multiplication</td>
<td>Energy</td>
<td>STEM</td>
<td></td>
</tr>
<tr>
<td>• Narrative</td>
<td></td>
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<tr>
<td>• Informational</td>
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<tr>
<td>• Argumentative</td>
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<tr>
<td>Vocabulary and Morphology</td>
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<tr>
<td>Poetry</td>
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</tbody>
</table>

This is an overview of what your student will be learning in Fourth Grade. 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 Fourth 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.

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. Fourth graders, 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, IXL, and district-wide writing prompts.
## Literacy (Reading & Writing)  
DESE CODE #51044 / #51134

<table>
<thead>
<tr>
<th>ASPEN CODE #0400 / #0410</th>
<th>Term: Full Year</th>
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</table>

In fourth grade, 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 fourth grade, 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.

**Grade 4 Curriculum Map**

In fourth grade, 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 fourth grade, 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.

**Grade 4 Writing Curriculum Map**

## English as a Second Language (ESL)  
DESE CODE #51008

<table>
<thead>
<tr>
<th>ASPEN CODE #0426</th>
<th>Term: Full Year</th>
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</thead>
</table>

### ESL 1 - 2
Foundational ESL is for grade 4 English Learners with English Development Levels of 1-2 who scored entering or emerging on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

### ESL 3-4:
Transitional ESL is for grade 4 English Learners with English Development 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 second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction.
Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

### Math
**DESE CODE #52034**

**ASPEN CODE #1400**

<table>
<thead>
<tr>
<th>Term: Full Year</th>
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</table>

In grade 4, the students build on their foundational knowledge of fractions that they got in grade 3. Continuing with the Eureka 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 #53008**

**ASPEN CODE #3400**

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<tr>
<th>Term: Full Year</th>
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</table>

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**

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<tr>
<th>Term: Full Year</th>
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In fourth grade, students will continue utilizing the Amplify CKLA thematic curricular units to make connections to major Social Studies concepts, such as empires in the Middle Ages, the American Revolution, and maps and navigation. Additionally, students study 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 ILP

**DESE CODE #73033**

**ASUPEN 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.

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### Special Education PACE

**DESE CODE #73033**

**ASUPEN 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.

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### Special Education RISE

**DESE CODE #73033**

**ASUPEN 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 frustration and anger. 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 self-regulation, and social and academic skills while providing behavior support to teach emotional control, model appropriate social behaviors and address challenging behaviors. 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 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.

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### Exploratory

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### Art  
**DESE CODE #55184**

**ASPEN CODE #8400**  
**Term:** Full Year

In fourth grade, 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.

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### Health  
**DESE CODE #58051**

**ASPEN CODE #8430**  
**Term:** Full Year

The fourth grade 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 studendhood.

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### Music  
**DESE CODE #55134**

**ASPEN CODE #8410**  
**Term:** Full Year

In fourth grade, 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.
<table>
<thead>
<tr>
<th><strong>Physical Education</strong></th>
<th><strong>DESE CODE #58001</strong></th>
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<tbody>
<tr>
<td><strong>ASPEN CODE #6400</strong></td>
<td><strong>Term: Full Year</strong></td>
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</table>
| In fourth grade 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.  
Note: Swimming skills and water-safety activities should be taught if facilities permit. |

<table>
<thead>
<tr>
<th><strong>Spanish Language &amp; Culture</strong></th>
<th><strong>DESE CODE #56034</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASPEN CODE #8440</strong></td>
<td><strong>Term: Full Year</strong></td>
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</tbody>
</table>
| Currently offered at Forestdale.  
Spanish at the elementary level is an exploratory that is guided by the [2021 Massachusetts World Language Curriculum Framework](https://www.doe.mass.edu/curriculum/worldlang). 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. The [proficiency target](https://www.doe.mass.edu/curriculum/worldlang) for this course is Novice Low. |

<table>
<thead>
<tr>
<th><strong>STEM</strong></th>
<th><strong>DESE CODE #71003</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASPEN CODE #8420</strong></td>
<td><strong>Term: Full Year</strong></td>
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</tbody>
</table>
| Currently offered at Beebe and Linden.  
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. |
This is an overview of what your student will be learning in Fifth Grade. 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 Fifth 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.

Fifth grade 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. Fifth grade is a time for students to discover and explore their interests and passions as well as develop a growing independence and sense of self. Fifth graders 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, IXL, and district-wide writing prompts.
In fifth grade, students will complete their final year of the Amplify CKLA curriculum as they transition to middle school. New expectations for fifth grade 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 fifth grade, 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?

**Grade 5 Curriculum Map**

**Grade 5 Writing Scope and Sequence**

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**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 Development Levels of 1-2 who scored entering or emerging on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

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**ESL 3-4:**

Transitional ESL is for grade 5 English Learners with English Development 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 second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.
<table>
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<tr>
<th>Math</th>
<th>DESE CODE #52035</th>
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<tbody>
<tr>
<td><strong>ASSEN CODE #1500</strong></td>
<td><strong>Term:</strong> Full Year</td>
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<tr>
<td>In grade 5, students use the Eureka 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.</td>
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<tr>
<th>Science</th>
<th>DESE CODE #53008</th>
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<tr>
<td><strong>ASSEN CODE #3500</strong></td>
<td><strong>Term:</strong> Full Year</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<th>Social Studies</th>
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<tr>
<td><strong>ASSEN CODE #2500</strong></td>
<td><strong>Term:</strong> Full Year</td>
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<tr>
<td>In fifth grade, students will continue utilizing the Amplify CKLA thematic curricular units to make connections to major Social Studies concepts, such as the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also 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.</td>
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</table>

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 ILP

**DESE CODE #73035**

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<tr>
<th>ASPEN CODE #0500</th>
<th>Term: Full Year</th>
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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 PACE

**DESE CODE #73035**

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<th>ASPEN CODE #0500</th>
<th>Term: Full Year</th>
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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

**DESE CODE #73035**

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<th>ASPEN CODE #0500</th>
<th>Term: Full Year</th>
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The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage frustration and anger. 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 self-regulation, and social and academic skills while providing behavior support to teach emotional control, model appropriate social behaviors and address challenging behaviors. 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 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.

### Exploratory

**Art  
DESE CODE #:55185**

**ASPEN CODE #:8500**  
**Term:** Full Year

In fifth grade, 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, 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 Beebe, Ferryway, Forestdale, Salemwood.

In fifth grade, 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 fifth grade 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.

### Integrated Fine Arts/Theater

**DESE CODE #55075**

**ASPEN CODE #8512**

Term: Full Year

Currently offered at Beebe.

In the fifth grade, 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, Salemwood.

In fifth grade, 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 fifth grade 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 fifth grade). 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.

Note: Swimming skills and water-safety activities should be taught if facilities permit.

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**Spanish Exploratory**

**DESE CODE #56035**

**ASPEN CODE #8540**

**Term:** Full Year

Currently offered at Beebe, Forestdale.

Spanish at the elementary level is an exploratory 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. The proficiency target for this course is Novice Mid.

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**STEM**

**DESE CODE #71003**

**ASPEN CODE #8520**

**Term:** Full Year

Currently offered at Ferryway and Linden.

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**

**Middle School Honors Program**

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).

<table>
<thead>
<tr>
<th>General Curriculum</th>
<th>Honors (H)</th>
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<tbody>
<tr>
<td>These courses work on skills in reading, writing, and critical thinking, among others. Students in these 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.</td>
<td>These courses either move at a faster pace than General Curriculum 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, learn independently, show initiative in class discussions, and demonstrate a mature approach to and completion of assignments.</td>
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</table>
This is an overview of what your student will be learning in Sixth Grade. 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 Sixth 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.

Sixth grade 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 DIBELS, i-Ready, IXL, and district-wide writing prompts.

### English Language Arts

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<th>Term: Full Year</th>
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<td>ASPEN CODE #0600</td>
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In Grade 6, the curriculum shifts 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 sixth grade, 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.

[Grade 6 Curriculum Map](#)
### English as a Second Language (ESL)

<table>
<thead>
<tr>
<th>ASPEN CODE #3916</th>
<th>Term: Full Year</th>
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<tbody>
<tr>
<td><strong>ESL 1 - 2</strong></td>
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<tr>
<td>Foundational ESL is for grade 6 English Learners with English Development Levels of 1-2 who scored <em>entering</em> or <em>emerging</em> on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.</td>
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<tr>
<th>ASPEN CODE #3926</th>
<th>Term: Full Year</th>
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<tbody>
<tr>
<td><strong>ESL 3 - 4:</strong></td>
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<tr>
<td>Transitional ESL is for grade 6 English Learners with English Development Levels of 3-4 who scored <em>developing</em> or <em>expanding</em> on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.</td>
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### Math

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<tr>
<th>ASPEN CODE #1600</th>
<th>Term: Full Year</th>
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<td>In grade 6, the curriculum shifts from Eureka 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.</td>
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### Science

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<tr>
<th>ASPEN CODE #3600</th>
<th>Term: Full Year</th>
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<tr>
<td>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</td>
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</table>
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 in which students will 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 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 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.

<table>
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<tr>
<th>Special Education RISE</th>
<th>DESE CODE #73036</th>
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<tr>
<td>ASPEN CODE #0600</td>
<td>Term: Full Year</td>
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The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage frustration and anger. 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 self-regulation, and social and academic skills while providing behavior support to teach emotional control, model appropriate social behaviors and address challenging behaviors. Students must be identified as in need of Special Education services. Placement in this Program is an IEP Team decision.

<table>
<thead>
<tr>
<th>Special Education Specialized Reading</th>
<th>DESE CODE #51068</th>
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<tr>
<td>ASPEN CODE #0600</td>
<td>Term: Full Year</td>
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The Special Education Specialized 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.

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<tr>
<th>Exploratory</th>
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<tr>
<th>Art</th>
<th>DESE CODE #55186</th>
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<tr>
<td>ASPEN CODE #8600</td>
<td>Term: Full Year</td>
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In sixth grade, students will reinforce the skills that they were introduced to in the fifth grade. 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 Beebe, Ferryway, Forestdale, Salemwood.

In sixth grade, band students will review and sharpen skills learned in fifth grade. 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.

### Integrated Fine Arts/Theater

**DESE CODE #55076**

**ASPEN CODE #8612**  
**Term:** Full Year

In sixth grade, students will continue to build upon theatrical skills learned in the fifth grade. 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, Salemwood.

In sixth grade, students will expand upon the skills learned in fifth grade, 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 sixth grade 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. Note: Swimming skills and water-safety activities should be taught if facilities permit.

Spanish Exploratory  
DESE CODE #56036  
ASPEN CODE #8640  
Term: Full Year

Currently offered at Beebe, Forestdale.

Spanish at the elementary level is an exploratory 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 personality and identity, the classroom and school life, sensory details in settings, amongst others. The proficiency target for this course is Novice Mid.

STEM  
DESE CODE #71003  
ASPEN CODE #8620  
Term: Full Year

Currently offered at Ferryway and Linden.

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.
This is an overview of what your student will be learning in Seventh Grade. 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.

Seventh graders 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 sixth grade, with more critical thinking and reasoning, as they prepare for eighth grade and high school. Through each course, seventh grade 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, IXL, and district-wide writing prompts.
In seventh grade, 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 seventh grade, 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)**

**ESL 1 - 2**

Foundational ESL is for grade 7 English Learners with English Development Levels of 1-2 who scored entering or emerging on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

**ESL 3 - 4**

Transitional ESL is for grade 7 English Learners with English Development 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 second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.
### 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 #53008**

**ASPEN CODE #3700**  
**Term: Full Year**

Students in grade 7 focus 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, studying 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 (like men and women) and economic classes (like rich and poor people) 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 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 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**

**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 frustration and anger. 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 self-regulation, and social and academic skills while providing behavior support to teach emotional control, model appropriate social behaviors and address challenging behaviors. 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 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.
### Exploratory

#### Art

**DESE CODE #55187**

<table>
<thead>
<tr>
<th>ASPEN CODE #8700</th>
<th>Term: Full Year</th>
</tr>
</thead>
</table>

In seventh grade, 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**

<table>
<thead>
<tr>
<th>ASPEN CODE #8710</th>
<th>Term: Full Year</th>
</tr>
</thead>
</table>

Currently offered at Beebe, Ferryway.

In seventh grade, 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**

<table>
<thead>
<tr>
<th>ASPEN CODE #6700</th>
<th>Term: Full Year</th>
</tr>
</thead>
</table>

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.
### Integrated Fine Arts/Theater

**DESE CODE #55077**

**ASPEN CODE #8712**

**Term:** Full Year

Currently offered at Beebe.

In seventh grade, 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, Salemwood.

In seventh grade, 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 seven 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. Note: Swimming skills and water-safety activities should be taught if facilities permit.

### Spanish Exploratory

**DESE CODE #56037**

**ASPEN CODE #8740**

**Term:** Full Year

Currently offered at Beebe.

Spanish at the elementary level is an exploratory that is guided by the [2021 Massachusetts World Language Curriculum Framework](https://www.doe.mass.edu/curriculum/worldlang/). 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 identifying people/professions/occupations, describing the family, personality and identity, amongst others. The proficiency target for this course is Novice Mid.

**Spanish 1A**  
**DESE CODE #56037**

**ASSEN CODE #4813**  
**Term: Full Year**

Currently offered at Forestdale, Salemwood.

Grade 7 Spanish at the Forestdale School is an exploratory class, while it is a core class at the Salemwood School. Both are guided by the [2021 Massachusetts World Language Curriculum Framework](https://www.doe.mass.edu/schoolscurriculum/rlcar/). 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 identifying people/professions/occupations, describing the family, personality and identity, amongst others. The proficiency target for this course is Novice Mid.

**STEM**  
**DESE CODE #71003**

**ASSEN CODE #8720**  
**Term: Full Year**

Currently offered at Ferryway and Linden.

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.
This is an overview of what your student will be learning in Eighth Grade. 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 Eighth 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.

Eighth graders complete their middle school course of studies by honing and expanding upon many of the skills and topics covered in sixth and seventh grade, while simultaneously previewing some of the topics and skills to which they will be exposed in high school. Through each course, eighth grade 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 eighth grade, 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 DIBELS, i-Ready, IXL, and district-wide writing prompts.
### English Language Arts

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

In 8th grade, 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 8th grade, 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 eighth grade, 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.

[Grade 8 Curriculum Map](#)

### English as a Second Language (ESL)

**ASPEN CODE #3906**  
**Term:** Full Year

**ESL 1 - 2**  
Foundational ESL is for grade 8 English Learners with English Development Levels of 1-2 who scored entering or emerging on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

### English as a Second Language (ESL)

**ASPEN CODE #3926**  
**Term:** Full Year

**ESL 3 - 4:**  
Transitional ESL is for grade 8 English Learners with English Development 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 second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.
### 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 #53008**

**ASPEN CODE #3800**  
**Term: Full Year**

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, how and why it has 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.

### Special Education 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 PACE**

**DESE CODE #73038**

**ASPEN CODE #0800**

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**

**DESE CODE #73038**

**ASPEN CODE #0800**

The RISE Program focuses on teaching students evidence-based behavioral and emotional regulation skills, problem-solving skills and ways to manage frustration and anger. 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 self-regulation, and social and academic skills while providing behavior support to teach emotional control, model appropriate social behaviors and address challenging behaviors. 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**

The Special Education Specialized 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.
## Exploratory

### Art

**DESE CODE #55188**

**ASPEN CODE #8800**  
**Term:** Full Year

In eighth grade, students in the visual arts will continue to enhance the skills that they were introduced to in seventh grade. 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 Beebe, Ferryway, Forestdale, Salemwood.

In eighth grade, 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.

### Digital Literacy

**DESE CODE #NA**

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

Digital Literacy and Computer Science standards and skills that are outlined in the 2016 Digital Literacy and Computer Science Framework are integrated in grades in K-8 content classes with the support of Digital Literacy Coaches. Robotics is also introduced to the K-8 students in the buildings where STEM courses are not offered.

### K-2

- Safety and Security
- Ethics and Laws
- Interpersonal and Societal Impact

### 3-5

- Computing and Society [CAS]
- Computing Systems [CS]
- Computational Thinking [CT]

### 6-8

- Digital Tools and Collaboration [DTC]
- Digital Tools and Collaboration [DTC]
- Digital Tools and Collaboration [DTC]
- Digital Tools and Collaboration [DTC]
- Digital Tools and Collaboration [DTC]
- Digital Tools and Collaboration [DTC]
- Digital Tools and Collaboration [DTC]
- Digital Tools and Collaboration [DTC]
## 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.

## Integrated Fine Arts/Theater

**DESE CODE #55078**

### ASPEN CODE #8812  
**Term:** Full Year

Currently offered at Beebe.

In eighth grade, students will continue to hone the skills learned in seventh grade. 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, Salemwood.

In eighth grade, students will expand upon the skills learned in seventh grade. 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**

<table>
<thead>
<tr>
<th>ASPEN CODE #6810</th>
<th>Term: Full Year</th>
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</thead>
</table>

In grade eight physical education students will utilize movement skills learned in grades K-5, tactics and strategies to game play learning in grades six and seven 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; cooperate with and encourage classmates; accept individual 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.

### Spanish 1A

**DESE CODE #56038**

<table>
<thead>
<tr>
<th>ASPEN CODE #4813</th>
<th>Term: Full Year</th>
</tr>
</thead>
</table>

Currently offered at Beebe.

Grade 8 Spanish at the Beebe School is an exploratory course that is guided by the [2021 Massachusetts World Language Curriculum Framework](https://www.doe.mass.edu/curriculum/ll/wl/). 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 expressing preferences, pastimes, places in the city, sports, amongst others. The proficiency target for this course is Novice Mid.

### Spanish 1B

**DESE CODE #56038**

<table>
<thead>
<tr>
<th>ASPEN CODE #4811</th>
<th>Term: Full Year</th>
</tr>
</thead>
</table>

Grade 8 Spanish at Salemwood is a core class that is guided by the [2021 Massachusetts World Language Curriculum Framework](https://www.doe.mass.edu/curriculum/ll/wl/). 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. The proficiency target for this course is Novice High. Students who complete the two-year, seventh/eighth-grade cycle at the Salemwood School typically enter Spanish II upon enrollment at Malden High School.
### Spanish 2A  
**DESE CODE #56038**  
**ASPEN CODE #4814**  
**Term**: Full Year  
Currently offered at Forestdale.

Grade 8 Spanish at the Forestdale School is an exploratory 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. The [proficiency target](#) for this course is Novice Mid.

### STEM  
**DESE CODE #71003**  
**ASPEN CODE #8820**  
**Term**: Full Year  
Currently offered at Ferryway and Linden.

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 will 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.
# MPS Requirements for Promotion Grades K-5

<table>
<thead>
<tr>
<th>Grade</th>
<th>MPS Requirements for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten/Kindergarten</td>
<td>There are no promotion requirements for students in Kindergarten. Students must engage in developing routine and be exposed to reading.</td>
</tr>
<tr>
<td>Grade 1</td>
<td>To be promoted to grade 2, students must meet both of these requirements:</td>
</tr>
<tr>
<td></td>
<td>1. Receive a passing grade in ELA or ESL</td>
</tr>
<tr>
<td></td>
<td>2. Receive a passing grade in mathematics</td>
</tr>
<tr>
<td>Grade 2</td>
<td>To be promoted to grade 3, students must meet both of these requirements:</td>
</tr>
<tr>
<td></td>
<td>1. Receive a passing grade in ELA or ESL</td>
</tr>
<tr>
<td></td>
<td>2. Receive a passing grade in mathematics</td>
</tr>
<tr>
<td>Grade 3</td>
<td>To be promoted to grade 4, students must meet both of these requirements:</td>
</tr>
<tr>
<td></td>
<td>1. Receive a passing grade in ELA or ESL</td>
</tr>
<tr>
<td></td>
<td>2. Receive a passing grade in mathematics</td>
</tr>
<tr>
<td>Grade 4</td>
<td>To be promoted to grade 5, students must meet all three of these requirements:</td>
</tr>
<tr>
<td></td>
<td>1. Receive a passing grade in ELA or ESL</td>
</tr>
<tr>
<td></td>
<td>2. Receive a passing grade in mathematics</td>
</tr>
<tr>
<td></td>
<td>3. Receive a passing grade in science or history</td>
</tr>
<tr>
<td>Grade 5</td>
<td>To be promoted to grade 6, students must meet all of these requirements:</td>
</tr>
<tr>
<td></td>
<td>1. Receive a passing grade in ELA or ESL</td>
</tr>
<tr>
<td></td>
<td>2. Receive a passing grade in mathematics</td>
</tr>
<tr>
<td></td>
<td>3. (a) Receive a passing grade in science and history, if only one of these subjects were passed in grade 4; OR</td>
</tr>
<tr>
<td></td>
<td>(b) Receive a passing grade in science or history if both subjects were passed in grade 4.</td>
</tr>
</tbody>
</table>
## MPS Requirements for Promotion Grades 6-8

<table>
<thead>
<tr>
<th>Grade</th>
<th>MPS Minimum Requirements for Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>3 years/3 courses</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years/3 courses</td>
</tr>
<tr>
<td>Science</td>
<td>2 years/2 courses</td>
</tr>
<tr>
<td>History/Social Science</td>
<td>2 years/2 courses</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>3 years/5 semesters</td>
</tr>
<tr>
<td></td>
<td>(3 semesters Physical Education and 2 semesters of Health)</td>
</tr>
<tr>
<td>Arts</td>
<td>1.5 years/3 semesters</td>
</tr>
<tr>
<td>Additional Courses</td>
<td>As needed to complete annual schedule</td>
</tr>
</tbody>
</table>

## MPS Elementary Grading System: K-8

<table>
<thead>
<tr>
<th>Grade</th>
<th>Individual Performance for Overall Grade</th>
<th>Letter Grade</th>
<th>Numeric Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td><strong>S=Secure</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>The skill has become second nature, with the student demonstrating independence and making connections consistently</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P=Progressing</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>The student has demonstrated a mid-range level of the specific skill or has acquired more knowledge over time. The student works more independently, but is not 100% sure of what is being taught.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>H=Having Difficulty</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>The student is exploring new concepts and continues to experiment, but on an introductory level only.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 2</td>
<td><strong>S=Secure</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>The skill has become second nature, with the student demonstrating independence and making connections consistently</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>P=Progressing</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>The student has demonstrated a mid-range level of the specific skill or has acquired more knowledge over time. The student works more independently, but is not 100% sure of what is being taught.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>H=Having Difficulty</strong></td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
The student is exploring new concepts and continues to experiment, but on an introductory level only.

Indicators for Performance on Subcategories of Subjects and Programs

6=Evidence of exceptional effort so making progress
5=Evidence of consistent effort so making progress
4=Evidence of inconsistent effort through making progress
3=Evidence of effort but making little progress
2=Evidence of minimal effort so making little progress
1=No evidence of effort so making no visible progress

<table>
<thead>
<tr>
<th>Grades 3-4</th>
<th>Final</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>N/A</td>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

5=Secure
The skill has become second nature, with the student demonstrating independence and making connections consistently

P=Progressing
The student has demonstrated a mid-range level of the specific skill or has acquired more knowledge over time. The student works more independently, but is not 100% sure of what is being taught.

H=Having Difficulty
The student is exploring new concepts and continues to experiment, but on an introductory level only.

Indicators for Performance on Subcategories of Subjects and Programs

6=Evidence of exceptional effort so making progress
5=Evidence of consistent effort so making progress
4=Evidence of inconsistent effort through making progress
3=Evidence of effort but making little progress
2=Evidence of minimal effort so making little progress
1=No evidence of effort so making no visible progress

<table>
<thead>
<tr>
<th>Grades 5-12</th>
<th>Final</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>N/A</td>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>
# Homework Policy

Recommended, but not to exceed the time described below:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of assignments</th>
<th># Minutes</th>
</tr>
</thead>
</table>
| PreK-Kindergarten| 1-2 assignments per night | 30 minutes per night  
  *(Reading 20 minutes; other activities such as assignments 10 minutes per day)*  
  ● No more than the max recommended 10 minutes per night on assignments and 20 minutes reading |
| Grades 1-2       | 1-3 assignments per night | 30 minutes per night  
  *(Reading 20 minutes; other activities such as assignments 10 minutes per day)*  
  ● No more than the max recommended 10 minutes per night on assignments and 20 minutes reading |
| Grades 3-5       | 2-4 assignments per night | 30-60 minutes per night  
  ● No more than the max recommended 60 minutes per night |
| Grades 6-8       | 3-5 assignments per night | 90-120 minutes per night  
  ● No more than the max recommended 120 minutes per night |
| Grades 9-12      | 3-5 assignments per night | 120-150 minutes per night  
  *(2 - 2.5 hours)*  
  ● No more than the max recommended 150 minutes per night |

# Homework Philosophy

A common question that parents always ask is, “*How much time should my student dedicate to homework every day?*” It’s not an easy question to answer. As we all know, every student learns differently from each other. While some kids do, substantially, better in school, by completing one hour of homework every day. There might be some others, who require two hours of homework, but only see a slight improvement in their grades.

**What is The Recommended Homework Time in Elementary School?**

If your student is starting out in kindergarten and they receive some basic worksheets to complete for homework, the standard time they should spend on completing homework is 10 minutes per night, as we recommend 20 minutes of reading for a total of 30 minutes per night. Keep in mind, kindergarten students might have shorter attention spans than older kids, and might need a few intervals in between to complete their homework. So let them do it for 5 minutes, then take a 5 minute break, then continue for another 5 minutes to complete.

Usually, Grades 1 – 2 students receive one to three homework assignments per night. We suggest that your student spend at least 30 minutes per night on homework, balancing between reading and completing assignments.

Grades 3 – 5 students who receive two to four assignments per night, should focus between 30 – 60 minutes on completing assignments.
What is The Recommended Homework Time in Middle and High school?

As your student enters middle and high school, naturally, their home work time will increase. As subjects get harder and more information needs to be retained for exams, more time is needed to practice.

Students in middle school from Grades 6 – 8. As class subjects require more attention and practice, middle school students get assigned three to five assignments per night. We recommend that your student spend between 90 – 120 minutes per night on homework.

Once your student is in high school, Grades 9 – 12 students usually receive four to five homework assignments per night. High school students should focus about 25-30 minutes on each assignment/subject. For example, if your student is in Grade 10 and has a Math and English assignment to do for homework, they should spend at least 30 minutes on English and 30 minutes on Math. If they take one or two short breaks, it works out to be 75 minutes to complete both assignments.

Grades 6-12 Honor Roll

The honor roll will be calculated at the conclusion of each marking period for grades 6-12. All courses in which students earn credit and receive a grade will be used in determining honor roll. The honor roll is based on the grade a student achieves each marking period. The following criteria will be used to determine honor roll:

<table>
<thead>
<tr>
<th>Honors Level</th>
<th>Graded Classes</th>
<th>Pass/Fail Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Honors</td>
<td>90% or higher in all classes</td>
<td>PASS in all classes</td>
</tr>
<tr>
<td>Honors</td>
<td>80% or higher in all classes</td>
<td>PASS in all classes</td>
</tr>
</tbody>
</table>
HIGH SCHOOL
PROGRAM OF STUDIES
HIGH SCHOOL INTRODUCTION

Dear Students and Families,

The High School Program of Studies will be the most important reference as you chart a course for your academic pursuits during your time at Malden High School. It contains all the information that you will need in the areas of offerings, requirements, and information for each department.

Malden High School offers a variety of courses within each academic area. Many courses are offered at all levels (CP, H, AP). Each year, in preparation for course selection, this document is reviewed and updated to meet the needs of all students. Please take the time to review this document and have questions ready for your guidance counselors when you meet to select your schedule.

This should be an inclusive process that involves family as well as school personnel. You will have a scheduled time to meet individually with your Guidance Counselor to finalize your requests for the upcoming school year. Malden High School has what you need to prepare you for life after high school. The offerings are rigorous and our staff is attentive. Review the Program of Studies and take time to find the classes that will both interest and challenge you. Please allow the faculty to assist you with this process. Good luck!

Sincerely,

Chris Mastrangelo, Principal

Malden High School Administration & School Guidance Counselors

Principal
Holland House Principal
Boyle House Principal
Jenkins House Principal
Brunelli House Principal
Holland House School Counselor
Boyle House School Counselor
Jenkins House School Counselor
Brunelli House School Counselor
Holland & Boyle Grade 9 Counselor
Early College/Transitions Counselor
Jenkins and Brunelli Grade 9 Counselor
Pathways School Counselor
Program Manager for Special Education
Program Manager for Pathways

Chris Mastrangelo, 781-397-6050
Marta Cabral, 781-397-6010
Stephanie Sibley, 781-397-6020
Jayson Payeur, 781-397-6030
Ewald Charles, 781-397-6040
Caitlin Quinn, 781-397-6012
Jessalynne Brideau, 781-397-6022
Ann O’Connor, 781-397-6032
Taryn Belowsky, 781-397-6042
Alison White, 781-397-6073
Ali Fornash, 781-397-6373
Amy Yu, 781-397-6052
Kristy Magras, 781-397-6083
Elizabeth Smith, 781-397-6048
TBD, 781-397-6044
Malden High School Vision Statement

The Malden High School community believes in the potential of all students to learn, to grow, and to become active, conscientious participants in the 21st century global society. We believe that students learn most effectively in a safe, respectful environment that encourages diverse viewpoints, promotes critical thinking and perseverance, and establishes rigorous standards for all. We honor the diverse nature of our community, promote social awareness and community involvement, and strive to meet the needs of all students through innovative methods and continual professional development. We are committed to ensuring that Malden High School graduates are thoughtful, independent, purpose-driven, lifelong learners. We seek to equip all students with the skills and habits necessary to successfully navigate and contribute to our ever-changing world.
### MPS Grade Point Average: Grades 9-12

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Grades</th>
<th>Value Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>College Prep</td>
<td>Honors</td>
</tr>
<tr>
<td>A+</td>
<td>98-100</td>
<td>4.3</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>.7</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
</tr>
</tbody>
</table>

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.
## CURRICULUM DEPARTMENT Gr. 9-12

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Description</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Malden Teacher Created</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>Math</td>
<td>Carnegie</td>
<td>Grades 9&amp;10</td>
</tr>
<tr>
<td></td>
<td>Malden Teacher Created, DESMOS, Delta Math</td>
<td>Grades 11-12</td>
</tr>
<tr>
<td></td>
<td>AP Course- College Board</td>
<td>Grades 11-12</td>
</tr>
<tr>
<td>Science</td>
<td>Malden Teacher Created, Gizmos, iBlocks</td>
<td>MHS Grades 9-12</td>
</tr>
<tr>
<td>History</td>
<td>Malden Teacher created</td>
<td>MHS Grades 9-12</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>National Geographic EDGE</td>
<td>MHS Grades 9-12</td>
</tr>
<tr>
<td>World Languages</td>
<td>Sign Media - Master ASL</td>
<td>American Sign Language 9-12</td>
</tr>
<tr>
<td></td>
<td>Carnegie Learning - T'es branché/Vista Higher Learning/Malden Teacher Created</td>
<td>French 9-12</td>
</tr>
<tr>
<td></td>
<td>Vista Higher Learning - Sentieri/Malden Teacher Created</td>
<td>Italian 9-12</td>
</tr>
<tr>
<td></td>
<td>Vista Higher Learning - Descubre/Malden Teacher Created</td>
<td>Spanish 9-12</td>
</tr>
<tr>
<td>Social-Emotional Learning</td>
<td>CASEL framework and standards drive the Flex curriculum</td>
<td>MHS / Grades 9-12</td>
</tr>
<tr>
<td>Health</td>
<td>Pearson Health Science</td>
<td>MHS Grades 9-12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Spark High School Physical Education</td>
<td>MHS GRADES 9-12</td>
</tr>
<tr>
<td>Art/Music/Band/Theater</td>
<td>Malden Teacher created</td>
<td>MHS Grades 9-12</td>
</tr>
<tr>
<td>Business</td>
<td>Business Principles &amp; Management</td>
<td>MHS / Grades 9-12</td>
</tr>
<tr>
<td></td>
<td>Krugman's Economics for AP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Codehs.org</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MIT App Inventor</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>AP Computer Science</td>
<td>MHS / Grades 9-12</td>
</tr>
<tr>
<td></td>
<td>Building Java Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blue J - Integrated Development Environment</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>Microbit, Inventables, Full Spectrum, Tinkercad</td>
<td>MHS / Grades 9-12</td>
</tr>
<tr>
<td>Automotive</td>
<td>Alldata, Mycareertech.com</td>
<td>MHS / Grades 9-12</td>
</tr>
</tbody>
</table>
ENGLISH LANGUAGE ARTS

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 9th grade through 11th grade courses are mainly literature-based courses with overarching topical foci, whereas the 12th grade 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.

Grade 9 English

<table>
<thead>
<tr>
<th>English 9</th>
<th>DESE CODE #51031</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level: College Prep</td>
<td>ASPEN CODE #00123</td>
</tr>
<tr>
<td>Credit: 1.0 (Full-year)</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisite: None

This course provides a comprehensive study of the major genres of literature: short story, novel, poetry, drama, biography, and essay. It is designed to provide students with a range of reading, writing, listening, viewing, inquiry, presentation, and discussion strategies that will enhance their ability to engage in critical interpretation, analysis, and evaluation of different texts. Students will also read two or more additional full length texts, some selected by the teacher and others by the students themselves, as well as non-fiction, short stories and poetry.

Students will be expected to regularly use active reading strategies and to participate in student-run and whole-class discussions. A review of syntactical structures used by writers will lead to an intensive study of
the writer's craft. Students will be asked regularly to write to demonstrate understanding in a single draft and write multi-draft essays that reflect a focus on students' ability to utilize the writing process: prewriting, drafting, revising, editing, publishing, and reflection. Students will also be introduced to the library and basic research and citation skills.

### English 9

**DESE CODE #51031**  
**ASPEN CODE #00112**

**Level:** Honors  
**Credit:** 1.0 (Full-year)

**Prerequisite:** Teacher recommendation/Grade 8 Honors English

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.

### English 10

**DESE CODE #51031**  
**ASPEN CODE #00223**

**Level:** College Prep  
**Credit:** 1.0 (Full-year)

**Prerequisite:** Successful completion of English 9

English 10 CP continues the study of literature, focusing on allegory, symbolism, style, and predominant universal themes. Students apply a range of reading, writing, inquiry, and critical thinking skills to engage in critical interpretation, rhetorical analysis, and evaluation of different texts. In addition, students will read two or more additional texts, some selected by the teacher and by the students themselves. Students will refine the narrative and literary and rhetorical analysis forms and will be introduced to various forms of argumentative/persuasive writing. Students will continue to use active reading strategies, student-run and whole-class discussions, and academic vocabulary. Students also continue to apply their knowledge of grammar and syntax in editing, revision, and craft study. Students will engage in research skills for inquiry and complete an annotated bibliography.

### Grade 10 English

### English 10

**DESE CODE #51031**  
**ASPEN CODE #00212**

**Level:** Honors  
**Credit:** 1.0 (Full-year)

**Prerequisite:** Successful completion of English 9 and teacher recommendation

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)

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 11 English**

The primary focus of 11th grade 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, and 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 on whether the students' reading has represented a variety of genres, cultures, complexities, and perspectives, as well as what they want to know more about.

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 midterm and final assessments. Since this course is intended to develop life-long reading habits, the course offerings are by topics and genres. Students will select courses based on their interests.
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.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>DESE CODE #</th>
<th>ASPEN CODE #</th>
<th>Level: Honors/College Prep</th>
<th>Credit: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Future</td>
<td>#51099</td>
<td>#000362 / #00363</td>
<td>Honors/College Prep</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| Hip-Hop Literature    | #51099      | #00372 / #00373 | Honors/College Prep      | 1.0         |
| **Prerequisite:**     |             |              |                           |             |
| 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. |

| Monsters              | #51099      | #00302 / #00303 | Honors/College Prep      | 1.0         |
| **Prerequisite:**     |             |              |                           |             |
| 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, creative projects, and the use of “new media”.

Mystery

DESE CODE #51099
ASPEN CODE #00342 / #00343

Level: Honors/College Prep
Credit: 1.0

Prerequisite:
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.

Sports in Society

DESE CODE #51099
ASPEN CODE #00352 / #00353

Level: Honors/College Prep
Credit: 1.0

Prerequisite:
For thousands of years, people have embraced sports as a form of entertainment and a method to explore
the limits of the human body and will. But what are the impacts of sports beyond the superficial? Are
sports an avenue for personal empowerment or a path to exploitation? Using sociological theories and
methods, this course will explore the interconnections between sports and society. We will study the ways
in which sports are embedded in social systems such as the economy, government, and education. Themes
include race, class and gender issues, deviance and violence in sports, and the economic impact of sports.
A combination of readings, films, documentaries, and class discussions will be used as we explore issues
that exist from the youth sports level all the way up through the professional ranks. Sports experience is
not required to take the course but can be beneficial, as some assignments require students to draw from
personal sports related experiences.
### Women's Literature

**DESE CODE #51053**  
**ASPEN CODE #00382 / #00383**

<table>
<thead>
<tr>
<th><strong>Level:</strong> Honors/College Prep</th>
<th><strong>Credit:</strong> 1.0</th>
</tr>
</thead>
</table>

**Prerequisite:**

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 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**

<table>
<thead>
<tr>
<th><strong>Level:</strong> Advanced Placement</th>
<th><strong>Credit:</strong> 1.0 (Full-Year)</th>
</tr>
</thead>
</table>

**Prerequisite: Completion of grade 10, 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**

<table>
<thead>
<tr>
<th><strong>Level:</strong> Advanced Placement</th>
<th><strong>Credit:</strong> 1.0 (Full-Year)</th>
</tr>
</thead>
</table>

**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 11/12**

**DESE CODE #51031**  
**ASPEN CODE #00523**

**Level:** College Prep  
**Credit:** 1.0/Semester (Full Year)

**Prerequisite:** Recommendation by Administrator or Guidance Counselor

This class is a double-block course designed to support students who are repeating English 11 CP while they are enrolled in English 12 CP. Core skills of English 11 will be covered in Semester 1 and English 12 skills will be covered in Semester 2. Students are required to meet grade level expectations for reading, writing, research, as well as speaking and listening skills. The design of the course is to meet students' needs in a meaningful way and still complete the requirements of the course. Because of this goal, students will be expected to take an active role in helping to design the course; students are expected to take responsibility in the success of their own education and make sure that the teachers understand how best to help achieve their goals. Effort, active participation, and daily attendance are needed to make sure that this course is helpful and meaningful in achieving future goals. Most people spend their working lives collaborating with others and working in teams, and their livelihoods may depend on the success of these groups. So, working with peers in a productive and respectful way is also critical to the success of everyone in the class. Students must be willing to participate in group activities. The overarching questions that are explored in the class are as follows: What is the process of understanding, in literature and in life? How do the stories we tell shape our view of our place in the world? How do we come to understand who we are in relation to people, time, and geography? How do we integrate the thinking of others into our own? How does my story transform yours?

**Grade 12 English**

**English 12: College/Career Writing and Non-fiction**  
**DESE CODE #51103**  
**ASPEN CODE #00422**

**Level:** Unleveled  
**Credit:** 1.0 (Full-Year)

**Prerequisite:** Successful completion of previous course

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.

<table>
<thead>
<tr>
<th>AP English Language and Composition</th>
<th>DESE CODE #51103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level: Advanced Placement</td>
<td>ASPEN CODE #00301</td>
</tr>
<tr>
<td>Credit: 1.0 (Full-Year)</td>
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</tr>
</tbody>
</table>

**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.

| AP English Literature & Composition | DESE CODE #51053 / #51103 |
|------------------------------------| ASPEN CODE #00401        |
| Level: Advanced Placement          | Credit: 1.0 (Full-Year)  |

**Prerequisite:** Completion of English 10, 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. 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.

<table>
<thead>
<tr>
<th>English 11/12</th>
<th>DESE CODE #51031</th>
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<tbody>
<tr>
<td></td>
<td>ASPEN CODE #00523</td>
</tr>
<tr>
<td><strong>Level:</strong> College Prep</td>
<td><strong>Credit:</strong> 1.0/Semester (Full Year)</td>
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<tr>
<td><strong>Prerequisite:</strong> Recommendation by Administrator or School Counselor</td>
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</tbody>
</table>

This class is a double-block course designed to support students who are repeating English 11 CP while they are enrolled in English 12 CP. Core skills of English 11 will be covered in Semester 1 and English 12 skills will be covered in Semester 2. Students are required to meet grade level expectations for reading, writing, research, as well as speaking and listening skills. The design of the course is to meet students' needs in a meaningful way and still complete the requirements of the course. Because of this goal, students will be expected to take an active role in helping to design the course; students are expected to take responsibility in the success of their own education and make sure that the teachers understand how best to help achieve their goals. Effort, active participation, and daily attendance are needed to make sure that this course is helpful and meaningful in achieving future goals. Most people spend their working lives collaborating with others and working in teams, and their livelihoods may depend on the success of these groups. So, working with peers in a productive and respectful way is also critical to the success of everyone in the class. Students must be willing to participate in group activities. The overarching questions that are explored in the class are as follows: What is the process of understanding, in literature and in life? How do the stories we tell shape our view of our place in the world? How do we come to understand who we are in relation to people, time, and geography? How do we integrate the thinking of others into our own? How does my story transform yours?
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
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</thead>
<tbody>
<tr>
<td>Maldonian</td>
<td>#51099</td>
<td>#00913</td>
</tr>
<tr>
<td><strong>Level</strong>: College Prep</td>
<td><strong>Credit</strong>: 1.0 (Full-Year)</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite</strong>: Completion of Grade 9 English and teacher recommendation</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
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<tbody>
<tr>
<td>Journalism: The Blue and Gold</td>
<td>#51104</td>
<td>#00922</td>
</tr>
<tr>
<td><strong>Level</strong>: Honors</td>
<td><strong>Credit</strong>: 1.0 (Full-Year)</td>
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<tr>
<td><strong>Prerequisite</strong>: Advisor approval. Open to grades 9-12 students. Incoming 9th graders are welcome to apply with the guidance department or English teacher recommendation.</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalism: The Blue and Gold: Art, Design, and Leadership Team</td>
<td>#51104</td>
<td>#00882</td>
</tr>
<tr>
<td><strong>Level</strong>: Honors</td>
<td><strong>Credit</strong>: 1.0 (Full-Year)</td>
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<tr>
<td><strong>Prerequisite</strong>: Advisor approval. Only open to returning 10th, 11th and 12th grade leadership and design staff.</td>
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</tbody>
</table>

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 #55168**

**ASPEN CODE #00863**

**Level:** College Prep

**Credit:** 1.0 (Full-Year)

**Prerequisite:** None

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)

**Prerequisite:** 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.

### Introduction to Theater Production

**DESE CODE #55051**

**ASPEN CODE #01999**

**Level:** College Prep

**Credit:** 1.0 (Full-Year)

**Prerequisite:** None

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 getting their toes wet by 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 if they would like.
### Play Production

**Level:** Honors  
**Credit:** 1.0 (Full-Year)

**Prerequisite:** Completion of 9th grade.

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.

### Technical Theater and Stagecraft

**Level:** Honors  
**Credit:** 1.0 (Full-Year)

**Prerequisite:** Completion of 9th grade.

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.

### 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: 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). 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: 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.
The primary goal of the English Learner Education Program is for ELs to meet performance criteria determined by the Commonwealth of Massachusetts, in order 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 based on their ACCESS score or results from the WIDA screener upon registration.
ELs typically achieve proficiency in four to seven years. The MA DESE Office of ELE Education has determined six years to be a reasonable period for an EL to attain English proficiency. English Learner's academic progress is monitored using a variety of standards-based assessments in addition to EL Progress reports. ELs who are not making progress will be assigned an individual Student Success Plan.

ELs participate in MA DESE statewide ACCESS testing once a year. A Language Acquisition Team (LAT) meets quarterly to review and monitor EL student progress. At the end of the school year, the LAT Team reviews EL student's ACCESS scores, ESL benchmark tests, and other relevant student work samples to determine English Language Proficiency and 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. ELs who are not making progress will be assigned an individual success plan.

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<thead>
<tr>
<th>Course</th>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
<th>Level</th>
<th>Credit</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1A</td>
<td>#01008</td>
<td>#20623</td>
<td>College Prep</td>
<td>0.5 (Semester)</td>
<td>None</td>
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<tr>
<td></td>
<td></td>
<td>#20823</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> None</td>
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</table>

This course is designed for students at the entering level of English language proficiency. All four areas of second language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. This course focuses on the explicit teaching of reading and listening strategies appropriate for students learning the basics of the English language.

<table>
<thead>
<tr>
<th>Course</th>
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<th>ASPEN CODE</th>
<th>Level</th>
<th>Credit</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 1B</td>
<td>#01008</td>
<td>#20723</td>
<td>College Prep</td>
<td>0.5 (Semester)</td>
<td>None</td>
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<tr>
<td></td>
<td></td>
<td>#20923</td>
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<tr>
<td><strong>Prerequisites:</strong> None</td>
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</table>

This course is designed for students at the entering level of English language proficiency. All four areas of second language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. The course utilizes a Writing Workshop model as a method of instruction to coach students in developing writing skills at the entering and emerging levels.

<table>
<thead>
<tr>
<th>Course</th>
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<th>ASPEN CODE</th>
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<th>Credit</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 2A</td>
<td>#01008</td>
<td>#20293</td>
<td>College Prep</td>
<td>0.5 (Semester)</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>#21293</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> None</td>
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</table>

This course is designed for students at the developing level of English language proficiency. All four areas of second language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. This course focuses on the explicit teaching of reading and listening strategies appropriate for students at the developing level of English language proficiency. The course utilizes theme-based literature instruction and includes authentic texts.
### ESL 2B
- **Level**: College Prep
- **Credit**: 0.5 (Semester)
- **Prerequisites**: None

This course is designed for students at the developing level of English language proficiency. All four areas of second language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. The course explicitly teaches writing across content areas.

### ESL 3
- **Level**: College Prep
- **Credit**: 0.5 (Semester)
- **Prerequisites**: None

This course is designed for students at the expanding level of English language proficiency. All four areas of second language acquisition, listening, and speaking are emphasized through content-based instruction. This course focuses on the explicit teaching of reading in the content area class strategies appropriate for students at the expanding level of English language proficiency. The course utilizes theme-based literature instruction and includes authentic texts. Focus is given to vocabulary development while facilitating reading fluency and comprehension. **These courses are standard-based aligned with the general education curriculum.**

### ESL 4
- **Level**: College Prep
- **Credit**: 1.0 (Full Year)
- **Prerequisites**: None

The course is designed for students at the high expanding and bridging levels of English language proficiency who need an additional year of English language support. All four areas of second language acquisition are included. However, the main focus of this course is writing informative, persuasive and explanatory texts which examine and convey complex ideas across the content areas. **These courses are standard-based aligned with the general education curriculum.**

### Mathematics
- **Level**: College Prep
- **Credit**: 0.5 (Semester)
- **Prerequisites**: None

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 for ELs

**DESE CODE #02016**  
**ASPEN CODE #21173**

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisites:** None

The content of this course is designed for English learners at the Entering and Emerging stages 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)

**Prerequisites:** None

The content of this course is designed for English learners at the Entering and Emerging stages 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

**DESE CODE #04101**  
**ASPEN CODE #22104**

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisites:** None

The content of this course is designed for English learners at the Entering and Emerging stages 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

**DESE CODE #04101**  
**ASPEN CODE #22803**

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisites:** None

The content of this course is designed for English learners at the Emerging stages 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

**DESE CODE #03051**  
**ASPEN CODE #23104**

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisites:** None

The content of this course is designed for English learners at the Entering and Emerging stages 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.

### Environmental Science

**DESE CODE #03003**  
**ASPEN CODE #23513**

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisites:** None

The content of this course is designed for English learners at the Entering and Emerging stages 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 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, theory, and prepare them for life and career readiness. A sound mathematics background will have a positive influence on students’ decisions to prepare them for future occupations.

### Introduction to Mathematics

**DESE CODE #2999**

**ASPEN CODE #21104**

**Level:** College Prep

**Credit:** 0.5 (Semester)

**Prerequisite:** None

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)

**Prerequisite:** Successful completion of Grade 8 Math or approval of principal/director

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 approval of principal/director

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 Grade 8 Math and teacher recommendation, or approval of principal/director

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: Quantitative Reasoning and Data Analysis** | **DESE CODE #02111**  
| **ASPEN CODE #01323** |
| **Level:** College Prep | **Credit:** 1.0 (Full-Year) |
| **Prerequisite:** Successful completion of Math 2, or approval of principal/director |
| 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 CP: Abstract Reasoning and Trigonometry** | **DESE CODE #02105**  
| **ASPEN CODE #01333** |
| **Level:** College Prep | **Credit:** 1.0 (Full-Year) |
| **Prerequisite:** Successful completion of Math 2, or approval of principal/director |
| In this college preparatory course, students will deepen their knowledge of functions, graphs, and equations. 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 and log functions. In addition, students will study topics of trigonometry and statistics. Students will demonstrate mastery of their ability to strategize and solve problems requiring abstract reasoning. |

| **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, teacher recommendation, or approval of principal/director |
| 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

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<tr>
<th><strong>DESE CODE</strong></th>
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<td>#02999</td>
<td>#01083</td>
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**Level:** College Prep  
**Credit:** 1.0 (Full-Year)  

**Prerequisite:** Successful completion of Math 3 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

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<th><strong>DESE CODE</strong></th>
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<tr>
<td>#02999</td>
<td>#01032</td>
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**Level:** Honors  
**Credit:** 1.0 (Full-Year)  

**Prerequisite:** Successful completion of Math 3 Honors with teacher recommendation.

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 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 calculator: TI-83 or TI-84; students may be expected to complete a summer assignment.

# AP Calculus, AB

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<th><strong>DESE CODE</strong></th>
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<tbody>
<tr>
<td>#02124</td>
<td>#01461</td>
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**Level:** Advanced Placement  
**Credit:** 1.0 (Full-Year)  

**Prerequisite:** Successful completion of Trigonometry & Pre-Calculus H with teacher recommendation.

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**

**Level:** Advanced Placement  
**Credit:** 1.0 (Full-Year)

**Prerequisite:** Successful completion of Trigonometry & Pre-Calculus H with teacher recommendation. It is suggested that any student who takes this course have an average of 87 or higher on the Precalculus Honors midyear assessment.

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.

**Advanced Quantitative Reasoning (AQR)**

**Level:** College Prep  
**Credit:** 1.0 (Full-Year)

**Prerequisite:** Successful completion of Math 3 CP or approval of principal/director

This course is designed for students to continue their algebra and mathematical foundations. All students will be actively engaged in investigation and problem solving and reasoning, while connecting mathematical concepts and communicating with the proper mathematical vocabulary. The course will present some mathematical topics that are not discussed in other math classes but that have real world applications. These topics include probability, cryptography, statistics, linear programming and financial planning. Problem solving and modeling real world situations are key themes throughout the year. This course is dedicated to students communicating their understanding, strategies and conclusions verbally and in writing.
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<tr>
<th>Course</th>
<th>DESE CODE</th>
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<tbody>
<tr>
<td><strong>Advanced Quantitative Reasoning (AQR)</strong></td>
<td>#02148</td>
<td>#01042</td>
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</table>

**Level:** Honors  
**Credit:** 1.0 (Full-Year)  

**Prerequisite:** Successful completion of Math 3 or approval of principal/director

This course will emphasize the investigation of real-world problems and open ended questions. Students will be required to read and interpret text while they collaborate with others to develop new ideas, recognize patterns, make connections and transfer ideas from both their algebra and geometry courses. As they problem solve, students will be expected to justify their techniques and procedures both verbally to their peers and in written form. This course is designed to enhance logical thinking and problem solving skills using the mathematical foundation they've received in previous courses. The course will take a deeper look at functions from algebraic functions and big Geometry concepts, as well as extensions, but through the lens of real world applications and problem solving. One semester will focus on an intermediate look at college Statistics. Students will collect data in the form of sampling and experimentation, display and analyze quantitative and categorical data, and use probability in problem solving. The course will also incorporate trigonometry through the lens of problem solving.

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<tr>
<th>Course</th>
<th>DESE CODE</th>
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<tr>
<td><strong>Statistics</strong></td>
<td>#02201</td>
<td>#01813 / #01812</td>
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</table>

**Level:** College Prep/Honors  
**Credit:** 1.0 (Full-Year)  

**Prerequisite:** Successful completion of previous course

This course is designed for the math student that enjoys 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.

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<tr>
<th>Course</th>
<th>DESE CODE</th>
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<tr>
<td><strong>AP Statistics</strong></td>
<td>#02203</td>
<td>#01481</td>
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</table>

**Level:** Advanced Placement  
**Credit:** 1.0 (Full-Year)  

**Prerequisite:** Successful completion of Math 2. It is suggested that any student who takes this course have excellent reading, writing, and analytical skills.

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

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<th>DESE CODE #01999</th>
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<td>ASPEN CODE #00481</td>
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**Level:** Advanced Placement  
**Credit:** 1.0 (Full-Year)

**Prerequisite:** 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 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.
## Computer Science Courses

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<tr>
<th>Course</th>
<th>DESE CODE #</th>
<th>ASPEN CODE #</th>
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<tbody>
<tr>
<td><strong>Introduction to Computer Science</strong></td>
<td>#02999</td>
<td>#01143</td>
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<tr>
<td><strong>Level:</strong> College Prep</td>
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<tr>
<td><strong>Credit:</strong> 0.5 (Semester)</td>
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<td><strong>Prerequisite:</strong> None</td>
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This introductory rigorous hands-on course will engage students in many aspects of Computer Science from hardware to software. Robotics, consoles, and other peripherals will be analyzed for efficiency and use. Front-End development and graphic design/layout using HTML, CSS, and foundational Javascript/JQuery will be studied as will the understanding of the Back-End development via languages such as PHP, Python, Ruby, and SQL. Game Design basics will be covered beginning with story, then layout, and finally actual design and play via the MIT SCRATCH interface. Students may also design and develop Mobile Apps via MIT App Inventor software as well as business applications using Microsoft Visual Basic. Blocks, Buttons, Images, and more will be utilized as will the code behind them leading students to an understanding of Object Oriented Programming. Additional topics such as loops, if/else statements, procedures, and arrays may be studied with time permitting. 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.

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<tr>
<th>Course</th>
<th>DESE CODE #</th>
<th>ASPEN CODE #</th>
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<tr>
<td><strong>Introductory Software Engineering in Computer Science</strong></td>
<td>#10152</td>
<td>#01272</td>
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<tr>
<td><strong>Level:</strong> College Prep</td>
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<tr>
<td><strong>Credit:</strong> 0.5 (Semester)</td>
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<tr>
<td><strong>Prerequisite:</strong> Successful completion of Introduction to Computer Science [CS-1] OR teacher consultation/recommendation OR currently taking Math 2 Honors or above.</td>
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This course is the first of a two-part series which 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.

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<tr>
<th>Course</th>
<th>DESE CODE #</th>
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<tr>
<td><strong>Intermediate Software Engineering in Computer Science</strong></td>
<td>#10155</td>
<td>#01292</td>
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<tr>
<td><strong>Level:</strong> Honors</td>
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<tr>
<td><strong>Credit:</strong> 0.5 (Semester)</td>
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<tr>
<td><strong>Prerequisite:</strong> None</td>
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This course is the second part of a two part series of 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 both one and two dimensional arrays with some emphasis on sorting and searching algorithms will also be studied if time permits. Students must successfully complete an independent project by the end of the semester.
### AP Computer Science: Advanced Software Engineering [CS-3]

**Level:** Advanced Placement  
**Credit:** 1.0  

**Prerequisite:** Intro and Intermediate Software Engineering [CS-2].

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 students who want to learn more about Computer Science, Mathematics, or Engineering as it is equivalent to a second semester of college level Computer Science. The subject matter is developed to meet the requirements for an advanced study in Computer Science. This includes but is not limited to Linked Lists, Stacks, Queues, Trees, Sets, Maps, Heaps, Priority Queues, Sorts, Searches, and Big-O analysis. A case study may also be a part of the course. Students are expected to successfully manage large scale programs.

Much of the coursework is completed outside of class meeting time, especially textbook reading and note taking. Students in AP Computer 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.

### Independent Study in Computer Science – Software Development/Engineering and Certifications [CS-4b]

**Level:** Honors  
**Credit:** 1.0 (Full-Year)  

**Prerequisite:** Teacher Recommendation

Independent Study is the student's opportunity to do a significant project in an area of personal interest and to expand their 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 as well as Oracle certifications in Java.

### Help Desk

**Level:** Unleveled  
**Credit:** 0.5 (Semester)  

**Prerequisite:** None

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.
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
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 10th graders 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

<table>
<thead>
<tr>
<th>US History I</th>
<th>DESE CODE #04101</th>
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<tr>
<td></td>
<td>ASPEN CODE #02113</td>
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<tr>
<td>Level:</td>
<td>Credit: 1.0 (Full Year)</td>
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**Prerequisite: None**

In United States History I, students will investigate a number of themes and topics that have shaped the United States from the country's foundation in the 17th century through the end of World War I. The essential question students will be asked to trace throughout early American history is 'What does it mean to be an American?', while exploring the intersectionality of American identity. This course will review the origins and main events of the American Revolution and Constitutional Principles. This course will trace the history of migration to and within the United States from the first colonial settlements through 20th century immigration policies. Students will examine economic history from the establishment of the American Colonies through the 2nd Industrial Revolution. This course also examines eras of political change, the quest for equality, and social justice movements, including Antebellum reform movements such as the abolition of slavery and Progressive Era movements such as women obtaining the right to vote. Lastly, this course examines how conflicts, both internal like the Civil War and external like World War 1, have impacted the United States. Throughout these studies, students will develop historical and literacy skills. Ultimately, this course will build the skills and the content knowledge to allow students to answer the course's essential question: "What does it mean to be an American?" from their own perspective, but supporting their argument with evidence collected from their studies.

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<tr>
<th>US History I</th>
<th>DESE CODE #04101</th>
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<tbody>
<tr>
<td></td>
<td>ASPEN CODE #02112</td>
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<tr>
<td>Level:</td>
<td>Credit: 1.0 (Full Year)</td>
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**Prerequisite: Teacher or administrative recommendation/Grade 8 Honors History**

In United States History I, students will investigate a number of themes and topics that have shaped the United States from the country's foundation in the 17th century through the end of World War I. This is an advanced-level course for students with solid 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. The essential question students will be asked to trace throughout early American history is ‘What does it mean to be an American?’, while exploring the intersectionality of American identity. This course will review the origins and main events of the American Revolution and Constitutional Principles. This course will trace the history of migration to and within the United States from the first colonial settlements through 20th century immigration policies. Students will examine economic history from the establishment of the American Colonies through the 2nd Industrial Revolution. This course also examines eras of political change, the quest for equality, and social justice movements, including Antebellum reform movements such as the abolition of slavery and Progressive Era movements such as women obtaining the right to vote. Lastly, this course examines how conflicts, both internal like the Civil War and external like World War I, have impacted the United States. Throughout these studies, students will hone historical and literacy skills as outlined in the Literacy and practice standards for grade 9, and effectively apply their knowledge to the overarching theme. Students are expected to prepare for class discussions and produce more work outside of class. Writing and reading assignments have expanded length and breadth. This course is designed to prepare students who may wish to take APUSH.

Grade 10

US History II

DESE CODE #04101
ASPEN CODE #02223

Level: College Prep

Credit: 1.0 (Full Year)

Prerequisite: None

In United States History II, students will investigate a number of topics and themes that have shaped the United States from the early 20th to the beginning of the 21st, under the larger theme focused upon the role of government. The course will trace economic history from the Great Depression and New Deal to the 2008 Financial crisis. Students will examine US foreign policy during World War I, World War II, the Cold War, and Vietnam, leading to an examination of domestic and global policies and politics in the 21st century. The course also examines major eras of political change and the quest for equality spanning from the 1920s to today, with an emphasis on The Civil Rights Movement of the mid 20th century, as well as other social justice movements. Throughout these studies, students will further develop historical and literacy skills as outlined in the literacy and practice standards for grade 10, and effectively apply their knowledge to the overarching theme. The course concludes with an examination of civic responsibility. Throughout these studies, students will develop historical, research, and literacy skills. Ultimately, this course will build civic skills to prepare students to be civic actors inside and outside of Malden High. 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. The project is closely aligned with the content of the USII curriculum and current State civics standards, and will be an integral part of the student’s assessment and final grade.
**US History II**

**DESE CODE #04101**  
**ASPEN CODE #02222**

**Level:** Honors

**Credit:** 1.0 (Full Year)

**Prerequisite:** Teacher or administrative recommendation.

In United States History II, students will investigate a number of topics and themes that have shaped the United States from the early 20th to the beginning of the 21st, under the larger theme focused upon the role of government. 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. The course will trace economic history from the Great Depression and New Deal to the 2008 Financial crisis. Students will examine US foreign policy during World War I, World War II, the Cold War, and Vietnam, leading to an examination of domestic and global policies and politics in the 21st century. The course also examines major eras of political change and the quest for equality spanning from the 1920s to today, with an emphasis on The Civil Rights Movement of the mid 20th century, as well as other social justice movements. Throughout these studies, students will further advance their historical and literacy skills as outlined in the literacy and practice standards for grade 10, and effectively apply their knowledge to the overarching theme. The course concludes with an examination of civic responsibility. Ultimately, this course will build civic skills to prepare students to be civic actors inside and outside of Malden High. 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 Civic Project Guidebook. This project helps students become skilled in the areas of democracy, governmental process, public policy, advocacy, and action. The project is closely aligned with the content of the USII curriculum and current State civics standards, and will be an integral part of the student’s assessment and final grade. 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 United States History**

**DESE CODE #04104**  
**ASPEN CODE #02341**

**Level:** Advanced Placement

**Credit:** 1.0 (Full Year)

**Prerequisite:** Any student who wishes to enroll in an Advanced Placement course must have a teacher recommendation and one of the following: successful completion of United States History I, Modern World History or AP World History.

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)

Prerequisite: Successful completion of a United States History course

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: Teacher or administrative recommendation

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.

<table>
<thead>
<tr>
<th>AP Modern World History</th>
<th>DESE CODE #04057</th>
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<tr>
<td><strong>Level:</strong> Advanced Placement</td>
<td><strong>ASPEN CODE #02421</strong></td>
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<td><strong>Credit:</strong> 1.0 (Full Year)</td>
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**Prerequisite:** Any student who wishes to enroll in AP Modern World History must have completed US History II or AP US History and receive teacher or administrative 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

#### Grades 9 & 10

<table>
<thead>
<tr>
<th>Foundations of Law</th>
<th>DESE CODE #04162</th>
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<tr>
<td><strong>Level:</strong> Honors</td>
<td><strong>ASPEN CODE #02912</strong></td>
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<td><strong>Credit:</strong> 0.5 (Semester)</td>
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**Prerequisite:** None

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: Any student taking Mock Trial must receive a recommendation from their current history teacher, successfully complete an application, and receive advisor approval.

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.

Grades 11 & 12

AP United States Government and Politics

DESE CODE #04157
ASPEN CODE #02431

Level: Advanced Placement
Credit: 1.0 (Full Year)

Prerequisite: Any student who wishes to enroll in AP United States Government and Politics must have successfully passed US History I and US History II and teacher or administrative 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.

MHS Grow Your Own Teacher Development Program - Year 1  
DESE CODE #19151  
ASPEN CODE #02312

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<th>Level: Honors</th>
<th>Credit: 1.0 (Full Year)</th>
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**Prerequisite: Grade 11 or 12.**

Malden High School’s Grow Your Own Teacher Development Program is designed to give high school students the opportunity to explore the teaching profession while in high school to gain experience working in the field of education and get a glimpse into what it means to be a teacher in a modern public school. The program is divided into two courses which help students develop and practice skills needed to be a successful teacher. Each course is a year-long course with year 1 being designed for 11th graders, and year 2 for 12th graders.

In year 1 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. 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. 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, teaching practices can be consciously developed to support a socially just pedagogy.

**Grade 12**

**AP Psychology**  
DESE CODE #04254  
ASPEN CODE #02441

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<tr>
<th>Level: Advanced Placement</th>
<th>Credit: 1.0 (Full Year)</th>
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**Prerequisite: Any student who wishes to enroll in AP Psychology must have completed the history requirements for graduation and teacher or administrative recommendation. Open only to 12th graders.**

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.

American Law and Justice: Semester 1  
**DESE CODE #04165**  
**ASPEN CODE #02962**

**Level:** Honors  
**Credit:** 0.5 (Semester)

**Prerequisite:** Completion of US History I and US History II, or recommendation of Foundations of Law teacher

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.

Examining Criminal Justice: Semester 2  
**DESE CODE #04161**  
**ASPEN CODE #02952**

**Level:** Honors  
**Credit:** 0.5 (Semester)

**Prerequisite:** Completion of US History I and US History II or recommendation of Foundations of Law teacher

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.
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<th>Course</th>
<th>DESE CODE</th>
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<tbody>
<tr>
<td><strong>Foundations of Sociology: Semester 1</strong></td>
<td>#04259</td>
<td>#02942</td>
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<tr>
<td><strong>Level:</strong> Honors</td>
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<td><strong>Credit:</strong> 0.5 (Semester)</td>
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<tr>
<td><strong>Prerequisite:</strong> Completion of grades 9-11. Open only to 12th graders.</td>
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<tr>
<td>Sociology is the study of people and their relationship with society. This semester course will focus on providing students with a basic understanding of sociological concepts and methods. The course includes an overview of the various sociological theories and perspectives. It also provides an analysis of cultural diversity, social structure, and social control. As an Honors class, emphasis will be placed on the development of critical thinking skills, reading, essay writing, note-taking and research skills.</td>
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| **Social Issues, Semester 2**   | DESE CODE #04064 | ASPEN CODE #02932 |
| **Level:** Honors               |             |              |
| **Credit:** 0.5 (Semester)      |             |              |
| **Prerequisite:** Completion of grades 9-11 history. Open only to 12th graders. |             |              |
| 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 religion, technology, violence, the family, 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. |             |              |

| **Facing History and Ourselves** | DESE CODE #04999 | ASPEN CODE #02332 |
| **Level:** Honors               |             |              |
| **Credit:** 0.5 (Semester)      |             |              |
| **Prerequisite:** None          |             |              |
| Facing History traces the history of discrimination, prejudice, and their escalation into violence and genocide worldwide in the twentieth century. The course examines global history of the past 100+ years by focusing on how people have marginalized and ultimately sought to separate themselves in extreme ways from one another. It considers the role of perpetrators, victims, bystanders, as well as rescuers and resisters as it looks at the role that individuals play in history. Genocide in Europe, Asia, Africa, and elsewhere is examined in depth in this course, as are other many examples of ethnic cleansing, religious and racial hatreds, and violations of human rights. Of particular interest are recent genocides in Nazi-occupied Europe, Rwanda, Bosnia, and Darfur as well as atrocities in Asia during World War II. The course is taught from an interdisciplinary perspective with a heavy reliance on primary source materials, literature, and art, and makes considerable use of the latest in educational technology, with much of the work required for the course produced online. Current events are emphasized, as the issues raised are ongoing. The course seeks to equip students to become critically minded citizens with the ability to think through the big moral and political choices that they will confront as citizens in modern society. |             |              |
### Independent Study – History and Social Sciences

**Level:** Honors  
**Credit:** 0.5 (Semester)

**Prerequisite:** None

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.
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.

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)

**Prerequisite:** None

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 #03051  
ASPEN CODE #03202

**Level:** Honors  
**Credit:** 1.0 (Full Year)

**Prerequisites:** Concurrent enrollment in Math II or higher, OR enrollment in Math I and concurrent enrollment in Computational Science and 8th grade teacher recommendation.

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.

**Computational Science**

DESE CODE #02158  
ASPEN CODE #03853

**Level:** Unleveled  
**Credit:** 0.5 (Semester)

**Prerequisite:** None

Computational Science is designed to provide students with mathematical/computational support in their science courses. This course concentrates on relating mathematical concepts to natural phenomena found in the physical sciences. Areas of focus will be analysis of data, application of complex mathematical formulas and dimensional analysis. Multi step problem solving and strategies will be stressed.

**Biology I**

DESE CODE #02051  
ASPEN CODE #03213

**Level:** College Prep

**Prerequisite:** Concurrent enrollment in Math II (either CP or Honors level).

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.

**Grades 10-12**

**Biology I**

DESE CODE #02051  
ASPEN CODE #03213

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Concurrent enrollment in Math II (either CP or Honors level).

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) |
| **Prerequisite:** Concurrent enrollment in Math II CP (either CP or Honors level). |
| 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 and Math 2 or successful completion of Math 1 and Computational Science. |
| 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 Chemistry CP 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.**

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 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.

| 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.**

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/Physiology

| DESE CODE #03052 |
| ASPEN CODE #03442 |

**Level:** Honors  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Successful completion of both Biology and Chemistry and a strong teacher recommendation.

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. 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 or co-enrolled in Trigonometry and Pre-Calculus and successful completion of 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**

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<thead>
<tr>
<th>Level: Advanced Placement</th>
<th>Credit: 1.0 (Full Year)</th>
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</table>

**Prerequisite:** Successful completion of, or co-enrolled in Pre-Calculus or Trigonometry. Completion of Physics CP or Honors with teacher recommendation.

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**

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<tr>
<th>Level: Advanced Placement</th>
<th>Credit: 1.0 (Full Year)</th>
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**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.

<table>
<thead>
<tr>
<th>AP Environmental Science</th>
<th>DESE CODE #03003</th>
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<td>ASPEN CODE #03481</td>
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**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.

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<tr>
<th>Forensics I</th>
<th>DESE CODE #03063</th>
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<td>ASPEN CODE #03033</td>
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**Level:** College Prep  
**Credit:** 0.5 (Semester)

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<tr>
<th>Forensics I</th>
<th>DESE CODE #03063</th>
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<tr>
<td></td>
<td>ASPEN CODE #03032</td>
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</table>

**Level:** Honors  
**Credit:** 0.5 (Semester)

**Prerequisite:** Grade 11 or 12 and successful completion of Biology and Chemistry or Environmental Science.  
**Honors Prerequisites:** 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**

**DESE CODE #03063**  
**ASPEN CODE #03502**

**Level:** 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)**

**DESE CODE #03063**  
**ASPEN CODE #03922**

**Level:** College Prep  
**Credit:** 0.5 (Semester)

**Biology of Disease (Pathology)**

**DESE CODE #03063**  
**ASPEN CODE #03922**

**Level:** Honors  
**Credit:** 0.5 (Semester)

**Prerequisite:** Successful completion of Biology. Honors Prerequisite: Successful completion of Biology and strong teacher recommendation

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.
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<tr>
<th>Course</th>
<th>DESE CODE #</th>
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<tbody>
<tr>
<td>Biotechnology</td>
<td>#14252</td>
<td>#03823</td>
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<td><strong>Level:</strong> College Prep</td>
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<td><strong>Credit:</strong> 0.5 (Semester)</td>
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**Prerequisite:**
Grade 11 or 12 and successful completion of Biology and Chemistry (or concurrent enrollment in Chemistry)
Honors: Successful completion of Biology Honors and successful completion of Chemistry (or concurrent enrollment in Chemistry), and/or strong teacher recommendation.

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.

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<tr>
<th>Course</th>
<th>DESE CODE #</th>
<th>ASPEN CODE #</th>
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<tbody>
<tr>
<td>Applied Health Science</td>
<td>#14251</td>
<td>#03523 / #03522</td>
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<tr>
<td><strong>Level:</strong> College Prep/Honors</td>
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<td><strong>Credit:</strong> 0.5 (Semester)</td>
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**Prerequisite: Completion of Biology**

In this 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. This course is also designed to give support to, and prepare students for the Anatomy and Physiology Honors course.

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<tr>
<th>Course</th>
<th>DESE CODE #</th>
<th>ASPEN CODE #</th>
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<tbody>
<tr>
<td>Biological Chemistry</td>
<td>#03103</td>
<td>#03503</td>
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<td><strong>Level:</strong> College Prep</td>
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<td><strong>Credit:</strong> 0.5 (Semester)</td>
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**Prerequisite: Completion of Biology**

In this course students will investigate chemistry through an applied health science lens. This course will focus on basic understanding of chemistry (matter, elements, the periodic table) and then will delve into how chemistry is applied in health sciences. Conversions, pH, urinalysis are some of the topics that will be explored. Students will participate in hands-on, laboratory investigations to apply scientific principles, and concepts in order to make connections between chemistry and various health science fields.
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 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 2022-2023.

About the 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. Upon completion of Heritage Speakers III, students may choose to enroll in traditional Spanish 4, 5, or AP courses. Please see individual course descriptions below for more specific information.
### American Sign Language I

**DESE CODE #06801**  
**ASPEN CODE #04563**

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisite:** None

This course provides an introduction to American Sign Language. Areas studied include the grammatical structure, usage and history of ASL, as well as finger spelling, ASL classifiers and cultural information related to Deaf Culture and the Deaf Community. Through hands-on activities, partner and group work, students will learn to develop and enhance their receptive and expressive signing skills, while creating their own signing style.

### American Sign Language II

**DESE CODE #06802**  
**ASPEN CODE #04573**

**Level:** College Prep/Honors  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Successful completion of ASL I and/or placement test.

The second-year CP level courses in languages are college-preparatory classes, which further develops those skills and proficiencies attained in the first year of the target language. Students will move from signing concrete concepts to abstract concepts. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; supplementary materials are featured more prominently than in Level 1. Students will develop the ability to communicate in the language about everyday situations and increase their awareness of culture through classroom activities.

### French I

**DESE CODE #06121**  
**ASPEN CODE #04143**

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisite:** None

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 four language skills - speaking, listening, reading, and writing - 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. Classes will be conducted primarily in the target language.
**French II**  
DESE CODE #06122  
ASPEN CODE #04273

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<tr>
<th>Level: College Prep</th>
<th>Credit: 1.0 (Full Year)</th>
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</table>

**Prerequisite:** Successful completion of French I and/or placement test.

The second-year CP level courses in languages are moderately paced college-preparatory classes, which further develops those skills and proficiencies attained in the first year of the target language. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; reading and supplementary materials are featured more prominently than in Level 1. Students will develop the ability to communicate in the language about everyday situations and increase their awareness of culture through classroom activities. Classes will be conducted primarily in the target language.

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**French II**  
DESE CODE #06122  
ASPEN CODE #04262

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<tr>
<th>Level: Honors</th>
<th>Credit: 1.0 (Full Year)</th>
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**Prerequisite:** Successful completion of French I and/or placement test.

The second-year honors level courses in languages are intensive college-preparatory classes, which further develops those skills and proficiencies attained in the first year of the target language. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; reading and supplementary materials are featured more prominently than in Level 1. Students will develop the ability to communicate in the language about everyday situations and increase their awareness of culture through classroom activities. Classes will be conducted primarily in the target language.

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**French III**  
DESE CODE #06123  
ASPEN CODE #04363 / #04252

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<tr>
<th>Level: College Prep/Honors</th>
<th>Credit: 1.0 (Full Year)</th>
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**Prerequisite:** Successful completion of French II and/or placement test.

The third-level CP/honors course focuses on improving the student's ability to understand and speak in that language. The course will encourage proficiency in the language skills, which will be developed through further study of grammar, vocabulary, and idiomatic expressions. More opportunities will be provided for self-expression, orally and in writing, by means of dialogues, skits, projects, and compositions. Students will further develop an awareness and appreciation of the target culture through a variety of activities. The class will be conducted in the target language. Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.
### French IV - Special Topics

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<th>DESE CODE</th>
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<tr>
<td>#06124</td>
<td>#04452</td>
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**Level:** Honors  
**Credit:** 1.0 (Full Year)

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

Students will study the diverse cultures of the francophone world, from the earliest cultures to those of today. Topics for investigation include issues of racial and ethnic identity, racism and discrimination, imperialism, post-colonial identity, and migration as they relate to the francophone communities around the world. Students will survey literary works, art, film, music and cultural influences brought to the diverse regions from all over. Students will enhance their knowledge of geography, political movements, and connections to other countries and more. This class will be primarily taught in the target language.

### AP French and Culture

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<th>DESE CODE</th>
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<tr>
<td>#24114</td>
<td>#04471</td>
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**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

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<tr>
<th>DESE CODE</th>
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<tr>
<td>#06141</td>
<td>#04133</td>
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**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisite:** None

This is a first-year course designed for students who are interested in learning the fundamentals of writing and speaking. Students work to develop skills and proficiencies in these areas as well as developing ability in listening and reading. The course emphasizes communication and self-expression as well as cultural awareness and competency. Students learn the essentials of pronunciation and phonics, vocabulary in situations applicable to their daily lives, and cultural and historical elements of societies reached by the
target language throughout history and contemporary life. Classes will be conducted primarily in the target language.

**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.

The second-year course further develops those skills and proficiencies attained in the first year of the target language. The basic skills of listening, speaking, reading, and writing will be further developed and strengthened as the student increases vocabulary acquisition and knowledge of the language and culture. Students will develop the ability to communicate in the language about everyday situations and increase their awareness of culture through classroom activities. Classes will be conducted primarily in the target language.

**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 class, which further develops those skills and proficiencies attained in the first year of the target language. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; reading and supplementary materials are featured more prominently than in Level 1. Students will develop the ability to communicate in the language about everyday situations and increase their awareness of culture through classroom activities. Classes will be conducted primarily in the target language.

**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.

The third-level CP/honors course features an emphasis on improving the student’s ability to understand and speak in that language. The course will encourage proficiency in the language skills, which will be developed through further study of grammar, vocabulary, and idiomatic expressions. More opportunities will be provided for self-expression, orally and in writing, by means of dialogues, skits, projects, and compositions. Students will further develop an awareness and appreciation of the target culture through a variety of activities. The class will be conducted in the target language. Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.
### Italian IV-Special Topics

| DESE CODE #06144 |
| ASPEN CODE #04432 |

**Level:** Honors  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Successful completion of Italian III and/or placement test.

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. This class will examine regional varieties in language, cuisine, music, and other aspects of culture. It will also 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.

### 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 the language with immediately useful language skills. Students will learn vocabulary in a meaningful context, and gain cultural insights within the target culture. Students will have the opportunity to practice the skills and proficiencies necessary for the first year of the target language acquisition. Students will develop the ability to communicate in the language during class time. Students will communicate in the language about everyday situations and increase their awareness of the culture through classroom activities. Classes will be conducted primarily in the target language.

### 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 for students who are exposed to 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.
<table>
<thead>
<tr>
<th>Course</th>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
<th>Level</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish II</td>
<td>#06102</td>
<td>#04233</td>
<td>College Prep</td>
<td>1.0 (Full Year)</td>
<td>Successful completion of Spanish I and/or placement test.</td>
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<td>The second-year course further develops those skills and proficiencies attained in the first two semesters of the target language. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; reading and supplementary materials are featured more prominently than in level 1. Students will develop the ability to communicate in the language about everyday situations and increase their awareness of the culture through classroom activities. Classes will be conducted primarily in the target language.</td>
</tr>
<tr>
<td>Spanish II</td>
<td>#06102</td>
<td>#04222</td>
<td>Honors</td>
<td>1.0 (Full Year)</td>
<td>Successful completion of Spanish I and/or placement test.</td>
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<td>The second-year honors level course in languages is an intensive college-preparatory class, which further develops those skills and proficiencies attained in the first year of the target language. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; reading and supplementary materials are featured more prominently than in Level 1. Students will develop the ability to communicate in the language about everyday situations and increase their awareness of culture through classroom activities. Classes will be conducted primarily in the target language.</td>
</tr>
<tr>
<td>Spanish for Heritage Speakers II</td>
<td>#06106</td>
<td>#04172</td>
<td>College Prep/Honors</td>
<td>1.0 (Full Year)</td>
<td>Successful completion of Spanish for Heritage Speakers I and/or placement test.</td>
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<td></td>
<td>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. Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.</td>
</tr>
</tbody>
</table>
### 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.

The third-level course features an accelerated emphasis on improving the student’s ability to understand and speak in that language. The course will encourage proficiency in the language skills, which will be developed through further study of grammar, vocabulary, and idiomatic expressions. More opportunities will be provided for self-expression, orally and in writing, by means of dialogues, skits, projects, and compositions. Students will further develop an awareness and appreciation of the target culture through a variety of activities. The class will be conducted primarily in the target language. 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. 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.

The fourth-level level course will feature more sophisticated grammar, listening, speaking, reading, and writing skills already attained in the first three years of the target language. Increased emphasis will be on conversational and reading skills along with the development of writing in the language. The students will read and discuss various literary selections as well as articles on contemporary issues. The art, music, and history of the culture will be further explored. This course will be primarily taught in the target language. Students will have the opportunity to earn CP or Honors credit based on demonstrated mastery of deeper/complex content.
### Spanish V - Special Topics

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<th>DESE CODE</th>
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<tr>
<td>#06105</td>
<td>#04412</td>
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</table>

**Level:** Honors  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Successful completion of Spanish III, Spanish for Heritage Speakers III, or Spanish IV and/or placement test.

Students will study the diverse cultures of the Spanish-speaking world, from the earliest cultures to those of today. Topics for investigation include issues of racial and ethnic identity, racism and discrimination, imperialism, post-colonial identity, and migration as they relate to the Spanish-speaking communities around the world. Students will survey literary works, art, film, music and cultural influences from all over. Students will enhance their knowledge of geography, political movements and connections to other countries, and more. This class will be primarily taught in the target language. This course can be repeated for credit.

### AP Spanish Language and Culture

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<tr>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
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<tr>
<td>#24064</td>
<td>#04421</td>
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</table>

**Level:** Advanced Placement  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Successful completion of Spanish IV, Spanish V, 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.
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

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<th>DESE CODE</th>
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<td>#12104</td>
<td>#05942</td>
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</table>

**Level:** Honors  
**Credit:** 1.0 (Full Year)  
**Prerequisite:** 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

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<th>DESE CODE</th>
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<td>#12104</td>
<td>#05952</td>
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</table>

**Level:** Honors  
**Credit:** 1.0 (Full Year)  
**Prerequisite:** 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

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<td>#04204</td>
<td>#05891</td>
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**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 |
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<tr>
<td><strong>Level</strong>: Honors/College Prep</td>
<td><strong>Credit</strong>: 1.0 (Full Year)</td>
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<td><strong>Prerequisite</strong>: Completion of Grade 9</td>
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<td>Have you ever thought about being your own boss or manager? This course will provide you with an understanding of what it takes to organize and run a business. The process involved in managing or owning a company includes: 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.</td>
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| **Entrepreneurship** | DESE CODE #12053  
ASPEN CODE #05852 / #05853 |
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<tr>
<td><strong>Level</strong>: Honors/College Prep</td>
<td><strong>Credit</strong>: 1.0 (Full Year)</td>
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<tr>
<td><strong>Prerequisite</strong>: Completion of any Business Course and/or Business Technology Teacher Recommendation.</td>
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<tr>
<td>Do you have the motivation, desire and determination to start and operate a small business? Take this opportunity to learn all you can to start pursuing the dream of one day being your own boss. This course emphasizes important topics in running a business which include: product development, market research, recordkeeping, return on investment and financing. Students will participate in a Business Plan competition. You will clearly understand what business you should pursue based on your personal interests. We are excited to integrate the EntreX Lab Program curriculum this year. (EntreX is short for “entrepreneurship experience”) The course combines content from several University of Delaware undergraduate offerings into an integrated 3-credit dual enrollment opportunity for high school students, providing a comprehensive introduction to entrepreneurship.</td>
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| **Sports Marketing** | DESE CODE #12163  
ASPEN CODE #05572 / #05573 |
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<tr>
<td><strong>Level</strong>: Honors/College Prep</td>
<td><strong>Credit</strong>: 0.5 (Semester)</td>
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<tr>
<td><strong>Prerequisite</strong>: Open to all students</td>
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<tr>
<td>Sports Marketing is an introductory course which will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting events. 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.</td>
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### Web & Mobile App Development

**DESE CODE #10201 / #12099**  
**ASPEN CODE #05842 / #05843**  

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<tr>
<th>Level:</th>
<th>Honors/College Prep</th>
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<tr>
<td>Credit:</td>
<td>0.5 (Semester)</td>
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**Prerequisite: None**

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**  

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<tr>
<th>Level:</th>
<th>Honors/College Prep</th>
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<tr>
<td>Credit:</td>
<td>0.5 (Semester)</td>
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**Prerequisite: None**

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**  

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<th>Level:</th>
<th>Honors/College Prep</th>
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<tr>
<td>Credit:</td>
<td>0.5 (Semester)</td>
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**Prerequisite: None**

How money smart are you? This course is designed to provide students with the knowledge and skills to manage real world financial resources effectively for lifetime financial security. It seeks to develop students’ skills and knowledge in money management; spending and credit; savings and investing; becoming a critical consumer, financial responsibility, and decision making. Students learn to develop strategies and ways to manage money that focuses on reaching their financial goals. Personal finances, such as balancing a checkbook, employment taxes, and interest computation are essential to managing one's wealth. Students will also examine career choices with regards to income as well as how choices they make as consumers will affect themselves and the world around them. This course will provide a foundational understanding for making informed personal financial decisions leading to financial independence.
| Stocks, Bonds & How to Invest | DESE CODE #12107  
<table>
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<tr>
<th>ASPEN CODE #05722 / #05723</th>
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</thead>
</table>
| **Level:** Honors/College Prep  
| **Credit:** 0.5 (Semester) |
| **Prerequisite:** Personal Finance or Business Teacher Recommendation |

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  
<table>
<thead>
<tr>
<th>Aspen Code #05863</th>
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</table>
| **Level:** College Prep  
| **Credit:** 0.5 (Semester) |
| **Prerequisite:** 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.
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. 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)

**Prerequisite:** None

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 |
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<tr>
<td><strong>Level:</strong> Unleveled</td>
<td><strong>Credit:</strong> 0.5 (Semester)</td>
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<td><strong>Prerequisite:</strong> None</td>
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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 |
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<tr>
<td><strong>Level:</strong> Unleveled</td>
<td><strong>Credit:</strong> 0.5 (Semester)</td>
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<tr>
<td><strong>Prerequisite:</strong> None</td>
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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 Program. 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.”
FINE & PERFORMING ARTS DEPARTMENT

The Fine and Performing Arts Departments at Malden High School allows students an opportunity to develop their understanding and enjoyment of both the Visual Arts and Performing 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.
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. Students who intend to pursue a visual arts major or minor in college should consult a member of the art department on which courses would best support their ambitions.

**Foundations of Art: Introduction to Drawing and Painting**  
**DESE CODE #05199**  
**ASPEN CODE #07643**

**Level:** College Prep  
**Credit:** 0.5 (Semester)

**Prerequisite:** None

This course is specifically designed to introduce students to Art. Learning how to draw will be an important focus. This course will be media driven to help students experience and advance their artistic skills. Through making art, discussing some of the world's great masterpieces, and visiting famous museums, our students will learn valuable critical thinking skills and develop a broader interest in art and visual thinking. This course will cover many aspects of drawing, printmaking, basic watercolor painting techniques, and the use of pen and ink.
| Studio I: Introduction to Drawing and Painting | DESE CODE #05199  
| | ASPEN CODE #07912 |
| Level: Honors | Credit: 1.0 (Full Year) |
| **Prerequisite: None** |

This course is designed for those students who have a strong desire to pursue their love of art making. The elements and principles of art and design will be thoroughly explored. This course is essential for students who may want to pursue art as a career. This course is important in the development of skill and education of the artist’s eye and for further artistic advancement. There will be a thorough investigation and explanation of both figure and life forms. The elements and principles of design are examined in depth by dealing with diversified subjects. Through art making, discussion of the world's great masterpieces, museum visits, students will learn valuable critical thinking skills and will develop a positive response to the world of art. This course will cover many methods of drawing, printmaking, construction methods, basic watercolor painting techniques, and the use of pen and ink.

This course is the prerequisite for all advanced classes. Students who enroll in the honors level course will be expected to develop artwork that will contribute to their senior portfolio.

| Studio II: Intensive Drawing and Materials Exploration | DESE CODE #05154 / #05199  
| | ASPEN CODE #07922 |
| Level: College Prep/Honors | Credit: 1.0 (Full Year) |
| **Prerequisite: Successful completion of Studio I or Foundations of 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 I or Foundations of Art  and 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 | DESE CODE #05199  
| ASPEN CODE #07972 |
|-----------|-------------------|
| **Level:** Honors | **Credit:** 1.0 (Full Year) |

| 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 I or Foundations of Art, Studio II and 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 I | 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 three Adobe® applications: Photoshop, Illustrator, and InDesign to create art with MacBooks and iMacs provided. Course projects will include but not be limited to: image manipulation (Photoshop), vector line drawing (Illustrator), and creative poster designs utilizing one or more of the three apps. This is not an animation/anime class but learning these industry standard Adobe® apps 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.
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<tr>
<th>Course</th>
<th>DESE CODE #</th>
<th>ASPEN CODE #</th>
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</thead>
<tbody>
<tr>
<td>Digital Art II</td>
<td>05169</td>
<td>07862</td>
</tr>
<tr>
<td>Level: Honors</td>
<td>Credit: 0.5 (Semester)</td>
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</tbody>
</table>

**Prerequisite:** Successful completion of Digital Art I. An understanding of computer skills is required to enroll in this course.

Students will continue to develop their knowledge and application of Adobe® applications: Photoshop, Illustrator, and In-Design. MacBooks and iMacs will be provided for the creation of student work. Course projects will include but not be limited to: book cover redesign, event poster, and creative digital illustrations using one or more of the three Adobe apps. Enrolling in this course will result in a more diverse portfolio for students considering art school and/or a career in commercial art.

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<tr>
<th>Course</th>
<th>DESE CODE #</th>
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<tbody>
<tr>
<td>Ceramics I</td>
<td>05159</td>
<td>07882</td>
</tr>
<tr>
<td>Level: CP/Honors</td>
<td>Credit: 0.5 (Semester)</td>
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</tbody>
</table>

**Prerequisite:** None

Students will learn the basics of clay. Projects include but are not limited to hand building, wheel throwing and slab construction. Students will have their projects fired in the kiln 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.

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<tbody>
<tr>
<td>Ceramics II</td>
<td>05159</td>
<td>07852</td>
</tr>
<tr>
<td>Level: CP/Honors</td>
<td>Credit: 0.5 (Semester)</td>
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</table>

**Prerequisite:** Successful completion of Ceramics I.

Students will continue developing their skills in clay design. Students will employ hand building, slab construction and pottery wheel in fabricating individual projects that are useful as well as expressive. 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.

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Calligraphy &amp; Design</td>
<td>05176</td>
<td>07953</td>
</tr>
<tr>
<td>Level: College Prep</td>
<td>Credit: 0.5 (Semester)</td>
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</tbody>
</table>

**Prerequisite:** None

This course will focus on learning formalized handwriting, and design concepts. Included in this course will be the design and creation of unique books and journals using modern and historical methods.
**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.

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**INSTRUMENTAL ARTS**

The Instrumental Arts department offers courses for beginner, intermediate, and advanced musicians. Students will learn and hone instrumental skills, techniques, and musicality, as well as play level-appropriate literature. The department also offers a music arranging, composition, and production class for students interested in learning the fundamentals of music production. Instrument students will have regular performances in class, and some classes may perform at community and school events. See course descriptions below and/or the band director for more details.
### Instrumental Methods and Basics

**DESE CODE #05107**  
**ASPEN CODE #07832**

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Open to any student

This class is designed to be a beginner class designed to allow high school students with minimal instrumental training an opportunity to take an instrument and succeed. Often, students decide to start playing instruments later in life. This class allows students who wish to learn wind, percussion, guitar and keyboard instruments the chance to do so in a relaxed, mature environment. It will provide a more customized education and allow for much greater success in music.

### Music Arranging, Composition and Production

**DESE CODE #05114**  
**ASPEN CODE #07713**

**Level:** College Prep  
**Credit:** 0.5 (Semester)

**Prerequisite:** Open to any student

This course will introduce students to the fundamentals of music production in all genres via the use of Garageband and Logic Software. Students will learn the basics of music theory and classical composition while developing a working vocabulary relevant to the craft. They will spend the year composing and producing material of their own that will serve as a portfolio by which they will be assessed throughout the course.

### Marching/Concert Band

**DESE CODE #05102**  
**ASPEN CODE #07863**

**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Must have 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:** Must have taken one full year of Concert Band and be recommended for this course by the band director.

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.

<table>
<thead>
<tr>
<th>Small Ensembles Course</th>
<th>DESE CODE #05107</th>
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<tbody>
<tr>
<td><strong>Level:</strong> College Prep</td>
<td><strong>ASPEN CODE #07803</strong></td>
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<tr>
<td><strong>Credit:</strong> 1.0 (Full Year)</td>
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</table>

**Prerequisite:** Should have experience playing an instrument for at least one year.

This course is designed for students with one year or more of instrumental training. Students who enroll in this class will be divided up into various ensembles by ability level and instrumentation. Ensembles include but are not limited to percussion ensemble, woodwind quartet, flute choir, string ensemble, chamber orchestra, piano ensemble, and brass quartet. Students will work independently with their assigned ensemble to produce a product to perform at various community events and school concerts.
There are several options for students who are interested in studying the Vocal Arts. Many courses are open to any student who wants to study singing or music theory while a few require previous experience. The following is a suggested course of study for students that intend to continue their study of music at the college level either as a music major or music minor. The courses of study below would prepare any student with the intent to study music at the collegiate level to be successful in an audition or entrance exam. Based on their performance on the college entrance exam, some students may even place out of one level or more of music theory.

**Mixed Chorus**

**DESE CODE #05111**

**ASPEN CODE #07813**

**Level:** College Prep

**Credit:** 1.0 (Full Year)

**Prerequisite:** Open to any student

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.
### Mixed Chorus - Treble Focused

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<th>DESE CODE</th>
<th>ASPEN CODE</th>
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<tr>
<td>#05111</td>
<td>#07623</td>
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**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Open to any student

The Mixed Chorus at Malden High School is open to any student. This "Treble Focused" section is an ensemble for those who sing in the Soprano and Alto range. (Those who sing in the Tenor or Bass ranges should review the course description for Mixed Chorus). This is an entry-level choral ensemble and is intended to prepare singers for further involvement in the Choral Arts program. 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 develop 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.

### Concert Choir

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<th>DESE CODE</th>
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<tr>
<td>#05149</td>
<td>#07823</td>
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**Level:** College Prep  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Students in grades 10 and up, 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

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<tr>
<th>DESE CODE</th>
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<tr>
<td>#05149</td>
<td>#07833</td>
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**Level:** Honors  
**Credit:** 1.0 (Full Year)

**Prerequisite:** Students in grades 10 and up, audition, and teacher recommendation

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.
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<tr>
<th>Course</th>
<th>DESE CODE #</th>
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<tbody>
<tr>
<td><strong>Nothin' But Treble (Treble Select Choir)</strong></td>
<td>#05121</td>
<td>#07703</td>
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<td><strong>Level:</strong> College Prep</td>
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<td><strong>Credit:</strong> 1.0 (Full Year)</td>
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<tr>
<td><strong>Prerequisite:</strong> Mixed Chorus, students in grade 10 and up, teacher recommendation</td>
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The Treble Select Choir at Malden High School is an advanced level choral ensemble. This ensemble is unique because music is written for treble voices (SSAA). Throughout the year, students study a wide variety of choral literature from different cultures and time periods, and in a variety of languages. Members of the Treble Select Choir are expected to perform a winter concert, spring concert, and at various community events throughout the year. This ensemble will also participate in the State Adjudication Festival (MICCA) in the spring.

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td><strong>Voice Class</strong></td>
<td>#05112</td>
<td>#07733</td>
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<tr>
<td><strong>Level:</strong> College Prep</td>
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<tr>
<td><strong>Credit:</strong> 1.0 (Full Year)</td>
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<tr>
<td><strong>Prerequisite:</strong> Open to any student</td>
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</table>

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.

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<tr>
<th>Course</th>
<th>DESE CODE #</th>
<th>ASPEN CODE #</th>
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<tbody>
<tr>
<td><strong>Introduction to Music Theory I</strong></td>
<td>#05114</td>
<td>#07603</td>
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<tr>
<td><strong>Level:</strong> College Prep</td>
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<tr>
<td><strong>Credit:</strong> 0.5 (Semester)</td>
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<tr>
<td><strong>Prerequisite:</strong> Open to any student</td>
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Introduction to Music Theory is a course designed to introduce the novice musician to the basics of Music Theory. Throughout the course, students investigate concepts that include staff, clef, note/rest values and relationships, rhythmic notation, scales, key signatures, tempo indications, basic orchestration, dynamic markings, intervals and triads. Students will develop their listening skills through music dictation exercises. Students may be asked to create simple compositions. However, this course is not a composition class. This course is intended to lead into Intermediate Music Theory II. If possible, both courses should be taken in the same academic year.
**Introduction to Music Theory II**

**DESE CODE #05114**  
**ASPEN CODE #07613**

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<tr>
<th>Level: College Prep</th>
<th>Credit: 0.5 (Semester)</th>
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</table>

**Prerequisite: Successful completion of Introduction to Music Theory I**

This course is open to all students. It is designed to pick up where the Introduction to Music Theory course left off. If possible, this course should be taken in the semester following completion of Introduction to Music Theory I. Students are expected to have mastered all concepts in the introductory course before continuing with this course. A brief review of basic concepts will be followed by investigation of concepts including chord progressions, basic four part voice leading, syncopation, dominant seventh chords, diminished seventh chords, chord inversions, figured bass, non-chord tones. Students will develop their listening skills through weekly aural dictation. Students may be asked to create musical compositions that demonstrate an understanding of the concepts discussed; however, this is not a composition course.

**Independent Study – Performing Arts**

**DESE CODE #05147**  
**ASPEN CODE #07892**

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<tr>
<th>Level: Honors</th>
<th>Credit: 0.5 (Semester)</th>
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</table>

**Prerequisite: 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 counselor.
# Technology & Engineering

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<thead>
<tr>
<th>Grade 09</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
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<tbody>
<tr>
<td>Intro to Engineering</td>
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<tr>
<td>Engineering for our Community</td>
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<td>Engineering for the Future</td>
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<tr>
<td>Creative Design &amp; Engineering</td>
<td>Creative Design &amp; Engineering</td>
<td>Creative Design &amp; Engineering</td>
<td>Creative Design &amp; Engineering</td>
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<tr>
<td>Beginner Automotive</td>
<td>Beginner Automotive</td>
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<td>Beginner Automotive</td>
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<tr>
<td>Intro to Computer Science</td>
<td>Intro to Computer Science</td>
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<tr>
<td>AP Computer Science</td>
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<td>CS Independent Study</td>
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### Introduction to Engineering

**DESE CODE #21001**  
**ASPEN CODE #08103 / #08102**

**Level:** College Prep/Honors  
**Credit:** 0.5 (Semester)

**Prerequisite:** None

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:** 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 |
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<tr>
<td>Level: College Prep/Honors</td>
<td>Credit: 0.5 (Semester)</td>
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<td><strong>Prerequisite: Introduction to Engineering</strong></td>
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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 Our Future | DESE CODE #21001  
ASPEN CODE #08133 / #08132 |
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<tbody>
<tr>
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<tr>
<td><strong>Prerequisite: Introduction to Engineering</strong></td>
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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 including ELs

### Automotive: Beginner

- **DESE CODE #20105**
- **ASPEN CODE #08104**
- **Level:** College Prep
- **Credit:** 0.5 (Semester)
- **Prerequisite:** None

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:** 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:** Completion of Automotive Intermediate or teacher recommendation

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.
Malden High School PACE Program

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 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.

**PACE Daily Living Skills**

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<tr>
<th>DESE CODE #22201</th>
<th>ASPEN CODE #19934</th>
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<tbody>
<tr>
<td>Level: On Level</td>
<td>Credit: .5 (Full Year)</td>
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</table>

**Prerequisites:** 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.

**PACE English**

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<tr>
<th>DESE CODE #01999</th>
<th>ASPEN CODE #10944</th>
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<tbody>
<tr>
<td>Level: On Level</td>
<td>Credit: 1.0 (Full Year)</td>
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**Prerequisites:** 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.

**PACE Math**  
**DESE CODE #02999**  
**ASPEN CODE #11924**

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<tr>
<th>Level: On Level</th>
<th>Credit: 1.0 (Full Year)</th>
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**Prerequisites: 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.

**PACE Science**  
**DESE CODE #03049**  
**ASPEN CODE #13904**

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<tr>
<th>Level: On Level</th>
<th>Credit: 1.0 (Full Year)</th>
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</table>

**Prerequisites: 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.

**PACE Social Studies**  
**DESE CODE #03409**  
**ASPEN CODE #12904**

<table>
<thead>
<tr>
<th>Level: On Level</th>
<th>Credit: 1.0 (Full Year)</th>
</tr>
</thead>
</table>

**Prerequisites: 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.
<table>
<thead>
<tr>
<th>Course</th>
<th>DESE CODE #</th>
<th>ASPEN CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACE Wellness</td>
<td>08054</td>
<td>16914</td>
</tr>
<tr>
<td>PACE Health</td>
<td>08054</td>
<td>16924</td>
</tr>
<tr>
<td>PACE Career Based Learning</td>
<td>22151</td>
<td>15904</td>
</tr>
<tr>
<td>PACE Functional Literacy</td>
<td>22106</td>
<td>10974</td>
</tr>
</tbody>
</table>

**Level:** On Level

**Credit:**

- 0.5 (Full Year)
- 0.5 (Full Year)
- 0.5 (Full Year)
- 1.0 (Full Year)

**Prerequisites:**

- Students must be identified as in need of Special Education services.

### PACE Wellness

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.

### PACE Health

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.

### PACE Career Based Learning

This course is designed to provide career based learning instruction to meet the needs identified in each student's IEP. Students explore topics such as how to maintain positive work relationships, how to appropriately problem solve at work, professional communication, professional dress, and how to maintain employment.

### PACE Functional Literacy

This course is designed for post secondary students who have earned their certificate of attendance to provide career based functional literacy skills to meet the needs identified in each student's IEP. Students explore literacy topics to manage daily living and employment tasks that require reading and writing skills.
<table>
<thead>
<tr>
<th>Course</th>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACE Applied Math</td>
<td>#02999</td>
<td>#11414</td>
</tr>
<tr>
<td><strong>Level:</strong> On Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credit:</strong> 1.0 (Full Year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Students must be identified as in need of Special Education services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is designed for post secondary students who have earned their certificate of attendance to provide applied 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. Students explore topics such as fractions and measurement for recipe making, counting and using money, reading a temperature gauge, and using a clock to accurately tell time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| PACE Career Based Skills                    | #22151         | #15924           |
| **Level:** On Level                         |                 |                  |
| **Credit:** 1.0 (Full Year)                 |                 |                  |
| **Prerequisites:** 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. |                 |                  |

| PACE Transition Skills                      | #22201         | #19214           |
| **Level:** On Level                         |                 |                  |
| **Credit:** 1.0 (Full Year)                 |                 |                  |
| **Prerequisites:** 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. |                 |                  |

| PACE Independent Living Skills              | #22201         | #19224           |
| **Level:** On Level                         |                 |                  |
| **Credit:** 1.0 (Full Year)                 |                 |                  |
| **Prerequisites:** 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.

<table>
<thead>
<tr>
<th><strong>PACE Community and Recreation Skills</strong></th>
<th><strong>DESE CODE #22151</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASPEN CODE #19234</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Level:</strong> On Level</td>
<td><strong>Credit:</strong> 1.0 (Full Year)</td>
</tr>
</tbody>
</table>

**Prerequisites:** 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 Commission (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 PACE students 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.
## 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 Skills 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 10th grade 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 10th grade 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  
<table>
<thead>
<tr>
<th></th>
<th>ASPEN CODE #03833 (Fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong> College Prep</td>
<td><strong>Credit:</strong> 0.5 (Semester)</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Successful completion of Biology or approval of principal/director.</td>
<td></td>
</tr>
</tbody>
</table>

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  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ASPEN CODE #00193</td>
</tr>
<tr>
<td><strong>Level:</strong> College Prep</td>
<td><strong>Credit:</strong> 0.5 (Semester)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> Permission of supervising instructor.</td>
<td></td>
</tr>
</tbody>
</table>

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  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ASPEN CODE #01903</td>
</tr>
<tr>
<td><strong>Level:</strong> Unleveled</td>
<td><strong>Credit:</strong> 1.0 (Full Year)</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Successful completion of Math 1 with a minimum average of 80 and teacher recommendation, or approval of principal/director.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#NA</td>
<td>#03903</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#02074</td>
<td>#01363 Fall / #01373 Spring</td>
</tr>
</tbody>
</table>

**Level:** College Prep  
**Credit:** 0.5 (Semester)

**Prerequisite:** Successful completion of Math 1 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.

### STEM Strategies and Problem Solving

<table>
<thead>
<tr>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>#02999</td>
<td>#01803</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Course</th>
<th>DESE CODE</th>
<th>ASPEN CODE</th>
<th>Level</th>
<th>Credit</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Assisted Mentoring</td>
<td>#22054</td>
<td>#85104</td>
<td>Unleveled</td>
<td>0.5 (Semester)</td>
<td>House principal recommendation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The purpose of the Student Mentor program is to provide support for 9th graders. 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.</td>
</tr>
<tr>
<td>Student Leadership and Mentoring</td>
<td>#22101</td>
<td>#85204</td>
<td>Unleveled</td>
<td>0.5 (Semester)</td>
<td>House principal recommendation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The purpose of the Student Mentor program is to provide support for 9th graders. 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.</td>
</tr>
<tr>
<td>Reading &amp; Writing Lab</td>
<td>#01067</td>
<td>#09103</td>
<td>Unleveled</td>
<td>0.5 (Semester)</td>
<td>Grade 8 Literacy Coach and Guidance Counselor Recommendation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>This course is designed for students to receive supplemental reading/writing instruction to support the literacy skills needed in their core classes. Students will receive direct instruction in a structured, sequential, multi-sensory reading and writing program led by a trained reading specialist or professional. Using a small group model, students will be provided with numerous opportunities to practice and refine their literacy skills and writing strategies for successful high school work. Key elements of this course will be 40 minutes of structured instruction in literacy skills with a professional, and 40 minutes of connected writing opportunities and reinforcement of key literacy skills through i-Ready. Organizational skills, study skills and support of content work from the students’ Grade 9 English class will be embedded in the course.</td>
</tr>
</tbody>
</table>
MHS-BHCC Early College High School Initiative

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 an Associate degree or up to two years of college credit, by taking mostly BHCC classes in place of traditional Malden High School classes.

Early College students will receive course releases from their Malden High School schedule allowing participation in BHCC courses that take place at Malden High School during the school day. Currently, BHCC offers courses at Malden High School Monday-Friday from 8:30AM-5:00PM. Students in this program can also take classes at the main BHCC campus in Charlestown. This program differs from our dual enrollment program; dual enrollment students are enrolled in a traditional high school schedule and take one or more college classes in their junior and senior years whereas Early College students take predominantly BHCC classes during junior and senior years.

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 Junior Class.
- Students selecting this pathway are expected to be independent workers with motivation to succeed.
- Students accepted into this pathway must meet the Massachusetts requirement for MCAS.
- 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.)
- Full-time Early College students remain 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.

PLATO: Edmentum 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 Edmentum Courseware (previously known as Plato Learning) to achieve this objective. Please speak directly with your House Principal or School Guidance 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.
Malden High School - Pathways

PATHWAYS PROGRAM
The Pathways Program was established in 2010. It is a public school program located within Malden High School. Every student enrolled in the Pathways Program is a Malden High School student and will 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.

MISSION STATEMENT
The Malden High School (MHS) community believes in the potential of all students to learn, to grow, and to become active, conscientious participants in the 21st century global society. We believe that students learn most effectively in a safe, respectful environment that encourages diverse viewpoints, promotes critical thinking and perseverance, and establishes rigorous standards for all. We honor the diverse nature of our community, promote social awareness and community involvement, and strive to meet the needs of all students through innovative methods and continual professional development. We are committed to ensuring that MHS graduates are thoughtful, independent, purpose-driven, lifelong learners. We seek to equip all students with the skills and habits necessary to successfully navigate and contribute to our ever-changing world.

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 with mental-health challenges who would be successful in smaller classes, but do not require the more restrictive environment of a substantially separate setting.
- Students who struggle with regulating their attention and/or behavior in the mainstream setting of MHS, both in classes and navigating across the large school
- Students transitioning from an out-of-district placement or from another alternative setting from which the student has an Individual Education Plan aligned with Pathways
### College Prep, Honors & Advanced Placement

<table>
<thead>
<tr>
<th>College Preparatory (CP)</th>
<th>Honors (H)</th>
<th>Advanced Placement (AP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Bunker Hill Community College Dual Enrollment Program

**Prerequisites: Approval of House Principal and Early College School Counselor**

Students may enroll in Pre-College or College level courses through Bunker Hill Community College. To enroll, students must complete a BHCC application and a required placement test. See the Early College School Counselor for a course listing.

### 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 with the guidance 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 2021-2022 school year.

For the 2022-2023 school year the last day to add/drop a course for both 1st and 2nd semester courses is the end of the day on **Tuesday, September 20, 2022**. 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 a marking period if space allows and the sending teacher approves. Please note that students can only enter an Advanced Placement course at the start of the school year. Requests to drop “down” a level will be reviewed on an individual basis by Guidance Counselor, House Principal and Principal. Parents/Caregivers will be informed of course changes.
- Special Education schedule changes can be made at any time after consultation with the special education liaison and the appropriate guidance counselor.
- A 12th grade student schedule may be adjusted at any time in order to fulfill a graduation requirement.
● All 9th grade students must pass 5 courses in order to be promoted to the 10th grade. Two of the 5 credits passed in the 9th grade must be in Math 1 or Math 2 and English 9 or ESL course.

● 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 case 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 2023-2024.

**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.
# COURSES FOR PROMOTION & GRADUATION

<table>
<thead>
<tr>
<th></th>
<th>MHS Requirements Class of ’23, ’24, ’25</th>
<th>MHS Requirements Class of 2026 and forward (MassCore)</th>
<th>MassCore¹</th>
<th>Minimum Admissions for 4-year Mass. Public Universities and the University of Massachusetts System²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>4 years/credits (Grade 9, 10, 11, and 12 English)</td>
<td>4 years/credits (Grade 9, 10, 11, and 12 English)</td>
<td>4 Units</td>
<td>4 courses</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 years/credits (one must be Algebra-based)</td>
<td>4 years/credits (one must be Algebra-based)</td>
<td>4 Units</td>
<td>(Math 3 minimum): 4 (including math in the senior year of high school)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 years/credits one of which must be Biology (with lab requirements)</td>
<td>3 years/credits one of which must be Biology (with lab requirements)</td>
<td>3 Units of lab-based science</td>
<td>3 courses (including 3 courses with laboratory work)</td>
</tr>
<tr>
<td><strong>History/Social Science</strong></td>
<td>3 years/credits (United States History I, II &amp; World History)</td>
<td>3 years/credits (United States History I, II &amp; World History)</td>
<td>3 Units</td>
<td>2 courses (including 1 course in U.S. History)</td>
</tr>
<tr>
<td><strong>World Language</strong></td>
<td>2 years/credits, or earn the MA Seal of Biliteracy</td>
<td>2 Units</td>
<td>2 courses of the same language in sequential order</td>
<td></td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>1 year/credit Fine &amp; Performing Art</td>
<td>1 Unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>2 years/credits from Business, Technology Education, Fine &amp; Performing Arts</td>
<td>1 year/credit from Business, Technology Education, Fine &amp; Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Additional Courses</strong></td>
<td>3 core/elective years/credits from any discipline</td>
<td>2 credits from any discipline</td>
<td>5 Units</td>
<td>2 elective courses (from areas above, arts and humanities, or computer science)</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2 years/credits (three units of Physical Education and one Health)</td>
<td>2 years/credits (three units of Physical Education and one Health)</td>
<td>As required by law</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21 credits</strong></td>
<td><strong>22 Units</strong></td>
<td><strong>22 Units</strong></td>
<td><strong>17 courses</strong></td>
</tr>
</tbody>
</table>

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

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.
**HOMEWORK**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># of assignments</th>
<th># Minutes</th>
</tr>
</thead>
</table>
| PreK-Kindergarten    | 1-2 assignments per night | 30 minutes per night  
(Reading 20 minutes; other activities such as assignments 10 minutes per day)  
● No more than the max recommended 10 minutes per night on assignments and 20 minutes reading |
| Grades 1-2           | 1-3 assignments per night | 30 minutes per night  
(Reading 20 minutes; other activities such as assignments 10 minutes per day)  
● No more than the max recommended 10 minutes per night on assignments and 20 minutes reading |
| Grades 3-5           | 2-4 assignments per night | 30-60 minutes per night  
● No more than the max recommended 60 minutes per night |
| Grades 6-8           | 3-5 assignments per night | 90-120 minutes per night  
● No more than the max recommended 120 minutes per night |
| Grades 9-12          | 3-5 assignments per night | 120-150 minutes per night  
(2 - 2.5 hours)  
● No more than the max recommended 150 minutes per night |

**Homework Philosophy**

A common question that parents always ask is, “How much time should my student dedicate to homework every day?” It’s not an easy question to answer. As we all know, every student learns differently from each other. While some kids do, substantially, better in school, by completing one hour of homework every day. There might be some others, who require two hours of homework, but only see a slight improvement in their grades.

**What is The Recommended Homework Time in Elementary School?**

If your student is starting out in kindergarten and they receive some basic worksheets to complete for homework, the standard time they should spend on completing homework is 10 minutes per night, as we recommend 20 minutes of reading for a total of 30 minutes per night. Keep in mind, kindergarten students might have shorter attention spans than older kids, and might need a few intervals in between to complete their homework. So let them do it for 5 minutes, then take a 5 minute break, then continue for another 5 minutes to complete.

Usually, Grades 1 – 2 students receive one to three homework assignments per night. We suggest that your student spend at least 30 minutes per night on homework, balancing between reading and completing assignments.
Grades 3 – 5 students who receive two to four assignments per night, should focus between 30 – 60 minutes on completing assignments.

**What is The Recommended Homework Time in Middle and High school?**
As your student enters middle and high school, naturally, their home work time will increase. As subjects get harder and more information needs to be retained for exams, more time is needed to practice.

Students in middle school from Grades 6 – 8. As class subjects require more attention and practice, middle school students get assigned three to five assignments per night. We recommend that your student spend between 90 – 120 minutes per night on homework.

Once your student is in highschool, Grades 9 – 12 students usually receive four to five homework assignments per night. High school students should focus about 25-30 minutes on each assignment/subject. For example, if your student is in Grade 10 and has a Math and English assignment to do for homework, they should spend at least 30 minutes on English and 30 minutes on Math. If they take one or two short breaks, it works out to be 75 minutes to complete both assignments.