

**Malden High School
Program of Studies
2020-2021**



Chris Mastrangelo, Principal

Table of Contents

Page	Course # Prefix	Section Title
2		Letter from the Principal
2		General Information
7	00	English Language Arts
18	01	Mathematics
25	02	Social Studies
32	03	Science
38	04	World Languages
46	05	Business
49	06	Wellness
50	07	Fine and Performing Arts
57	08	Technology and Engineering / Automotive
60	19	Student Support (19) / Peer Tutoring (00,01,03)
64	20	English Learners
69	61	BHCC Early College Initiative
70	7	Malden High School-Pathways
71		PACE

Dear Students and Families,

The 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	Chris Mastrangelo, 781-397-6050
Holland House Principal	Marta Cabral, 781-397-6010
Boyle House Principal	Stephanie Sibley, 781-397-6020
Jenkins House Principal	Jayson Payeur, 781-397-6030
Brunelli House Principal	Heather Northrop, 781-397-6040
Holland House School Counselor	Caitlin Quinn, 781-397-6012
Boyle House School Counselor	John Crews, 781-397-6022
Jenkins House School Counselor	Ann O'Connor, 781-397-6032
Brunelli House School Counselor	TBA, 781-397-6042
Holland & Boyle Grade 9 Counselor	Alison White, 781-397-6073
Early College/Transitions Counselor	Ali Fornash, 781-397-6373
Jenkins and Brunelli Grade 9 Counselor	Taryn Belowsky, 781-397-6052
Pathways School Counselor	Kristy Magras, 781-397-6083
Program Manager for Special Education	Elizabeth Smith, 781-397-6048
Program Manager for Pathways	TBA, 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.

Malden High School Expectations

Academic Excellence

Malden High School students are expected 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 Malden High School staff
- ❖ develop personal interests and goals within a course of study

Personal Growth

Malden High School students are expected 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

Civic Responsibility

Malden High School students are expected to:

- ❖ 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

Honor Roll:

The honor roll will be calculated at the conclusion of each marking period for grades 9 - 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:

High Honors	A grade of 90% or higher in all classes and a grade of PASS in all pass/fail classes
Honors	A grade of 80% or higher in all classes and a grade of PASS in all pass/fail classes

The Malden High School Grade Point Average (GPA)

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

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

College Preparatory (CP) 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.

Honors (H) 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.

Advanced Placement (AP) These courses contain considerable enrichment and acceleration and culminate with students taking the 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.

Bunker Hill Community College Dual Enrollment Program
Prerequisites: Approval of House Principal and Early College Guidance 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 Early College Guidance Counselor for a course listing.

Academic Advising, Scheduling and 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 X2 system, students are able to view what courses have been scheduled for the 2020-2021 school year.

For the 2020-2021 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 22, 2020**. 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” a 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. Parent/guardian will be informed of course change.*
- Special Education schedule changes, by law, can be made at any time after consultation with the special education liaison and the appropriate guidance counselor.
- A 12th grade student can request a change in order to fulfill a graduation requirement.
- All 9th grade students must pass 5 credits 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 ELL 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.
- *Note: Courses without sufficient enrollment may not run in 2020-2021.*

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.

- If the change is approved, students who initiate a course drop after week two of each semester will receive a letter grade of “WP” (withdrew passing) or “WF” (withdrew failing) for the semester. *See guidance counselor for form.*
- Students who initiate a course drop after week ten of each semester will automatically receive a letter grade of “F” for the semester regardless of the student's grade at the time of the withdrawal. These grades become a part of the student's permanent academic transcript and will not be removed from the transcript under any circumstances.

	MHS Requirements	MassCore ¹	Minimum Admissions for 4-year Mass. Public Universities and the University of Massachusetts System ²
English/Language Arts	4 years/credits (Grade 9, 10, 11, and 12 English)	4 Units	4 courses
Mathematics	4 years/credits	4 Units	(Math 3 minimum): 4 (including math in the senior year of high school)
Science	3 years/credits one of which must be Biology (with lab requirements)	3 Units of lab-based science	3 courses (including 3 courses with laboratory work)
History/Social Science	3 years/credits (United States History I, II & World History)	3 Units	2 courses (including 1 course in U.S. History)
World Language		2 Units	2 courses of the same language in sequential order
The Arts		1 Unit	
Electives	2 years/credits from the following disciplines: Business, Technology Education, Fine & Performing Arts		
Additional Core Courses	3 core/elective years/credits from any discipline	5 Units	2 elective courses (from areas above, arts and humanities, or computer science)
Physical Education	2 years/credits (three units of Physical Education and one Health)	As required by law	
Total	21 credits	22 Units	17 courses

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

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

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

English Language Arts Department

All students must successfully complete the following courses to graduate from Malden High School:

- English 9 (College Prep or Honors)
- English 10 (College Prep or Honors) or Advanced Placement Seminar
- English 11 (College Prep or Honors) or Advanced Placement English Literature and Composition or Advanced Placement Seminar
- English 12 College Prep, a Senior Elective for Honors or College Prep credit, Advanced Placement English Language and Composition or Advanced Placement English Literature and Composition

All college preparatory courses for each year comprise a college preparatory program. 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, rhetorical analysis, and evaluation of different texts. Students will be expected to regularly use reflection strategies while reading, to write with consideration of purpose and audience, and to participate in student-run and whole-class discussions. A review of writers' styles will lead to a study of the writer's craft.

Summer reading lists/websites will be provided to students each June. Summer reading is required of all students.

Grade 9

English 9

#00123

Prerequisite: none

This course provides a comprehensive study of the major genres of literature: short story, novel, poetry, drama (including Shakespeare), 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. The required texts are *To Kill a Mockingbird* and a Shakespeare play. 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

#00112

Prerequisite: teacher recommendation

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 move at a faster pace than 9 CP and will include additional assignments.

Level: College Prep

Credit: 1.0 (Full-year)

Level: Honors

Credit: 1.0 (Full-year)

Grade 10

**English 10
#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. The required texts for this course are *Antigone*, *Night*, and a Shakespeare play. 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 also apply basic research skills for inquiry and complete an annotated bibliography.

**English 10
#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 move at a faster pace than 10 CP and will include additional assignments.

**AP Seminar
#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.

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. Students will pay a fee to take this exam.

Grade 11

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 work at a faster pace, read additional 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.

Course Name	Course Description
<p>The Future #00362/00363 Level: H/CP Credit: 1.0</p>	<p>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. Core texts may include Orwell’s 1984, Huxley’s Brave New World and Bradbury’s Fahrenheit 451. In addition to reading novels like these as a class, students will read additional works in book clubs, and will examine supplementary texts from a variety of genres, including elements from current events and pop culture. There will also be a cinema component to the class, to include films ranging from Blade Runner to WALL-E.</p>
<p>Hip-Hop Literature #00372/00373 Level: H/CP Credit: 1.0</p>	<p>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.</p>
<p>Monsters #00302/00303 Level: H/CP Credit: 1.0</p>	<p>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</p>

	<p>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”.</p>
<p>Mystery #00342/00343 Level: H/CP Credit: 1.0</p>	<p>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 core texts such as <i>A Study in Scarlet</i>, the short stories of Poe, and short stories and/or novels by Agatha Christie, as well as several student selected texts. Students will also 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.</p>
<p>Sports in Society #00352/00353 Level: H/CP Credit: 1.0</p>	<p>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.</p>
<p>Women’s Literature #00382/00383 Level: H/CP Credit: 1.0</p>	<p>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 film 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.</p> <p>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.</p>

AP English Literature & Composition
#00401

Level: Advanced Placement
Credit: 1.0 (Full-year)

Prerequisite: Completion of grade 10, teacher recommendation or permission of instructor

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. Students will pay a fee to take this exam.

AP Seminar
#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.

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. Students will pay a fee to take this exam.

English 11/12
#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 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:

The primary focus of 12th 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 senior English classes will include instructional strategies that will prepare students for college-level work. All seniors must complete a senior research project, personal narrative, and argumentative/literary analysis essays. Seniors are expected to curate, present, and defend their final portfolio. Seniors enrolled in an AP English course may also choose to take a Senior English Elective as additional coursework.

Honors level will work at a faster pace, read additional texts, and complete a more thorough research paper. 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.

Course Name	Course Description
The Future #00812/00813 Level: H/CP Credit: 1.0	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. Core texts may include Orwell's 1984, Huxley's Brave New World and Bradbury's Fahrenheit 451. In addition to reading novels like these as a class, students will read additional works in book clubs, and will examine supplementary texts from a variety of genres, including elements from current events and pop culture. There will also be a cinema component to the class, to include films ranging from Blade Runner to WALL-E.
Monsters #00402/00403 Level: H/CP Credit: 1.0	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

	<p>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 will be 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”.</p>
<p>Through the Looking Glass: Multicultural Perspectives and Reflections</p> <p>#00432/00433 Level: H/CP Credit: 1.0</p>	<p>How do the environments that we grow up in affect our perspectives? How can having multiple perspectives on a situation allow us to get a deeper understanding? Why is it important to try to see ideas from another person’s perspective? How does learning about another culture help us learn about ourselves? In this course we will explore these questions through different literary genres from writers from diverse cultural backgrounds. Topics include Global Awareness, War, Gender and Identity, and Fantasy as a Reflection of Reality. The goal is to help students attend to author’s purpose, appreciating stories as providing the “looking glass” to see the lives of others on a global scale. Some texts may include <i>A Thousand Splendid Suns</i>, <i>The Kite Runner</i>, <i>Hamlet</i>, and <i>Alice in Wonderland</i>. There will also be a cinema component to the class. Writing assignments will include the senior essay, literary and rhetorical analyses, creative projects, and the completion of the senior research paper and writing portfolio. Students wishing to acquire honors level credit for the course will complete additional readings and critical review of selected authors’ work. All students will take the English Department midterm and final assessments</p>
<p>Mystery</p> <p>#00822/00823 Level: H/CP Credit: 1.0</p>	<p>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 core texts such as <i>A Study in Scarlet</i>, the short stories of Poe, and short stories and/or novels by Agatha Christie, as well as several student selected texts. Students will also 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.</p>
<p>Sports in Society</p> <p>#00472/00473 Level: H/CP Credit: 1.0</p>	<p>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,</p>

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.

**AP English Language and Composition
#00301**

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

Prerequisite: Successful completion of English 11, AP Literature and Composition, or AP Seminar and teacher recommendation

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. Students will pay a fee to take this exam.

**AP English Literature & Composition
#00401**

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

Prerequisite: Completion of English 11, teacher recommendation or permission of instructor

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. Students will pay a fee to take this exam.

**English 11/12
#00523**

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

Prerequisite: Recommendation by Administrator or School 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 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

Maldonian
#00913

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

Prerequisite: Completion of Grade 9 English and teacher recommendation

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

Journalism: The Blue and Gold
#00922

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: Advisor approval. Open to grades 9-12 students. Incoming 9th graders are welcome to apply with the guidance department or English teacher recommendation.

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

Journalism: The Blue and Gold: Art, Design, and Leadership Team
#00882

Level: Honors
Credit: 1.0 (full-year)

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

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
#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
#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.

**Play Production
#00952**

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

Prerequisites: Completion of 9th grade.

In this advanced theatre 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
#00872**

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

Prerequisites: 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

#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.

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. Students will pay a fee to take this exam.

AP Research

#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.

“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 supercede 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. Students will pay a fee to take this exam.

Math Department

Grade	College Prep	Honors/AP
9	Math 1	Math 2 H
10	Math 2	Math 2 H Math 3 H
11	Math 3: Quantitative Reasoning and Data Analysis Math 3: Abstract Reasoning and Trigonometry	Math 3 H Trigonometry & Pre-Calculus H
12	Introduction to Trigonometry & Pre-Calculus Advanced Quantitative Reasoning (AQR) CP	Advanced Quantitative Reasoning (AQR) H AP Calculus AB AP Calculus BC
10-12	Math Strategies and Problem Solving STEM Strategies and Problem Solving	AP Statistics
*The grade levels above identify suggested entry points for students but may vary due to student ability.		

Mathematics is part of the core of the general curriculum at Malden High School. The goal of the Mathematics Department is to teach mathematical structure, concepts, theory and skills to show students how to “use” mathematics and not simply how to “do” mathematics. A student preparing for their academic program should consider that mathematics is often required in daily activities, as well as in future occupations and in courses given by other departments. Since not every student has decided upon future plans while in high school, it should be pointed out that a sound mathematics background will have a positive influence on any future decisions. For the above reasons, the student should give special care to choosing a mathematics program.

Mathematics Core Courses

Math 1 CP

#01173

Level: College Prep

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.

Math 2 CP

#01283

Level: College Prep

Credit: 1.0 (Full-year)

Prerequisite: Successful completion of Math 1 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, solving equations with complex roots, and performing operations with rational exponents. In addition, students will prove 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 2 Honors

#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, solving equations with complex roots, and performing operations with rational exponents. In addition, students will prove 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

#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 further 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. Students will fit the data to the normal model and find z scores using technology. Students will improve their ability to model with mathematics and reason quantitatively.

Math 3 CP: Abstract Reasoning and Trigonometry

#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 further 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 build the unit circle with right triangle trigonometry and use it to model the periodic motion of sine and cosine functions. Students will fit the data to the normal model and find z-scores using technology. Students will improve their perseverance in strategizing and solving problems as well as improve their ability for abstract reasoning.

**Math 3 Honors
#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 further their knowledge of functions, graphs, and equations with an elevated level of rigor. This course is for students with a strong grasp of number sense, mathematical notation, and precision. Topics include graphing and analyzing polynomial functions, identifying the roots of polynomials, and writing and analyzing square and cube root functions. In addition, students will build the unit circle with right triangle trigonometry and use it to model the periodic motion of sine and cosine functions. Students will fit the data to the normal model and find z scores using technology.

**Introduction to Trigonometry & Pre-Calculus
#01083**

**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, vectors, and polar coordinates. 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. Students are encouraged, but not required, to purchase a graphing calculator so they will become adept at using this technology. Recommended graphing calculator: TI-83 or TI-84.

**Trigonometry & Pre-Calculus
#01032**

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

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

This course is designed for students who are strong in mathematics and are planning on taking Calculus AP. 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
#01461**

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

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

This course is for highly motivated students who plan to pursue a career in mathematics or science. 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.

AP Calculus, BC
#01471

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 Pre-Calculus Honors midterm.*

This course is for highly motivated students who plan to pursue a career in mathematics or science. The subject matter is developed to meet the requirements for the Mathematics Advanced Placement Examination, which students are expected to take. 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; students may be expected to complete a summer assignment.

Advanced Quantitative Reasoning (AQR)
#01043

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

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

This course is for seniors who do not plan to pursue further study in mathematics beyond high school. This course is designed for students to continue their algebra and geometry 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 take a deeper look at algebraic functions through the lens of real world applications and problem solving. Geometry concepts such as triangle and circle geometry, and surface area and volume will be used in problem solving. One semester will focus on an introductory 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 look at the basics of trigonometry also through the lens of problem solving. This course is dedicated to students communicating their understanding, strategies and conclusions verbally and in writing.

Advanced Quantitative Reasoning (AQR)
#01042

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.

AP Statistics
#01481

Level: Advanced Placement
Credit: 1.0 (Full-year)

Prerequisite: *Successful completion of Math 2 or while taking Math 2 Honors concurrently and recommendation of teacher or approval of principal or director It is suggested that any student who takes this course have excellent reading, writing, and analytical skills.*

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 Students may be expected to complete a summer assignment.

AP Research
#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.*

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 supercede 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.

Computer Science Courses

Introduction to Computer Science
#01143

Level: College Prep
Credit: 0.5 (Semester)

Prerequisite: *Successful completion of Math 2 CP*

This introductory rigorous hands-on 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 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.

**Introductory Software Engineering in Computer Science
#01272**

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

Prerequisite: Successful completion of Introduction to Computer Science [CS-1] OR pre qualifying exam and teacher consultation/recommendation OR currently taking Math 2 Honors or Math 3 Honors.

This course is equivalent to a first half of a semester of college level Computer Science utilizing the popular web-based JAVA programming language. Topics include I/O, logical operators, data types, if/else selection structures, and all looping structures as well as procedural decomposition via methods and managing complexity. Throughout the semester Algorithmic Thinking and Pattern Finding will be studied. Students must successfully complete an independent project by the end of the semester.

**Intermediate Software Engineering in Computer Science
#01292**

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

Prerequisite: Successful completion of Intro to Software Engineering with a grade of 70 or better.

This course CONTINUES the Introductory study of Computer Science to a more intermediate level and completes that equivalent to a first semester of college level Computer Science utilizing the popular web-based JAVA programming language. Advanced topics include Strings, methods with parameter passing + overloading, cumulative and fencepost algorithms, Boolean logic/operations, randomization, and 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: Introduction to Software Engineering[CS-3]
#01341**

**Level: AP
Credit: 1.0**

Prerequisite: Software Engineering [CS-2] with a grade of 70 or better.

This course is for highly motivated students who would possibly pursue careers in 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 and pass the AP Exam.

**Independent Study in Computer Science – Software Development/Engineering and
Certifications [CS-4b] #01982**

**Level: Honors
Credit: 1.0**

This course is for very serious and self motivated students only. Independent Study is the student's opportunity to do a significant piece of work in an area of personal interest and to expand his or her understanding of computer science. Although the faculty advisor must approve all topics, the student is free to pursue virtually any area of computer science that is of interest. The topic should be challenging, but manageable with the resources and time available. A typical I.S. involves a theoretical investigation of a topic in Computer Science accompanied by a software implementation that illustrates concepts developed in the theoretical investigation as well as Oracle certifications in Java.

**Help Desk
#01144**

**Level: Unleveled
Credit: .5 (Semester)**

The student-led Help Desk course is open to students in grades 9-12 who are interested in assisting both students and staff with any and all issues associated with the Chromebooks and Google

applications. Students must possess a comfort level with Google applications, have a desire and willingness to learn and have great customer service and communication skills. Students will answer questions, troubleshoot problems as the need arises and work on special projects under the direction of the Help Desk supervisor. To be considered for the Help Desk, students must fill out an application expressing their interest and are required to interview with either the Help Desk Supervisor or IT manager. *This course will be graded on a Pass/Fail basis and daily attendance is mandatory in order to Pass.*

History and Social Sciences Department

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.

Course Sequence and Requirements:

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

Grade	History and Social Sciences	
	College Prep	Honors/Advanced Placement*
9	US History I	Honors US History I
10	US History II	Honors US History II AP US History
11	Modern World History	Honors Modern World History AP World History

Elective Courses

Grade	Full Year Electives	Level
10, 11, 12	AP US History	AP
11 & 12	AP World History	AP
12	AP Psychology	AP
11 & 12	AP US Government & Politics	AP

10, 11, 12	Mock Trial, requires advisor approval		Honors
Grade	Semester 1 (quarters 1 & 2)	Semester 2 (quarters 3 & 4)	Level
9 & 10	Foundations of Law	Foundations of Law	Honors
11 & 12*	*American Law & Justice	Examining Criminal Justice	Honors
12	*Foundations of Sociology	Social Issues	Honors

***Honors and Advanced Placement:** Any student who wishes to enroll in an Advanced Placement course should receive the recommendation of their teacher, guidance counselor, or administrator. Students with a demonstrated strong work ethic but who have achieved lower than an 85% on tests are strongly encouraged to reach out to AP instructors and learn more about the level of work required. Students in AP courses are required to take the AP exam in the spring.

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 Social Studies Courses, can earn a Legal Studies Certificate. These courses may NOT be used in lieu of core history courses to fulfill graduation requirements - only towards a Legal Studies 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

US History I #02113

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

In US History I, students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. The course then traces America's westward expansion, economic and social change, and arising sectional conflicts. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. As a part of the curriculum, students will engage in a community service learning project throughout the school year. In collaboration with the nonprofit organization Generation Citizen, students will discover, research, plan, and implement a project. 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 USI curriculum and current State civics standards, and will be an integral part of the student's assessment and final grade.

US History I
#02112

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: *Teacher or administrative recommendation.*

See course description above. Any student with strong reading and writing skills and strong work habits may participate in an Honors section of the course.

Grade 10

US History II
#02223

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

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 the 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 1920's to today, with an emphasis on The Civil Rights Movement of the mid 20th century, as well as other social justice movements. 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.

US History II
#02222

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: *Teacher or administrative recommendation.*

See course description above. Any student with strong reading and writing skills and strong work habits may participate in an Honors section of the course.

AP United States History
#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. Students should also demonstrate strong reading and analytical writing skills.*

Are you ready to challenge yourself? Interested in earning college credit before leaving high school? Take a close look at Advanced Placement United States History if you are a serious, driven student committed to independent learning who enjoys considering the major topics and issues in historical study. 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 devote a minimum of twelve hours per week to their coursework outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. 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. 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. The completion of a summer assignment is required. Students enrolled in this course are required to take the AP exam in May. Students will pay a fee to take this exam.

Grade 11

Modern World History #02303

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

Prerequisite: Successful completion of previous course

This college preparatory thematic survey course highlights the major turning points that shaped the modern world from the 19th to the turn of the 21st century. Topics include: revolution, the rise of the nation state, and imperialism in the outbreak of the two World Wars of the 20th century. Students will also develop an understanding of some of the major social, political, and economic crisis of the modern era through the use of such resources as the Brown University's "Choices Program" units on *Terrorism* and *The Challenges of Nuclear Weapons*. Throughout these studies, students will develop historical, research, and literacy skills, 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. The goal of this course is to examine the historical content with the purpose of relating it to the modern world.

Modern World History #02302

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

See course description above. Students will also be expected to do extensive reading, writing, and research as well as examine historical materials, make oral presentations and complete independent projects.

AP World History # 02421

**Level: Adv. Placement
Credit: 1.0 (Full-year)**

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 or better on the College Board exam in May of each school year.

The course is a challenging political and social survey of world history from 8000 B.C.E to the present, spotlighting five major historical periods (8000 B.C.E. – 600 C.E.; 600 C.E. – 1450; 1450 -1750; 1750-1914; 1914 – Present.) The course focuses on six overriding themes: the dynamics of change and continuity; patterns of effects and interaction among societies and religions; the effects of technology, economics and demography on people and the environment; systems of social structure and gender structure; cultural, intellectual and religious developments; and finally, the changes in functions and structures of states and political entities. 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. A summer reading assignment is required. Students enrolled in this course are required to take the AP exam in May. Students will pay a fee to take this exam.

History and Social Studies Electives

Grades 9 & 10:

Foundations of Law #02912

**Level: Honors
Credit: .5 (Semester)**

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

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

Grades 10, 11, 12:

**Mock Trial
#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 affidavit. 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
#02431**

**Level: Adv. 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.

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 enrolled in this course are required to take the AP exam in May. Students will pay a fee to take this exam.

Grade 12:

AP Psychology

#02441

Level: Adv. Placement

Credit: 1.0 (Full-year)

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 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. This course follows the APA guidelines for Advanced Placement Psychology. Students enrolled in this course are required to take the AP exam in May. Students will pay a fee to take this exam.

American Law and Justice: Semester 1

#02962

Level: Honors

Credit: .5 (Semester)

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

This informative semester course is the right choice for students with an interest in the criminal justice system. 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. 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

#02952

Level: Honors

Credit: .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.

**Foundations of Sociology: Semester 1
#02942**

**Level: Honors
Credit: .5 (Semester)**

Prerequisite: Completion of grades 9-11. Open only to 12th graders.

Why do people wait patiently in line for public transportation in one place, while it is totally acceptable to push and shove in another? Could an event like the Holocaust ever happen again? These are just a few of the big questions that we will explore in Foundations of Sociology.

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.

**Social Issues, Semester 2
#02932**

**Level: Honors
Credit: .5 (Semester)**

Prerequisite: Completion of grades 9-11. 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.

**Independent Study – History and Social Sciences
#02992**

**Level: Honors
Credit: .5 (Semester)**

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

Science Department

The Science Department seeks to develop students' scientific understanding by striving for the following goals:

- To develop profound and deep understanding of fundamental science by revealing the connections between and among powerful science ideas;
- To promote and support scientific inquiry and to provide all students in all courses with challenging, interesting and stimulating science experiences;
- To foster in students an appreciation for science as a fascinating, diverse and significant area of human inquiry by presenting science in real life situations and by using scientific techniques to model situations and solve real-life problems;
- To develop confidence and competency in science problem-solving through multiple perspectives;
- To instill an understanding and knowledge of the world, of matter, of biological systems, of the laws of the universe and of the complex interaction between inanimate and animate concerns;
- To develop critical and analytical thought processes which enable students to interrelate the theoretical model and experimental observations;
- To relate science skills and knowledge to an increasingly scientific and technological world, and to encourage students to make scientific, political and ethical decisions based on changes and growth in scientific knowledge in order in order to make responsible decisions;
- To train students in basic laboratory techniques and procedures and to prepare students for further study in science and science-related fields.

All courses within the Science Department have laboratory based curriculum.

Grade 9

Environmental Science

#03493

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.

Level: College Prep

Credit: 1.0 (Full-year)

Biology I

#03202

Prerequisites: Concurrent enrollment in Math II and strong 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. Strategies to reach proficiency on the MCAS exam in Biology will be stressed

Level: Honors

Credit: 1.0 (Full-year)

Science Courses for Grades 10-12

Biology I #03213

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

Prerequisites: Successful completion of Environmental Science

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. Strategies needed to successfully pass the Biology MCAS will be stressed.

Biology I #03202

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

Prerequisites: Concurrent enrollment in Math II CP or Honors.

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. Strategies to reach proficiency on the MCAS exam in Biology will be stressed

Chemistry I #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 gases; 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 #03322

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

Prerequisite: Successful completion of Biology Honors AND and successful completion of Math II.

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 #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 course text (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 # 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 text (Energizing Physics), mathematical skills at the level of Math I 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

Level: College Prep

#03393

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. This class will involve many laboratory activities which include animal dissections.

Marine Biology

Level: Honors

#03392

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. This class will involve many laboratory activities which include animal dissections.

Anatomy/Physiology

Level: Honors

#03442

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

Level: Advanced Placement

#03441

Credit: 1.0 (Full-year)

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

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

AP Chemistry

#03461

AP Chemistry Lab

#03471

Level: Advanced Placement**Credit: 1.0 (Full-year)****Level: N/A****Credit: 1.0 (Full-year)**

Prerequisites: Successful completion or co-enrolled in Pre-Calculus or Trigonometry and successful completion of Chemistry I.

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.

AP Physics I

#03411

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

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

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.

AP Physics II

#03041

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

Prerequisite: Successful completion of, or co-enrolled in Pre-Calculus or Trigonometry, successful completion of AP Physics I with teacher recommendation.

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. Students will also be given the opportunity to take the Advanced Placement Exam in Physics II. Possible college credit **may** be obtained by students should they perform well on this exam and throughout the course.

AP Environmental Science

#03481

Level: Advanced Placement**Credit: 1.0 (Full-year) Prerequisites:**

Prerequisite: Successful completion of Biology and Math I, and teacher recommendation.

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. Because of the prerequisites, AP Environmental Science will usually be taken in either the junior or senior year.

Science Department Semester Electives

Independent Research – Science

#03993

Level: College Prep

Credit: 0.5 (Semester) Independent

Research – Science

#03992

Level: Honors

Credit: 0.5 (Semester)

Prerequisite: A student may take this course with parental permission, teacher recommendation and permission of the principal.

Students must submit a detailed outline and timeline of their independent study project, which must be approved within the first two weeks of the semester. A course credit and grade will be awarded based on successful completion of the independent study project. Tufts Graduate Fellows from the Engineering Department and the Computer Science Department can be available for technical support in developing this project.

Forensics

#03033

Level: College Prep

Credit: 0.5 (Semester)

Forensics

#03032

Level: Honors

Credit: 0.5 (Semester)

CP Prerequisites: 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. 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.

Biology of Disease (Pathology)

03922

Level: College Prep

Credit: 0.5 (Semester)

Biology of Disease (Pathology)

#03922

Level: Honors

Credit: 0.5 (Semester)

CP 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.

Biotechnology

#03823

Biotechnology

#03822

Level: College Prep

Credit: 0.5 (Semester)

Level: Honors

Credit: 0.5 (Semester)

CP: 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.

World Languages Department

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: Students new to the school may take a placement test so they are placed in the appropriate course. Courses without sufficient enrollment may not run in 2020-2021.

French I

#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. They 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.

French II

#04262

Level: Honors

Credit: 1.0 (Full-year)

Prerequisite: Teacher recommendation based on successful completion of French I.

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.

French II

#04273

Level: College Prep

Credit: 1.0 (Full-year)

Prerequisite: Successful completion of previous course.

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. 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.

French III

#04352

Level: Honors

Credit: 1.0 (Full-year)

Prerequisite: Teacher recommendation based on successful completion of French II.

The third-level honors 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 in the target language.

French III

#04363

Level: College Prep

Credit: 1.0 (Full-year)

Prerequisite: Successful completion of previous course.

The third-level 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.

AP French and Culture

#04471

Level: Advanced Placement

Credit: 1.0 (Full-year)

Prerequisite: Teacher recommendation and a passing grade in a French III level course.

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 course are required to take the AP exam in May. Students will pay a fee to take this exam.

Italian I

#04133

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.

Italian II

#04242

Level: Honors

Credit: 1.0 (Full-year)

Prerequisite: Successful completion of previous course.

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 II
#04253

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

Prerequisite: Successful completion of previous course.

This class is a more moderately-paced course. 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 III
#04332

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: Successful completion of previous course.

The third-level honors courses feature 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 in the target language.

Italian III
#04343

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

Prerequisite: Successful completion of previous course.

The third-level honors courses feature 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.

Italian IV
#04432

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: Successful completion of previous course.

The fourth-level course in the language will hone and reinforce the listening, speaking, reading, and writing skills already attained through sequential study. More vocabulary development is also emphasized with stress on conversational and writing skills. The students will also be reading, discussing, and analyzing various literary selections in the target language, as well as articles on contemporary issues. Art, music, and history will also be included. Many opportunities will be given for independent, paired, and group projects, both oral and written, with a focus on communicative proficiency.

Latin I
#04103

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

Prerequisite: none

This class is a first-year course designed for students who are interested in learning the fundamentals of the basic skills in the language and appreciation of Roman culture. Students work to develop basic vocabulary and understanding of the grammatical structure in order to facilitate reading, comprehending and writing basic Latin. While the ancient language and its ancient civilization is the center of the course, students will become aware of the influence of the classical world on modern life especially in the areas of traditions, vocabulary, and mythology.

Latin II
#04202

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: Teacher recommendation and successful completion of Latin I.

This course will reinforce and further develop reading and writing skills as the students increase their knowledge of vocabulary and Latin grammar. The main theme of the course is the language and its ancient civilization; however, more comparisons are made with the classical world and its influence on modern life. Students will learn more about the mythology, history, government, and Roman culture through Latin readings.

Latin II
#04202

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

Prerequisite: Successful completion of previous course.

This course will reinforce and further develop reading and writing skills as the students increase their knowledge of vocabulary and Latin grammar. The main theme of the course is the language and its ancient civilization; however, some comparisons are made with the classical world and its influence on modern life. Students will learn more about the mythology, history, government, and Roman culture through Latin readings.

Latin III
#04372

Level: Honors
Credit: 1.0 (Full- year)

Prerequisite: Successful completion of Latin II

Latin III combines advanced Latin composition with a concentration of the readings of Latin prose and poetry. Students will increase their knowledge of mythology and western civilization and culture through the work of Caesar, Catullus, Ovid, and Virgil. A variety of authentic Latin texts are studied for their narrative content and as literary works with a concentration on style, literary devices, figures of speech, and richness of language. The students will analyze these texts as a compendium for the ideals that led Rome to greatness, a handbook of mythology, and inspiration for works of art, literature, and music in other cultures.

Latin AP
#04401

Level: Advanced Placement
Credit: 1.0 (Full-year)

Prerequisite: Teacher recommendation and passing grade in Latin III.

AP Latin assesses the ability to read, understand, translate, and analyze Latin poetry and prose. The course focuses on translating the Latin readings required for the AP exam with an accuracy that reflects precise understanding of Latin and on reading and comprehending new passages at sight. Additionally, students will be expected to describe and analyze Latin grammar, syntax, and style, and to connect the texts they read with the people, practices, and events that shaped the ancient Roman.

Spanish IA
#04503

Level: College Prep
Credit: 0.5 (Semester)

Prerequisite: none

This first-semester 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 semester 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 in the target language as much as appropriate for proficiency level.

Spanish IB
#04513

Level: College Prep
Credit: 0.5 (Semester)

Prerequisite: Successful completion of previous level and/or placement test

This second-semester course in language continues to develop students' target language with immediately useful language skills. Students will continue to 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 second semester 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 in the target language as much as appropriate for proficiency level.

Spanish IIA
#04523

Level: College Prep
Credit: 0.5 (Semester)

Prerequisite: Successful completion of previous level and/or placement test.

The second-year first-semester 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 Levels 1A and 1B. 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 in the target language as much as appropriate for proficiency level.

Spanish IIB
#04533

Level: College Prep
Credit: 0.5 (Semester)

Prerequisite: Successful completion of previous level and/or placement test.

The second-year second-semester 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 2B. 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 in the target language as much as appropriate for proficiency level.

Spanish II
#04222

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: A passing grade in the first year of the language.

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.

Spanish III
#04312

Level: Honors
Credit: 1.0 (Full-year)

Prerequisite: Successful completion of previous course and teacher recommendation

The third-level honors 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 in the target language.

**Spanish III
#04323**

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

Prerequisite: Successful completion of previous course.

The third-level course will provide further study of grammar, verb structures, vocabulary, and idiomatic expressions. Students will develop the four skills of listening, speaking, reading, and writing through opportunities for self-expression, both orally and written. Supplementary reading will be introduced for purposes of discussion and language review. Students will further develop the awareness and appreciation of the target culture through a variety of activities. The class will be conducted primarily in the target language.

**Spanish for Heritage Speakers I
#04113**

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

Prerequisite: Teacher recommendation

Heritage speakers bring a unique skill set to language learning. This course is designed for students who are socially and academically English dominant yet are exposed to heritage and native Spanish speakers in their home lives. This course will enable these students to start to develop skills in academic Spanish. For example, if a student understands most of what is said in Spanish, but is reluctant to answer in Spanish, this is a wonderful place to start the study of academic Spanish. This course offers an introduction to phonetics, basic grammar and vocabulary as well as first attempts at reading and writing in Spanish. This course 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. This course supports and appropriately challenges the heritage speakers for future higher level language acquisition.

**Spanish for Heritage Speakers II
#04172**

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

Prerequisite: Either successful completion of Spanish for Heritage Speakers level I and teacher recommendation or a moderate to a high comfort level with spoken Spanish and a willingness to explore academic Spanish and/or teacher recommendation.

Heritage speakers bring a unique skill set to language learning. This course offers a second year for those who have completed Spanish for Heritage Speakers level 1 successfully or a first year for students who have a moderate to the high comfort level with spoken Spanish and a willingness to explore academic Spanish. This course is designed for students who are academically English dominant yet are exposed to Spanish language and Hispanic culture in their home lives. Also, students who start in the second year of Spanish for heritage speakers should feel reasonably comfortable speaking in Spanish with heritage and native Spanish speakers in their home lives. This course will enable students to continue to develop more complex skills in academic Spanish. This course offers an intense study of more complex grammar, spelling, and vocabulary, designed to prepare students for the third year of Spanish for Heritage Speakers and later other upper-level Spanish classes such as 5 Honors and AP Spanish. This course supports and appropriately challenges the heritage speakers for future higher level language acquisition.

**Spanish for Heritage Speakers III
#04902**

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

Prerequisite: Successful completion of Spanish for Heritage Speakers level II and/or teacher recommendation with placement test.

Heritage speakers bring a unique skill set to language learning. This course offers a third year for students who have either completed Spanish for Heritage Speakers level 2 successfully 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 and are exposed to the Spanish language and Hispanic culture in their home lives. Students may or may not be academically English dominant, however, this cannot be their first time reading or writing in Spanish. Additionally, students who take this class should feel reasonably comfortable speaking in Spanish with heritage and native Spanish speakers in their home lives. 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 3 will prepare students for other upper-level Spanish classes such as 5 Honors and AP Spanish. This course supports and appropriately challenges the heritage speakers for future higher level language acquisition.

**Spanish IV
#04402**

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

Prerequisite: A passing grade in the third level of the language and teacher's recommendation.

The fourth-level course in the language will hone and reinforce the listening, speaking, reading, and writing skills already attained through sequential study. More vocabulary development is also emphasized with stress on conversational and writing skills. The students will also be reading, discussing, and analyzing various topics relevant in the Spanish speaking world in the target language, as well as analyzing articles on contemporary issues. Art, music, and cinema will also be included. Many opportunities will be given for independent, paired, and group projects, both oral and written, with a focus on communicative proficiency.

**Spanish IV
#04483**

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

Prerequisite: Successful completion of previous course.

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.

**Spanish V
#04412**

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

Prerequisite: A passing grade in the fourth level of the language and teacher's recommendation.

The fifth year language course will offer students the opportunity to explore many cultural aspects through the use of the target language. Students will survey literature, art, history, music, and more in the target language to develop a deeper understanding of both the target language and culture.

**AP Spanish Language and Culture
#04421**

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

Prerequisite: Teacher recommendation and previous successful completion of courses

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 course are required to take the AP exam in May. Students will pay a fee to take this exam.

**Independent Study, World Language
#04991**

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

Prerequisite: Teacher recommendation and previous passing grades.

The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory national or international college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for World Language Learning in the 21st Century. Students enrolled in this course are required to take the AP exam in May. Students will pay a fee to take this exam. 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.

Business Department

Business Exploration Grade 9
#05194

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

This course is for 9th graders only.

This course is designed to expose students to a variety of course strands related to business technology. Students will rotate through economics, personal finance, business management, and web development. Students will further develop career skills such as communication, leadership, and teamwork.

AP Economics: Micro and Macro Combined
#05891

Level: AP
Credit: 1.0 (Full-year)

Prerequisite: Teacher Recommendation

Advanced Placement Economics is a college level, full year course 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.

Accounting I
#05932 / #05933

Level: H/ CP
Credit: 1.0 (Full -year)

Prerequisite: None

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 (Computerized Accounting)
#05942

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 (Computerized Accounting)
#05952

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.

Business Management

#05802/#05803

Level: H/CP**Credit: 1.0 (Full year)*****Prerequisite: Completion of Grade 9***

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.

Entrepreneurship

#05852/#05853

Level: H/CP**Credit: 1.0 (Full-Year)*****Prerequisite: Completion of any Business Course with an 85 or better OR Business Technology Teacher Recommendation.***

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. Using PowerPoint software students will participate in a Business Plan competition with the (NFTE) National Foundation of Teaching Entrepreneurship in conjunction with Babson College. You will clearly understand what business you should pursue based on your personal interests.

Sports Marketing

#05572 / #05573

Level: H/ CP**Credit: .5 (Semester)*****Prerequisite: None***

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.

Web & Mobile App Development

#05842/ #05843

Level: H/CP**Credit: .5 (Semester)*****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 Adobe Image ready (create animation). No prior programming experience needed. (Front End Development)

Oral Communication

#05812 /#05813

Level: H/CP**Credit: .5 (Semester)*****Prerequisite: None***

Oral communication is a form of empowerment. Come get empowered for business and for your personal life. It is essential to enhancing one's personal development, influencing one's world, and boosting one's career. Developing poise and self-confidence for interacting in a global society is imperative for the 21st Century. Students will learn speech vocabulary, articulation, pronunciation, listening skills, practice speech wording and delivery in order to become comfortable with communicating effectively and appropriately with

various audiences. Communication ethics and protocol will provide insight on how this process comes together in today's workplace.

Personal Finance/Managing Wealth
#5202 / #05203

Level: H/CP
Credit: .5 (Semester)

Prerequisite: None

This course presents the principles and practices of banking, credit, and personal financial skills in the United States. The students learn about the major functions of banks and other depository institutions, in-house operations and procedures, central banking through the Federal Reserve System, and modern trends in the banking industry. The credit component provides an overview of credit functions and operations including credit risk evaluation, loan creation and debt collection. Personal finances, such as balancing a checkbook, employment taxes, and interest computation are essential to managing one's wealth to help you begin to develop strategies and ways to manage money to help you reach your financial goals during your lifetime.

Stocks, Bonds and How to Invest
#05722 / #05723

Level: H/ CP
Credit: .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
#05863

Level: College Prep
Credit: .5 (Qtr – year)

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.

Wellness Department

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)

Level: Unleveled

#06114

Credit: .5 (Semester)

Adolescence is a time of decision-making. In this course students will explore the process of decision making, learn the skills to make good decisions, and discuss the consequences of the decisions they make. Topics will include peer relationships, conflict resolution, refusal skills, teen dating violence, alcohol, tobacco, and other drugs; sexuality and relationships, and HIV/AIDS.

Wellness PE (Physical Education)

Level: Unleveled

#06204

Credit: .5 (Semester)

Wellness PE is a one semester course designed so all students acquire the basic knowledge about how to become fit and why it is important. Students will learn how to safely use various exercise equipment and stations in the fitness center. Instruction will focus on the components of fitness and how they contribute to optimal health. Through understanding various tests and measurements, students will learn to monitor their fitness and exercise levels. Students will also develop physical fitness and fundamental skills in team sports and game activities, to develop leadership capacity, self-confidence, and a good self-image through lifetime carry-over activities, and to stress good health and wellness. As part of the regular Physical Education rotation, Aquatics is taught. During the aquatics rotation water basketball, water polo, water hockey and water aerobics are taught. During a typical semester, each week the topics rotate and as a result each class will rotate through the pool three times a week at a time.

Unified Sports

Level: Unleveled

#06983

Credit: .5 (Semester)

Unified Sports is a service/learning opportunity that unites student athletes **with and without disabilities** while promoting physical health. Students will learn coaching and leadership skills and eventually run activities for all participants. Students model appropriate PE behaviors and encourage good sportsmanship while interacting with PACE students. 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 and Performing Arts Department

The Fine and Performing Arts Department 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 career possibilities in graphic/commercial design and the fine arts. The use of imagination and the development of creative skills will also lead to a greater appreciation of the arts for a lifetime. The Visual 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 Visual 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 visual arts and promotes higher learning. Students who desire a college education with a fine arts concentration will be prepared to compete effectively. The course offerings reflect the State Standards for the Arts and the Massachusetts Curriculum Frameworks.

Fine Arts Courses

Foundations of Art: Introduction to Drawing and Painting #07643

**Level: College Prep
Credit: .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 famous visiting 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.

Foundations of Art #07642

**Level: Honors
Credit: .5 (Semester)**

Prerequisite: none

This course is offered to students who already have a strong interest in art. This course introduces the elements and principles of art and design. Students will learn the value and acquire the ability to observe and translate observation into visual expression. There will be a thorough investigation and explanation of figure drawing. This course will help students improve their artistic skills and interests. Learning the language and appreciation of art through art making; discussion of the world's great masterpieces; film and museum visits students will learn valuable critical thinking skills. This course will prepare students for more advanced courses in the art department.

Studio I: Introduction to Drawing and Painting #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
#07923 (CP) and #07922 (H)**

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

Prerequisite: Successful completion of Studio I with a grade of 70 or higher

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
#07932**

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

Prerequisite: Successful completion of Studio I and Studio II with a grade of 70 or higher

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: 2D Design
#07972**

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

**Studio IV: AP Portfolio 2D Design
#07971**

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

Prerequisite: Successful completion of Studio I, II and II I with a grade of 80 or teacher recommendation

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 H

#07872

Level: Honors**Credit: .5 (Semester)**

Prerequisite: A final grade of 70 or higher in a previous high school art class and a familiarity of basic computer skills is required to enroll in this course. Teacher recommendation required.

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.

Digital Art II H

#07862

Level: Honors**Credit: .5 (Semester)**

Prerequisite: A final grade of 70 or higher in Digital Art 1. An understanding of computer skills is required to enroll in this course. Teacher recommendation required.

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.

Ceramics I H

#07882

Level: Honors**Credit: .5 (Semester)**

Prerequisite: Successful completion of Foundations of Art or Studio I

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. Precise notes must be kept regarding size, glazes and forms.

Ceramics II H

#07852

Level: Honors**Credit: .5 (Semester)**

Prerequisite: A final grade of 70 or higher in ceramics one class is required to enroll in this course. Teacher recommendation required.

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.

Calligraphy & Design

#07953

Level: College Prep**Credit: .5 (Semester)**

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

#07992

Level: Honors**Credit: .5 (Semester)**

Prerequisite: A Studio course (I, II, or III) and permission of teacher

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.

Instrumental Music Courses

Concert Band

#07863

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.

Level: College Prep

Credit: 1.0 (Full-year)

Wind Ensemble

#07712

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.

Level: Honors

Credit: 1.0 (Full-year)

Instrumental Methods and Basics

#07853

Prerequisite: None

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.

Level: College Prep

Credit: 1.0 (Full-Year)

Music Arranging, Composition and Production

07713

Prerequisite: None

This course will introduce students to the fundamentals of songwriting 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.

Level: College Prep

Credit: .5 (Semester course)

Small Ensembles Course

#07803

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.

Level: College Prep

Credit: 1.0 (Full-Year)

Vocal Arts Courses

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

#07813

Prerequisite: None

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 Course #07623 - 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.

Level: College Prep

Credit: 1.0 (Full-year)

Mixed Chorus - Treble Focused

#07623

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 Course #07813 - 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.

Level: College Prep

Credit: 1.0 (Full-year)

Concert Choir

#07823

Prerequisite: Mixed Chorus, students in grade 10 and up 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.

Level: College Prep

Credit: 1.0 (Full-year)

Madrigal Singers

#07833

Prerequisite: Students in grades 10 and up, Concert Choir, 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

Level: Honors

Credit: 1.0 (Full-year)

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.

Nothin' But Treble (Treble Select Choir)
#07703

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

Prerequisite: Mixed Chorus, students in grade 10 and up, teacher recommendation

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.

Introduction to Music Theory I
#07603

Level: College Prep
Credit: .5 (Semester)

Prerequisite: None

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.

Intermediate Music Theory II
#07613

Level: College Prep
Credit: .5 (Semester)

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.

Voice Class
#07733

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

Prerequisite: None

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.

**Advanced Placement Music Theory
#07861**

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

Prerequisite: Successful completion of Theory I and Theory II or at the recommendation of the instructor.

This course will develop the students' skills in musicianship, theory, musical materials and procedures. It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of this theory course. The student's ability to read and write musical notation is fundamental to this course. It is also strongly recommended that the student will have acquired performance skills in voice or on an instrument. This course requires strong motivation and will require daily note taking and neat handwriting skills. Students will take the AP Music Theory Exam in efforts of earning a score of 3-5, which will yield credit towards Music Theory college courses. Students enrolled in this course are required to take the AP exam in May. Students will pay a fee to take this exam.

**Independent Study – Performing Arts
#07892**

**Level: Honors
Credit: .5 (Semester)**

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

Technology & Engineering Department

Pre-Engineering 1 #08114

**Level: College Prep
Credit: .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. A wide variety of hand, power and computer-controlled tools and machinery will be used during the many activities in this course. Students can expect to study alternative energy, learn to use CNC machinery, explore virtual bridge building, design and build a prototype vehicle along with other topics in the areas of manufacturing, construction, communication, and thermal systems. *Topics include: CNC Machine Programming, Electronic Controls, Mechanical Fabrication, Robotics and Programming 1, Pneumatics 1, Computer Aided Design 1, Solid Works Format, Print Reading 1, Precision Measurement, Mechanical Drives, AC/DC Electronics 1, Residential Wiring*

Pre-Engineering 2 #08214

**Level: College Prep
Credit: .5 (Semester)**

Prerequisite: Successful completion of 08114 or approval of teacher

Students electing this course will design, create, test, evaluate, and redesign projects to meet or exceed certain specifications. Students will be presented with “real world” problems or needs which they must solve by applying the engineering design process. Working in teams of 2 to 6 people, students will have to research the problem or need, develop a plan or product to resolve it, produce a prototype, test it to see if it works, collect and analyze the data, redesign, rebuild and retest as needed, and present their findings to the class. *Topics include: Computer Aided Manufacturing, Computer Control Systems, Robotics and Programming 2, Pneumatics 2, AC/DC , Inductance and Capacitance, Combination Circuits and Transformers, Structural Systems and Materials Engineering*

Engineering 3: Design Projects #08314

**Level: College Prep
Credit: .5 (Semester)**

Prerequisite: Successful completion of 08214 or approval of teacher

Students will become members of an Engineering Design Team and use a Project Based Curriculum. Students are presented with an Engineering Design Project Students are expected to become “Subject Matter Experts” in their particular fields of study. There are 11 Amatrol supplied projects that include: Automated Can Crusher, FMS Work Cell, Automated Hydroponic Garden, Smart House Control System, Solar Powered Fuel Cell, Ergonomic Work Station, Maglev Train, Water Desalination and Automated Drawbridge. The projects usually include all or most of the individual technologies previously presented and studied such as electronics, pneumatics, switching, CNC or CAD machining processes, technical drawings, precision measurements and machining etc. Students are expected to utilize their skills as members of an engineering design team to satisfy all design constraints and work as a team to design and build their particular project. The steps of the Engineering Design process are utilized and a prototype is usually constructed in stages and modified to meet the specific design constraints.

Creative Design and Engineering I #08102/ #08103

**Level: H/CP
Credit: .5 (semester)**

Students in this course will design and make new technologies, tools, and objects to address their personal, family, and community needs. They will learn to use techniques from a range of fields including engineering, art, computer science, and design. 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. It will take place in Nedlam’s Workshop, the MakerSpace in Malden High School.

Creative Design and Engineering II
#08212/#08213

Level: Honors/College Prep
Credit: 0.5 (semester)

Pre-Req: Successful completion of Creative Design and Engineering I

This course is designed as continuation of Creative Design and Engineering I. 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 for 3-D printers, electronics, robotics, laser cutter etc as they will explore advanced features of these tools. The course will be hands-on and project-based. It will take place in Nedlam's Workshop, the MakerSpace in Malden High School.

Automotive Program

Automotive: Beginner
#08104

Level: College Prep
Credits: 0.5 (Semester)

Prerequisite: None

This course is designed to expand students' horizons and help them create an experience and information base for making career decisions. It also enables students to choose a tentative route through school toward definitive occupational objectives. Students will rotate through the following technology areas: Automotive Technology and Small Engines. They will be taught about environmental issues that have plagued our world due to the rapid growth of Technology. Students will learn about industrial safety in the workplace. Students will also learn about various technologies currently used in our world and will explore future energy saving technologies. Additionally, students will become familiar with automotive tools and light equipment, the inspection and repair of the exhaust system, tire and wheel service maintenance, wheel balancing, radiator and cooling system maintenance, and brake and front-end inspection. At the end of the course, students are required to prepare and deliver a five-minute presentation on the type of automotive career of their choosing.

Automotive: Intermediate Level:
#08304

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

Prerequisite: 1 credit of Automotive Exploration

Students will 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. Students will become familiar with the All Data computer system. In the class, the student will become familiar with many of the different positions that are available in the field of automotive technology, and will learn to provide automotive services. The educational and training opportunities 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.

Automotive: Advanced Level
#08404

Level: Honors
Credits: 2.0 (Full-year, 2 periods)

Prerequisite: Completion of Automotive 3 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 the automotive diagnosis and service. Students will study automotive chemicals and their effects and safe use, the tools of the automotive trade and personal shop safety, shop operation, and the different careers available in the automotive industry. Content includes, design/problem solving, customer relations, chemical and physical properties, reference matter use, wiring

schematics and diagrams, safety and hazard prevention, measurement systems, shop operation, teamwork, and the use of automotive related hand tools. Computer Aided information systems will be used in this class. 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.

Student Support Courses

**Learning Assistance Center
#19714-Fall, #19724-Spring**

**Level: Unleveled
Credit: .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
#10703-Fall, #10733-Spring**

**Level: College Prep
Credit: .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 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
#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
#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

#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.

First Year Seminar I

#00963

Level: College Prep**Credit: 0.5 (Semester)****First Year Seminar II**

#00973

Level: College Prep**Credit: 0.5 (Semester)***Prerequisite: Grade 8 teacher and/or guidance recommendation*

First Year Seminar is open to all students in grade 9 to provide students with the tools and techniques they need to successfully access the curriculum across disciplines and the ability to apply these strategies to their classes. The goal of this program is to help students orientate themselves to Malden High and foster an understanding of themselves and the world. Students will develop the habits of a successful student through engaging and community-based projects and collaborative learning. Attention will also be given to students' individual academic needs.

Biology Strategies and Problem Solving**Course #: 03833 (Fall)****Level: College Prep****Credit: 0.5 Credit (Semester)***Prerequisite: Successful completion of Biology or approval of principal/director*

This course was designed for growth in problem-solving and test-taking strategies specific to Biology fundamentals. Students who want to prepare for the MCAS assessment and have already received a Biology credit (at Malden High School or as a transfer) are great candidates for this course. (This is a semester companion course and should be taken along with another science course (the next in the students' sequence).

Peer Tutoring in English

#00193

Level: College Prep**Credit: 0.5***Prerequisites: Permission of supervising instructor*

Tutors will be assigned to an English class where they will work with students under the direction of an English teacher. Tutors will assist the teacher by guiding small groups or individuals through class activities, clarifying skills and content, providing appropriate feedback on writing assignments, encouraging students to stay on-task, and modeling exceptional behavior. Select this elective course if you want to make a difference in the lives of others. Peer interaction can have a powerful influence on academic motivation and achievement, and both the tutor and tutee can benefit.

Peer Tutoring in Math

#01903

Level: College Prep**Credit: 1.0(Full-year)***Prerequisite: Successful completion of Math 1 with a minimum average of 80 and teacher recommendation, or approval of principal/director*

Tutors will be assigned to a mathematics class where they will work with students under the direction of a mathematics teacher. Tutors will assist the teacher by guiding small groups or individuals through

mathematical activities, clarifying mathematical concepts, encouraging students to stay on-task, and modeling exceptional behavior which embraces the fact that learning math takes time and effort, but is worth the investment. Select this elective course if you want to make a difference in the lives of others. Peer interaction can have a powerful influence on academic motivation and achievement and both the tutor and tutee can benefit.

Peer Tutoring in Science

#03903

Level: College Prep

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

#01363 Fall

#01373 Spring

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

#01803

Level: College Prep

Credit: .5 (Semester)

Prerequisite: *Students who have taken the Math AND Biology MCAS but did not meet requirements on either and upperclassmen students who transfer into MHS in their Junior and/or Senior year who have not yet taken the Math AND Biology MCAS.*

Students can take this course as a companion to their sequential Math and Science courses. Students enrolled in this course will receive instruction from both a Math and Science certified teacher. This course was designed to strengthen problem-solving and test-taking skills as well as the content included in the Math and Biology MCAS. Students who want to prepare for the MCAS assessment and/or improve their mathematical/scientific skills are great candidates for this course. This course will emphasize the Standards for Mathematical Practice and the Next Generation Science Practices which are designed to help students become better users of math and science into adulthood.

Student Assisted Mentoring

#85104 (Spring)

Level: Unleveled

Credit: 0.5(Semester)

Prerequisite: *House principal recommendation*

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.

Student Leadership and Mentoring
#85204 (Spring)

Level: Unleveled
Credit: 0.5(Semester)

Prerequisite: *House principal recommendation*

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.

English Learner Department

The primary goal of the English Learner Education Program is to enable English Learners to achieve communicative and linguistic competence in English and to perform in academic content classrooms with high expectations. The core classes have been divided into five levels. The courses have been structured following the WIDA Standards Frameworks. Students are placed into the appropriate level for their English language development based on ACCESS scores or results from the WIDA Model or on-line WIDA screener. At the end of the school year, a Language Acquisition Team convenes and examines a variety of data -- including but not limited to ACCESS scores, student work, and a writing sample -- to make placement decisions for students in the following school year. Each level is divided into sections A and B; Section A focuses on reading and listening and Section B focuses on speaking and writing. Although the four language domains (speaking, listening, reading and writing) are represented in each section, students will be assessed in each domain specific to the class. Benchmark assessments have been developed in each class at each level to ensure that students are well prepared to move between levels and be successful in all of their classes at Malden High School and beyond.

ALL OF THE COURSES ARE COLLEGE PREP COURSES
 ENGLISH LEARNER EDUCATION PLACEMENT IS BASED ON PREREQUISITES AND A PLACEMENT EXAM
 PLACEMENT COMPLIES WITH DEPARTMENT GUIDELINES.

The core classes are divided into six levels:

Entering	Foundational English Language 1	A Reading and Listening	B Speaking and Writing
Entering/ Emerging*	Foundational English Language 1.5	A Reading and Listening	B Speaking and Writing
Emerging	Foundational English Language 2	A Reading and Listening	B Speaking and Writing
Emerging	Foundational English Language 2.5	A Reading and Listening	B Speaking and Writing
Developing	Transitional English Language 1		
Expanding Bridging	Transitional English Language 2		

Foundational English Language 1A

#20623 (Fall)

#20823 (Spring)

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. The course utilizes theme-based literature instruction and includes authentic texts. Focus is given to vocabulary development, reading and listening skills.

Level: College Prep**Credit: 0.5 (Semester)****Foundational English Language 1B**

#20723 (Fall)

#20923 (Spring)

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 writing and speaking strategies appropriate for students learning the basics of the English language. 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. Focus is given to writing skills and speaking skills.

Level: College Prep**Credit: 0.5 (Semester)****Foundational English Language 1.5 - 1A**

#20083 (Fall)

#20883 (Spring)

Prerequisite: Recommendation by Foundational English Language 1 "A" and "B" instructors

This course is designed for students at the emerging level of English language proficiency. These are students who struggled with ESL 1 and need more time to prepare for ESL 2. 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. The course utilizes theme-based literature instruction and includes authentic texts. Focus is given to vocabulary development, reading and listening skills.

Level: College Prep**Credit: 0.5 (Semester)****Foundational English Language 1.5 - 1B**

#20093 (Fall)

#20893 (Spring)

Prerequisite: Recommendation by Foundational 1 "A" and "B" instructors

This course is designed for students at the emerging level of English language proficiency. These are students who struggled with ESL 1 and need more time to prepare for ESL 2. 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 writing and speaking strategies appropriate for students learning the basics of the English language. 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. Focus is given to writing skills and speaking skills.

Level: College Prep**Credit: 0.5 (Semester)****Foundational English Language 2A**

#20293 (Fall)

#21293 (Spring)

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

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

instruction and includes authentic texts. Focus is given to vocabulary development while facilitating reading fluency and comprehension. Students apply reading strategies to literature and other texts to increase comprehension.

Foundational English Language 2B

#20393 (Fall)

#21393 (Spring)

Level: College Prep

Credit: 0.5 (Semester)

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 writing and speaking strategies appropriate for students at the developing level of English language proficiency. The course utilizes a Writing Workshop model as a method of instruction to coach students in developing writing skills to support students in all of their classes. Students apply writing and speaking strategies to literature and other texts to increase language production.

Foundational 2.5A - 1A

#20333 (Fall)

#20343 (Spring)

Level: College Prep

Credit: 0.5 (Semester)

Prerequisite: Recommendation by Foundational English Language 1.5 "A" and "B" instructors

This course is designed for students approaching the "developing" level of English proficiency. After successfully completing the 1.5A course, this course provides meaningful opportunities to continue developing literacy and academic skills. 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. The course utilizes theme-based literature instruction and includes authentic texts. Focus is given to vocabulary development, reading and listening skills.

Foundational 2.5B - 1B

#20353 (Fall)

#20363 (Spring)

Level: College Prep

Credit: 0.5 (Semester)

Prerequisite: Recommendation by Foundational 1.5 "A" and "B" instructors

This course is designed for students approaching the "developing" level of English proficiency. After successfully completing the 1.5A course, this course provides meaningful opportunities to continue developing literacy and academic skills. 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 writing and speaking strategies appropriate for students learning the basics of the English language. Explicit focus is given to writing skills and speaking skills.

Transitional English Language 1

#20493 (Fall)

#21493 (Spring)

Level: College Prep

Credit: 0.5 (Semester)

This course is designed for students at the expanding 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 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. Students apply reading strategies to literature and other texts to increase comprehension.

**Transitional English Language 2
#20403**

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

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. ESL 4 students are enrolled in a grade appropriate English course.

**Independent Study: ESL
#20993**

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

A student may be recommended for this course by ESL teachers. Students may request this course, but require parental/guardian, teacher, and the curriculum director's permission. Interested students may obtain an Independent Study Request Form in the Main Office.

**Intro to US History I
#22104**

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

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. In collaboration with the nonprofit organization Generation Citizen, students will discover, research, plan, and implement a project. Northeastern and Tufts undergraduate students partner with teachers to foster civic participation and youth advocacy. 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 USI curriculum and will be an integral part of the student's assessment and final grade. All four domains of language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction.

**Intro to US History II
#22803**

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

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.

Intro to Biology
#23104

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

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.

Intro to Environmental Science
#23513

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

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, birth 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.

Intro to Mathematics
21173

Level: College Prep
Credit: 0.5 (Semester)

Prerequisite: Student's ELL status is ELL1

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 same standards as mainstream Math I CP, but embeds English Language Development into the content curriculum. Students take the same Midterm and Final exams as those administered in the mainstream Math 1 CP sections. All four domains of language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction.

**These courses, when successfully completed, earn students credit toward graduation. This course can fulfill the requirements of graduation through the analysis of competency and assessment data.*

Digital Literacy for English Learners
#20503

Level: College Prep
Credit: 0.5 (Semester)

All students, but particularly English learners, use computer skills in every aspect of their academic life. Yet digital literacy - defined as a demonstrated ability to use technology to access, manipulate, evaluate, use and present information - is rarely extensively defined. This **elective** course teaches the basics of using PCs, Chromebooks, and Google Suite for personal and academic needs, including online learning, as well as the academic English necessary to use computers for research purposes. By the end of the course students will prepare a presentation on a digital inquiry topic of their choice.

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

1. Over-aged, under-credited, student having been retained
2. Struggles to attend school consistently, and fails due to attendance
3. Mental Health needs, student would be successful in a smaller setting
4. Behavioral challenges in general education impacting the ability to be successful
5. Transitioning from an out-of-district placement or from another alternative setting from which the student has an Individual Education Plan aligned with Pathways

Malden High School Pace Program

PACE PROGRAM:

The Pace Program 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.

Students in the Pace Program, grades 9 to 12, take the following courses:

#19934	Pace Daily Living Skills	Credit: .5 (Full year)
#10944	Pace English	Credit: 1.0 (Full year)
#11924	Pace Math	Credit: 1.0 (Full year)
#13904	Pace Science	Credit: 1.0 (Full year)
#12904	Pace Social Science	Credit: 1.0 (Full year)
#16914	Pace Wellness	Credit: .5 (Full year)
#16924	Pace Health	Credit: .5 (Full year)
#15904	Pace Career Based Learning	Credit: .5 (Full year)

Students in the post grade 12 Pace Program take the following courses:

#10974	Pace Functional Literacy	Credit: 1.0 (Full year)
#11414	Pace Applied Math	Credit: 1.0 (Full year)
#15924	Pace Career Based Skills	Credit: 1.0 (Full year)
#19214	Pace Transition Skills	Credit: 1.0 (Full year)
#19224	Pace Independent Living Skills	Credit: 1.0 (Full year)
#19234	Pace Community and Recreation Skills	Credit: 1.0 (Full year)

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.