



**Malden Public Schools**

# **PROGRAM OF STUDIES**

## **2023-2024 SCHOOL YEAR**



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## ABOUT OUR SUPERINTENDENT

On July 1, 2021, Dr. Ligia Noriega-Murphy started her role as Superintendent of the Malden Public Schools.

Dr. Noriega-Murphy holds a Doctorate in Leadership in Education from the University of Salamanca, Salamanca, Spain; a Certificate of Advanced Graduate Study from the University of Massachusetts, Boston; two Master degrees (Education and Management) and a Certificate in Diversity from Cambridge College; a Bachelor of Arts in Art History from the University of Massachusetts, Boston; and a Principalship Residency Network Certification from Northeastern University.



Dr. Noriega-Murphy completed the first Boston Public Schools' Principal Fellows program which was designed to grow school leaders, Principals/Headmasters from within. In 1995, Dr. Ligia Noriega-Murphy began work at the Boston Public Schools. Along with being one of the Boston Arts Academy founding faculty members, she also founded Boston Arts Academy's International Program in Spain and Mexico. She served as Assistant Superintendent for Boston Public Schools for 11 years. She is well known for her work in skillfully leading Excel High School and The English High School to high performance levels.

In 2013, Dr. Noriega-Murphy was deployed to transform The English High School into a high performing school. In the 2016 Diplomas Now National Convention in Orlando, FL, The English High School and Dr. Noriega received the School and Headmaster of the Year Awards. In 2015 and 2016, Dr. Noriega-Murphy was invited by the White House to present best practices for the national movement of My Brother's Keeper support systems for students. In 2017 Dr. Noriega-Murphy was inducted to The English High School Hall of Fame.

Dr. Ligia Noriega-Murphy is fluent in several languages and has traveled to more than 36 countries.



# LETTER FROM THE SUPERINTENDENT

Dear Students, Educators, Staff, Families & Caregivers:

I am pleased to present the Malden Public Schools Program of Studies for the 2023-2024 school year. This document outlines the courses and programs we offer, along with the policies and procedures that guide our practices throughout our schools.

In MPS, we strive to provide every student with an engaging and challenging educational experience that prepares them for success in college, career, and life. To that end, our curriculum emphasizes critical thinking, creativity, collaboration, and communication. Our courses are aligned with Massachusetts and national standards, and our highly qualified and dedicated teachers help each student reach their full potential.

The Program of Studies reflects our commitment to providing a diverse range of courses as well as programs that meet the needs and interests of all students. We offer numerous electives in the arts, technology, world languages, career and technical education, and more. Students can also earn college credit, participate in real-world learning experiences, and engage in extracurricular activities that enhance their learning and development.

In addition to our academic programs, the Program of Studies outlines our policies and procedures related to grading, promotion, and graduation. It also includes information about our support services for students. We encourage you to review this document carefully and consult with your school counselor or principal if you have any questions or concerns.

Thank you for your continued support of MPS. We look forward to working together to help every student achieve their full potential. Let's have a fantastic 2023-2024 school year!

Sincerely,

Dr. Ligia Noriega-Murphy  
Superintendent



# CENTRAL OFFICE: DEPARTMENT HEADS

## Superintendent's Office

**Ligia Noriega-Murphy**  
*Superintendent of Schools*

**Emilys Peña**  
*Assistant Superintendent  
Curriculum, Instruction & Assessment*

**Pamela MacDonald**  
*Assistant Superintendent,  
Student Services*

**TBD**  
*Assistant Superintendent of  
English Learners Education*

**Toni Mertz**  
*Director of Business,  
Finance, Operations*

\*\*\*\*\*

## Malden School Committee

**Mayor Gary Christenson**  
*Chairperson*

**Jennifer Spadafora**  
*Ward 3 (Vice Chair)*

**Michael Drummey**  
*Ward 1*

**Robert McCarthy Jr.**  
*Ward 2*

**Dawn Macklin**  
*Ward 4*

**Adam Weldai**  
*Ward 5*

**Joseph Gray**  
*Ward 6*

**Keith Bernard**  
*Ward 7*

**Sharyn Rose-Zeiberg**  
*Ward 8*

## Directors

**Charles Conefrey IV**  
*Director of Athletics and Physical Education / Health*

**Erin Craven**  
*Director of School Counseling & Testing*

**Dr. Douglas Dias**  
*Director of STEM 6-12*

**Cara Hovhanessian**  
*Director of STEM K-5*

**Jennifer McCabe**  
*Director of English Language Education & Title III*

**Victoria Mulkern**  
*Director of Literacy K-5 & Title I*

**Gerard Tannetta**  
*Director of History/Social Studies, Visual & Performing Arts*

**TBD**  
*Director of English Language Arts 6-12 and World Language K-12*

## Special Education Program Managers

**Shana Goldwyn**  
**Stephanie Scalese**  
**Elizabeth Smith**  
**Patrick Quigley**

## Department Heads

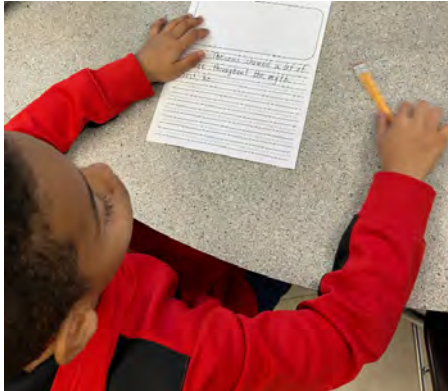
**Jonathan Barrows**  
*Director of Human Capital*

**Joan Federico**  
*Director, Welcome Center*

**Julio Perez**  
*Supervisor of Attendance*

**Patricia Tramondozzi**  
*Director of Nursing*

# MISSION, VISION & CORE VALUES



## Our Mission

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

## Our Vision

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

## Our Core Values

Equity | Integrity | Resilience | Respect

## 21st Century Learning Skills - 4 Cs

Critical thinking | Creativity | Collaboration | Communication

## Theory of Practice

If we...

- ☐ Provide an early studenthood education that is aligned PK-12, connects with Parents / Caregivers, and builds lifelong joy of learning
- ☐ Create and maintain a culturally responsive social-emotional climate of support for students, Parents / Caregivers, and staff
- ☐ Develop PK-12 pathways based on a standards-aligned curriculum that offer opportunities for exploration, real-life learning, and partnerships with community
- ☐ Create and maintain a welcoming climate for Parents / Caregivers, students, and staff that is culturally sensitive and inclusive
- ☐ Provide educators with the curricula and training they need to prepare all students for success

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

# PURPOSE OF THE PROGRAM OF STUDIES



The program of studies is designed to provide students, caregivers, and other stakeholders a full description of all the academic and social emotional courses and support offerings across schools, grade levels, and programs. It also provides the educational guidelines mandated by the Department of Elementary and Secondary Education (DESE) such as time on learning, attendance, assessments, grade level promotion, and graduation requirements.

## How to Read Course Descriptions

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

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



# ACADEMIC, SOCIAL & CIVIC EXPECTATIONS

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

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

*We expect every student at Malden Public Schools to:*

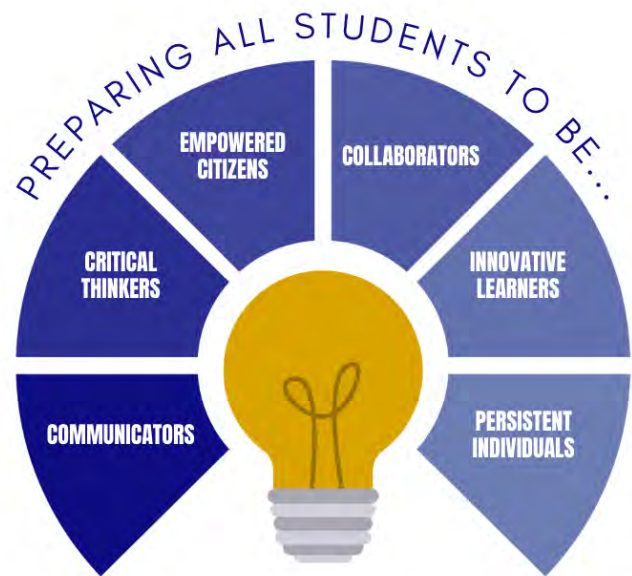
- ☐ Exhibit responsible, respectful, and appropriate personal behavior.
- ☐ Demonstrate teamwork and cooperation in their school and in their extended community.
- ☐ Make informed, healthful decisions in and out of school.
- ☐ Demonstrate respect for others in their school and in their extended community.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



# VISION OF THE MPS GRADUATE

## Malden Public Schools educate

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



### COMMUNICATORS WHO...

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



### COLLABORATORS WHO...

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



### CRITICAL THINKERS WHO...

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



### INNOVATIVE LEARNERS WHO...

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



### EMPOWERED CITIZENS WHO...

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



### PERSISTENT INDIVIDUALS WHO...

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



# MAKING YOUR CAREER & ACADEMIC PLAN (MyCAP)

The Boards of Elementary and Secondary Education (DESE) and the Department of Higher Education (DHE) Massachusetts created MyCAP in order to emphasize the dual priority of and connection between academic learning and career planning.



## What is MyCAP?

MyCAP is a student-centered, multi-year planning tool designed to provide students with ongoing opportunities to plan for their academic, personal/social, and career success. Because the primary author of MyCAP is the student, with guidance from at least one identified caring adult in the school setting and in consultation with parents/guardians, students are empowered to seek out learning opportunities that align with their individual career interests and self-defined goals.

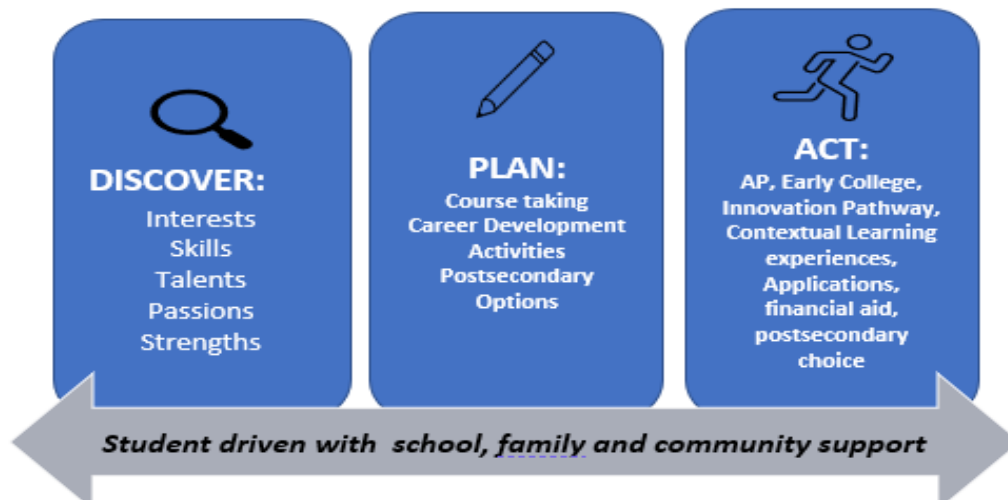
## Why was MyCAP created?

Students who were more engaged in MyCAP activities reported stronger goal-setting skills, increased motivation to attend school, and increased academic self-efficacy that led to better academic achievement, stress and health management, and readiness to engage in career decision-making (Solberg, Wills, Redmond, and Skaff, 2014).

It's important to note that MyCAP is more than a repository of information. It also helps students draw connections between the courses and academic experiences they receive and the academic and personal/social skills they need to develop in order to achieve their desired career and life goals.

All students will develop a personal Academic and Career Plan (MyCAP) during 7th and 8th grade, with the support of their school counselor and family to be reviewed by the fall of the student's grade 9 year and completed by their grade 12 year. The components of the MyCAP shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway and cluster based on the student's academic and career interests. The MyCAP is designed to be a working document that maximizes student achievement by having the student accomplish goals in middle and high school that lead to postsecondary and career readiness. In addition, it will provide each middle and high school student a personal learning plan that aligns academic and career goals with the student's course of study.

Students create their MyCAP journey through Naviance, an online college and career planning system. The online system contains an ePortfolio allowing students to document their learning across the three domains of college and career readiness.



# MALDEN PUBLIC SCHOOLS

## 2023-2024 CALENDAR

**FIRST DAY OF SCHOOL (Grades 1-12): August 30**

**FIRST DAY OF SCHOOL** for PreSchool and  
K: September 7

**LAST DAY OF SCHOOL W/O SNOW DAYS: June 12**

**Structured Academic Time on Learning:**

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

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

**PK: Minimum of 425 Hours**

[illegible]

8/28: First Day for All Staff - No School for Students  
8/29: Prof Dev Day-All Grds - No School for Students  
8/30\* First Day of School for Grades 1-12  
8/31: Kindergarten Orientation/Screening

SEPTEMBER 2023 (19 days)						
Su	Mo	Tu	We	Th	Fr	Sa
					4	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

9/1: No School  
9/4: No School - Labor Day  
9/5: Classes Resumes  
9/5 & 9/6: Kindergarten Orientation/Screening  
9/7: First Day of School for PreSchool and Kindergarten

OCTOBER 2023 (21 days)						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

10/3: 11:00 am PD Early Dismissal PreK-12  
10/9: No School - Indigenous Peoples' Day

NOVEMBER 2023 (18 days)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

11/7: Prof Dev Day-All Grds - No School for Students  
11/10: No School - Veterans Day  
11/22: 11:00 am Dismissal  
11/23-24: No School - Thanksgiving Break

DECEMBER 2023 (16 days)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

12/22: 11:00 am Dismissal  
12/25-1/1: No School - Winter Break

JANUARY 2024 (20 days)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1/1: No School - Winter Break  
1/2: Prof Dev Day-All Grds - No School for Students  
1/3: Classes Resumes  
1/15: No School - Martin Luther King, Jr. Day

FEBRUARY 2024 (16 days)						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

2/6: 11:00 am PD Early Dismissal PreK-12  
2/20-24: No School - February Break

MARCH 2024 (21 days)						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

3/5: 11:00 am PD Early Dismissal PreK-12  
3/29: 11:00 am Dismissal

APRIL 2024 (17 days)						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4/2: 11:00 am PD Early Dismissal PreK-12  
4/15-19: No School - Spring Break

MAY 2024 (22 days)						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5/7: 11:00 am PD Early Dismissal PreK-12  
5/17: MHS Seniors Last Day of School  
5/27: No School - Memorial Day

JUNE 2024 (8 days)						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	

6/2: Malden High School Graduation  
6/12: Last day w/o snow days (180 Days)  
11:00am Dismissal  
6/19: No School - Juneteenth  
6/20: Tentative last day of school w/ 5 snow days (185 Days)

Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year. Visit [Maldenps.org](http://Maldenps.org) calendar for current information.

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

*Last revised on March 3, 2023*





# REPORT CARD SCHEDULE: SY 2023-2024

## Quarters Grades PK-8

	Term 1	Term 2	Term 3	Term 4
<b>Term Dates</b>	Aug. 30-Nov. 3, 2023 (44 Days)	Nov. 6, 2023-Jan. 23, 2024 (45 Days)	Jan. 24 - April 3, 2024 (46 Days)	April 4 - June 12, 2024 (44 Days)
<b>Progress Reports Grading Window</b>	October 3 - 11, 2023	December 13- 20, 2023	March 1 - 8, 2024	May 9 - May 16, 2024
<b>Distribute Progress Reports</b>	October 12, 2023	December 21, 2023	March 11, 2024	May 17, 2024
<b>Report Card Grading Window</b>	November 6-16, 2023	January 24-Feb. 2, 2024	April 4 - 11, 2024	June 3 - 11, 2024
<b>Distribute Report Cards</b>	November 17, 2023	Feb. 5, 2024	April 12, 2024	June 12, 2024*
<b>PRE-K - ELC</b>	Report cards sent home: Feb. 8-9, 2023 Parent Conference: Feb. 12-16, 2023		Report Card sent home: June 11-12, 2024	

Notes: \*Dates might change due to snow days.

## Quarters Grades 9-12

	Term 1	Term 2	Term 3	Term 4 Grade 11	Term 4 Grade 12
<b>Term Dates</b>	Aug. 30-Nov. 3, 2023 44 Days	Nov. 6, 2023-Jan. 23, 2024 45 Days	Jan. 24 - April 3, 2024 46 Days	April 4 - June 12, 2024 44 Days	April 4 - May 24, 2024 33 Days
<b>Progress Reports Grading Window</b>	October 3 - 11, 2023	December 13- 20, 2023	March 1 - 8, 2024	May 9 - May 16, 2024	May 2 - 9, 2024
<b>Distribute Progress Reports</b>	October 12, 2023	December 21, 2023	March 11, 2024	May 17, 2024	May 10, 2024
<b>Report Card Grading Window</b>	November 6-16, 2023	January 24-Feb. 2, 2024	April 4 - 11, 2024	June 3 - 11, 2024	May 13 - 20, 2024*
<b>Distribute Report Cards</b>	November 17, 2023	Feb. 5, 2024	April 12, 2024	June 12, 2024*	May 24, 2024

Notes: \*Dates might change due to snow days.



# MPS ASSESSMENTS OVERVIEW SY 2023-2024

## Formative Assessments

Expectations:

- All students in grades K-11 are required to take the i-Ready diagnostic assessments in ELA and IXL diagnostic assessment in Math three times each year
- All students in Grades K-8 are expected to take the DIBELS Benchmark Assessments in ELA three times per year; Science Interims are optional for students in grades 3-10.

Formative Assessments	Grade(s)	Frequency	Assessment Overview
PALS	K1	Winter, Spring Fall ( <i>optional - pilot</i> )	For all 4-year-old students in K1. The assessment will pilot in the Fall as each teacher will conduct the assessment on one student. In Winter/Spring, all Pre-K students at the ELC will be assessed on the PALS.
DIBELS	K2-8	Fall, Winter, Spring	The Dibels 8th Edition is a formative screener, not diagnostic, that informs educators where instruction needs to begin. The different assessments screen foundational skills (i.e. letter naming, phoneme segmentation, word reading, fluency) as well as some comprehension through the Oral Reading Fluency (ORF) and Maze components. Each test is timed for one minute and can be conducted in person or remotely. DIBELS 8th is also recommended by the Department of Education as a Dyslexia screener. Kindergarteners are assessed on DIBELS in the Fall during their 'screening' days.
i-Ready	K2-8	Fall, Winter, Spring	i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth, assessing phonological awareness, phonics, sight-word frequency, vocabulary, reading literature, and reading informational text. By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student.
IXL	K-11 Math; 9-12 ELA	Fall, Winter Spring	A standardized assessment that is administered at intervals during the year to measure what a student knows and what concepts teachers must focus on to ensure grade-level performance. The IXL Diagnostic will be administered to students within a defined window. Once complete, teachers alert their building coach or teacher leader, who can print out the results for analysis.
District-Wide Writing Prompts	K-8; 9-12	Fall/Winter, Winter/Spring	The district will conduct a standardized writing prompt 'window' - 3x/year in Grades K-8, and quarterly in Grades 9-12, in which all students across the district will respond to a grade-appropriate and culturally relevant prompt in a specific genre of writing. School-based teams will utilize district- provided rubrics to analyze and come to a consensus over how to grade student work and identify trends in student writing.



Midyear and End of Year Assessments	6-12	Winter, Spring	Content area summative assessments administered halfway through the academic year and at the end of the academic year. Administered using a standardized format on a district wide platform.
Grading Calendar	K-12	Trimesters or Quarters	Detailed calendar of terms and reporting dates

## Summative Assessments

In addition to the formative assessments outlined above, there are a number of summative assessments required across grade levels.

Summative Assessments	Grade	Frequency	Assessment Overview
MCAS	3 - 12	Fall or Spring (Grade Level Dependent - See Overview)	<p>DESE Guidelines for <a href="#">MCAS</a> Participation.</p> <p><b>Student Participation</b> <a href="#">Participation Requirements for Students in Grades 3–8 and 10</a> Students educated with Massachusetts public funds are required by federal laws and the 1993 Massachusetts Education Reform Law, state law M. G. L. Chapter 69, section 1I, to participate in statewide testing.</p> <p>Accessibility, Accommodations, and Participation Requirements for <a href="#">MCAS</a> and <a href="#">ACCESS for ELLs</a>. Students with disabilities and EL students must participate in all MCAS testing scheduled for their grades regardless of the program and services they are receiving, with the exception of EL students who are in their first year of enrollment in U.S. schools (i.e., students first enrolled after the March SIMS submission), for whom ELA testing is optional; and students taking the MCAS Alternate Assessment (MCAS-Alt) who must take alternate assessments in the grades and subjects required for students in that grade.</p> <p>Annual assessment of grade level content standards for state and federal accountability.</p> <p>Grades 3 - 8: Students in grades 3 - 8 will take the ELA and Math MCAS in spring 2024. Students in grades 5 and 8 will also take the Science MCAS.</p> <p>Grade 9: Students in grade 9 will have the opportunity to take the science and technology/engineering (STE) MCAS in February and Spring 2024. High school students must take and pass the STE MCAS once, and the first opportunity to do so is in grade 9.</p> <p>Grade 10: Students in grade 10 will take the ELA and Math MCAS in spring 2024. These students will not take STE MCAS. Instead they will meet the state's Science requirement by demonstrating that they earned credit for a course in the relevant subject matter and demonstrated competency in one of the four tested disciplines (biology, chemistry, introductory physics, technology/engineering)</p>



			<p>during high school.</p> <p>Grade 11: Students in grade 11 who have not yet passed MCAS, are eligible to take the MCAS retest.</p> <p>Grade 12: Students in grade 12 who have not yet earned their CD in ELA, Math and/or Science, will have the opportunity to earn it through the earned credit for a course in the relevant subject matter and demonstrated competency in the tested disciplines during high school.</p>
ACCESS for ELLs	K2 - 12	Winter	Measures annual English language proficiency and progress in compliance with federal law.
SAT*	12	Fall	A standardized assessment that assesses mathematics and evidence-based reading/writing. The SAT is used by some colleges and universities to make admissions decisions. If run, the SAT School Day provides districts a way to offer the SAT to students in school, on a weekday, expanding access to more students.
PSAT/NMSQT*	10-11	Fall	A standardized assessment that assesses much of the same content (evidence-based reading/writing and mathematics) that is on the SAT. Results from the test can be used as a predictor of how students may perform on the SAT, and are also used to select students who qualify for the National Merit Scholarship.
AP	10 - 12	Spring	Standardized exams designed to measure how well students have mastered the content and skills of a specific AP course. Most colleges accept AP credit in lieu of courses. Only applicable to students enrolled in AP courses.
NAEP	4, 8 (Random sample)	Winter	Measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Results are released every two years as part of the "Nation's Report Card." The sample of participating schools is determined by the federal Department of Education.





# PRE K-8 PROGRAM OF STUDIES

## EARLY LEARNING CENTER

257 Mountain Avenue  
781.397.7025

Ms. Lawrence  
Principal

8:00AM - 2:00PM

**EARLY LEARNING**



## BEEBE SCHOOL

401 Pleasant Street  
781.388.0622

Dr. Murphy  
Principal

Full-Day K  
Grades 1-6  
Grades 7-8

8:15AM-2:15PM  
8:15AM-2:15PM  
8:00AM-2:20PM

**GRADES K - 8**



## FERRYWAY SCHOOL

150 Cross Street  
781.388.0659

Principal TBD

Full-Day K  
Grades 1-6  
Grades 7-8

8:15AM-2:15PM  
8:15AM-2:15PM  
8:00AM-2:20PM

**GRADES K - 8**



## FORESTDALE SCHOOL

74 Sylvan Street  
781.397.7326

Principal TBD

Full-Day K  
Grades 1-6  
Grades 7-8

8:15AM-2:15PM  
8:15AM-2:15PM  
8:00AM-2:20PM

**GRADES K - 8**



## LINDEN S.T.E.A.M. ACADEMY

29 Wescott Street  
781.397.7329

Mr. Garcia  
Principal

Full-Day K  
Grades 1-6  
Grades 7-8

8:15AM-2:15PM  
8:15AM-2:15PM  
8:00AM-2:20PM

**GRADES K - 8**



## SALEMWOOD SCHOOL

529 Salem Street  
781.388.0647

Ms. Huynh  
Principal

Full-Day K  
Grades 1-6  
Grades 7-8

8:15AM-2:15PM  
8:15AM-2:15PM  
8:00AM-2:20PM

**GRADES K-8**



### MPS Requirements for Promotion Grades K-5

Grade	MPS Requirements for Promotion
Pre-Kindergarten/Kindergarten	There are no promotion requirements for students in Kindergarten. Students must engage in developing routine and be exposed to reading.
Grade 1	To be promoted to grade 2, students must meet both of these requirements: <ol style="list-style-type: none"> <li>1. Receive a passing grade in ELA or ESL</li> <li>2. Receive a passing grade in mathematics</li> </ol>
Grade 2	To be promoted to grade 3, students must meet both of these requirements: <ol style="list-style-type: none"> <li>1. Receive a passing grade in ELA or ESL</li> <li>2. Receive a passing grade in mathematics</li> </ol>
Grade 3	To be promoted to grade 4, students must meet both of these requirements: <ol style="list-style-type: none"> <li>1. Receive a passing grade in ELA or ESL</li> <li>2. Receive a passing grade in mathematics.</li> </ol>
Grade 4	To be promoted to grade 5, students must meet all three of these requirements: <ol style="list-style-type: none"> <li>1. Receive a passing grade in ELA or ESL</li> <li>2. Receive a passing grade in mathematics</li> <li>3. Receive a passing grade in science or history</li> </ol>
Grade 5	To be promoted to grade 6, students must meet all of these requirements: <ol style="list-style-type: none"> <li>1. Receive a passing grade in ELA or ESL</li> <li>2. Receive a passing grade in mathematics</li> <li>3. (a) Receive a passing grade in science <i>and</i> history, if only <i>one</i> of these subjects were passed in grade 4; OR (b) Receive a passing grade in science or history if <i>both</i> subjects were passed in grade 4.</li> </ol>

### MPS Requirements for Promotion Grades 6-8

Grade	MPS Minimum Requirements for Promotion
English/Language Arts	3 years/3 courses
Mathematics	3 years/3 courses



Science	2 years/2 courses
History/Social Science	2 years/2 courses
Physical Education/Health	3 years/5 semesters (3 semesters Physical Education and 2 semesters of Health)
Arts	1.5 years/3 semesters
Additional Courses	As needed to complete annual schedule
<b>Total</b>	

**MPS K-4 Grading System**

Grade Band	Individual Performance for Overall Grade	Rating
K-4	<p><b>ES = Exceeds Standard</b> The student exceeds the standards by independently applying and utilizing concepts and skills.</p> <p><b>MS = Meets Standard</b> The student is able to complete this task or exhibit this behavior independently or with limited teacher support.</p> <p><b>PS = Progressing (or approaching) Standard</b> The student is able to perform this task or exhibit this behavior consistently with teacher support and may at times show signs of independence.</p> <p><b>NM = Does not meet standard (needs improvement)</b> The student needs significant teacher support in order to attempt to do this task or exhibit this behavior.</p> <p><b>NA = Not addressed this quarter</b> The standard was not addressed during instruction this quarter.</p>	<p>ES = Exceeds Standard</p> <p>MS = Meets Standards</p> <p>PS = Progressing (or approaching) Standard</p> <p>NM = Does not meet standard (needs improvement)</p> <p>NA = Not addressed this quarter</p>

**MPS 5-8 Grading System**

Grade Band	Letter Grade	Numeric Grades
Grades 5-8	A	90-100
	B	80-89
	C	70-79
	D	60-69
	F	0-59





# DESE GUIDELINES FOR STRUCTURED LEARNING TIME REQUIREMENTS

## Grades K0-K1

Grade Level	ELA Minimum (in minutes)	Math Minimum (in minutes)	Social Studies Minimum (in minutes)	Science Minimum (in minutes)
K0	120	Thematic	Embedded in ELA	Embedded in ELA
K1	120	Thematic	Embedded in ELA	Embedded in ELA

## Grades K-4

Grade Level	ELA Minimum (in minutes)	Math Minimum (in minutes)	Social Studies Minimum (in minutes)	Science Minimum (in minutes)
K	120	75	30	30
1	120	75	30	30
2	120	75	30	30
3	120	75	30	30
4	90	75	30	30
5	60	60	60	60

Elementary school students must receive a minimum of 900 hours per school year of structured learning time, as defined in [603 CMR 27.07](#).

## Grades 6-8

Grade Level	ELA Minimum (in minutes)	Math Minimum (in minutes)	Social Studies Minimum (in minutes)	Science Minimum (in minutes)
6	60	60	60	60
7	60	60	60	60
8	60	60	60	60

Elementary school students must receive a minimum of 900 hours per school year of structured learning time, as defined in [603 CMR 27.07](#).



Grades 9-12

Grade Level	ELA Minimum (in minutes)	Math Minimum (in minutes)	Social Studies Minimum (in minutes)	Science Minimum (in minutes)
9	85	85	85	85
10	85	85	85	85
11	85	85	85	85
12	85	85	85	85

Secondary school students must receive a minimum of 990 hours per school year of structured learning time, as defined in [603 CMR 27.02](#).



## Homework Policy

Recommended, but not to exceed the time described below:

Grade Level	# of assignments	# Minutes
PreK-Kindergarten	1-2 assignments per night	30 minutes per night (Reading 20 minutes; other activities such as assignments 10 minutes per day) <ul style="list-style-type: none"><li>No more than the max recommended 10 minutes per night on assignments and 20 minutes reading</li></ul>
Grades 1-2	1-3 assignments per night	30 minutes per night (Reading 20 minutes; other activities such as assignments 10 minutes per day) <ul style="list-style-type: none"><li>No more than the max recommended 10 minutes per night on assignments and 20 minutes reading</li></ul>
Grades 3-5	2-4 assignments per night	30-60 minutes per night <ul style="list-style-type: none"><li>No more than the max recommended 60 minutes per night</li></ul>
Grades 6-8	3-5 assignments per night	90-120 minutes per night <ul style="list-style-type: none"><li>No more than the max recommended 120 minutes per night</li></ul>

### Homework Philosophy

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

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

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

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

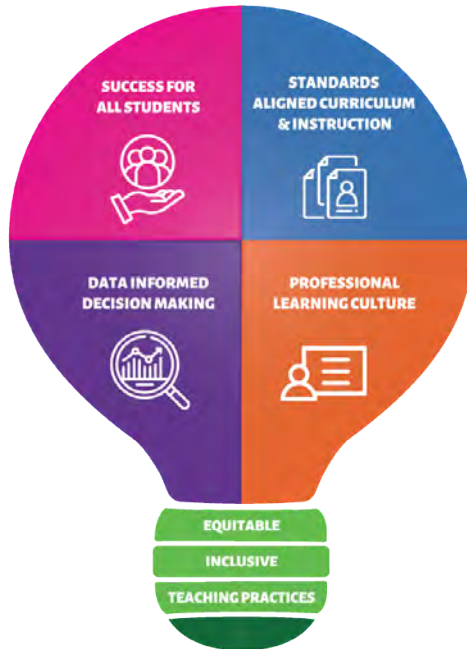
Grades 3 – 5 students who receive two to four assignments per night, should focus between 30 – 60 minutes on completing assignments.

#### What is The Recommended Homework Time in Middle and High school?

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

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

# MPS INSTRUCTIONAL CORE FRAMEWORK



## Core Principle 1: Success for All Students

Success for All Students refers to a classroom that has the resources to support a socially and culturally diverse student population. Ultimately, it has the goal of exposing students to diverse ideas, world views, and peoples as means of enhancing learning and infusing the classroom with relevance.

### Core Principle 1 Priorities:

- ☐ Differentiation & Scaffolding
- ☐ Student Centered Instruction



## Core Principle 2: Standards Aligned Curriculum & Instruction

We believe the explicit descriptions of college - and career - readiness in the standards and the evidence-based focus on what matters most for learning are crucial. If educators don't use instruction and lessons aligned to grade-level standards, they begin with low expectations. In contrast, students meet our expectations and thrive when we provide them with instruction aligned to grade-level standards.

### Core Principle 2 Priority:

High Expectations & Rigor





### Core Principle 3: Data Informed Decision Making

A collaborative approach to data promotes that sense of shared responsibility by helping teachers see their instruction as part of a larger effort to serve students more effectively. We believe in an innovative approach to using data that can help teachers provide an equitable education to all students.

#### Core Principle 3 Priority:

- ☐ Use data to improve student performance



### Core Principle 4: Professional Learning Culture

We believe that the adult learning and professional development happening in schools is a necessary and integral part of creating powerful environments for students. Refining teachers' skills and practice through continuous professional development is a key factor in any school's success. Therefore, cultivating a positive culture around professional development is essential for collaborative learning.

#### Core Principle 4 Priority:

- ☐ Collaboration



### Core Principle 5: Equitable, Inclusive Teaching Practices

Providing equitable and inclusive instruction for students starts with an asset orientation. When equitable and inclusive instruction is the focus, teachers intentionally identify what students already know, their cultural funds of knowledge, and their prior experiences that can support them in the task or text. By drawing authentic connections between academic concepts and topics and the knowledge students bring from their own communities, we place value on students' identities as independent learners. By encouraging the use of students' experiences, language, and culture during instruction, we develop students' academic identities within the context of high-quality, standards aligned grade-level work.

#### Core Principle 5 Priority:

- ☐ Equitable Instruction

## MULTI-TIERED SYSTEM OF SUPPORT (MTSS DESE)

A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. In 2018, Massachusetts updated its MTSS Blueprint to reflect the most current research and enhance the user experience. For example, the current blueprint more explicitly focuses on equitable access and universal design for learning (UDL) and fully integrates social, emotional, behavioral, and academic learning.

- [MTSS Blueprint](#): Describes the current MTSS Blueprint model, philosophy, and components.
- [MTSS Mobilization Guide](#): Provides guidance for how a school district might think about engaging in this work and where to start.
- [MTSS Self-Assessment](#): Allows a school district to gauge where its current strengths and gaps are relative to the MTSS model.
- [MTSS Resources](#): Links to a clearinghouse of tools and resources to support MTSS implementation.
- [MPS MTSS Playbook](#): The MTSS Playbook is a Malden-specific roadmap that describes for Malden schools the strategic goals, tools and processes for supporting students presenting academic, social and emotional challenges.



## MIDDLE SCHOOL HONORS PATHWAY

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

General Curriculum	Honors Pathway (H)
<p>MPS general curriculum aligns to the Massachusetts Curriculum Frameworks that provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our students need for success in college and careers.</p> <p>Our general curriculum presents rigorous grade-level expectations in the areas of Math, English Language Arts, Science and Social Studies/History and identifies the knowledge and skills students need in order to be successful in college and in future careers. These standards will help ensure that students have similar academic skills.</p> <p>Students in general curriculum courses have homework on a regular basis, and will be expected to complete various types of assignments including complex writing assignments, project-based assignments, and long-term assignments. Some classroom time is devoted to reviewing concepts and problems encountered in the homework.</p>	<p>The MPS Middle School Honors Pathway Recognition is to recognize students for their academic and civic skills and achievement in one or more of the four separate core content areas: English Language Arts (ELA), Math, Science, and Social Studies/History.</p> <p>Students must complete all of the requirements outlined below to participate.</p> <p>Students in the four core content areas must consistently demonstrate the following:</p> <ol style="list-style-type: none"><li>1. Grades in the class as well as honors content: 89-100</li><li>2. Differentiated assignments:<ol style="list-style-type: none"><li>a. Complex multisteps assignments</li><li>b. More rigorous, honors-level work</li></ol></li><li>3. 10 hours of Community Service within their school community (e.i., reading Buddies, mentorship, assisting with cafeteria cleanup, etc.)</li></ol> <p>Students will begin participation during the second quarter of the year. If successful with Honors content, they will receive a recognition ('Honors') on their middle-school transcript for the courses in which they participated.</p>

# FRAMEWORK FOR SUPPORTING STUDENTS PERFORMING ABOVE GRADE LEVEL

## Rationale

The Malden Public Schools is committed to an education program that provides opportunities for students to have enriched learning experiences across multiple curricular areas, addressing Massachusetts Curriculum Framework Standards in the core content areas. Enrichment programs allow students to go deeper into the content material or access different content that is appropriate to their levels. This commitment eliminates the admission process or testing of specific students to determine eligibility, and does not require teacher recommendations, but rather teacher input.



Students who have learning needs that go beyond what is traditionally offered in the regular classroom require differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs. This can be accomplished by offering opportunities for students to:

- Pursue topics of study in greater depth or to a greater level of cognitive challenge;
- Tackle a wider range of authentic and complex academic tasks that require doing real world work;
- Advance through activities at a faster pace.

These experiences may be addressed in a differentiated curriculum that may involve the modification of content, process, product, and/or the learning environment.

## Identification

All students have the ability and the potential to excel, and all students have special talents and strengths. The important thing is finding a way to nurture those talents and strengths in such a way that students can develop their potential to the fullest.

In lieu of formal screening assessments to identify students who can participate in enriched activities/assignments/projects; educators can:

- Review course grades
- Utilize valid, reliable, and current data
  - DIBELS
  - iReady
  - IXL
- Review data regularly to ensure that the students offered enrichment opportunities reflect the students in the school system
- Collect a body of evidence.

Outside of formal identification processes, there are some things a classroom teacher can look out for that may gauge if a student could be considered for enrichment. Here are a few indicators:

### Exceptional Talent

Students may have the ability to perform a task or skill at a level not usually reached until later years.

### High Achievement

Students are usually, but not always, high achievers. They may not get good grades, but they score high on achievement tests. Often, these students simply love to learn and are good at it. They may not be motivated by grades, but they are rather interested in the process of learning.

### Unique Disposition

Heightened sensitivity, intrinsic motivation, nonconformity, and total absorption in an activity and thought. Students can also be more aware of the thoughts and feelings of other people.

### Imagination and Humor

Students use imagery and infer intuitive theories that are more creative or tangential in their thinking. In the classroom, their interpretations are often unexpected.

### Extraordinary Vocabulary

Students often understand and use more words than their peers. Younger students may include abstract and figurative language that appears far ahead of typical development. This may be because they are reading more, as well as more advanced texts. It can also be related to a heightened sensitivity to syntax and an ability to guess at the meaning of new words encountered in context. They acquire language with ease and are more at ease communicating with adults. Students ask a lot of questions, listen intently to the answers, and will talk on topics they are interested in. They remember the answers, work independently, and retain all the words. Sometimes an extensive vocabulary or advanced reading level is an indicator.

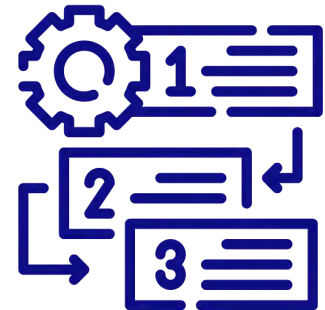
### Advanced Interests

Perseveration refers to the obsessive and highly selective focus on things centered around a current area of interest. Students can demonstrate a need to know everything there is to know about a topic. Or similarly, they may be quite passionate about topics and hold strong opinions. You can teach around that. Use this excitement and obsession to teach skills.

## Process

Malden administers literacy and math assessments three times a year—fall, winter and spring. After each administration district directors, principals, assistant principals, literacy and math coaches, conduct grade level data review meetings to discuss classroom specific data. At grade-level meetings, teams will identify students who:

- Score one full year above grade level in literacy or math as measured by DIBELS, iReady, and IXL;
- Students who have mastered all the standards and or grade level skills up to and including their current grade level, are eligible for Tier II enrichment options;
- Students eligible for Tier II enrichment will be placed on a Student Action Plan.



The Principal will invite the parents/caregivers of students identified to a meeting to update them on the action plan that their child is going to follow. The Student Action Plan allows caregivers and educators an opportunity to determine which enrichment option best meets the unique needs of the student (see the Tiered System of Support Framework).

Students need to continue scoring one grade level above in all of the standards and or grade level skills up to and including their current grade level in order to remain on the Student Action Plan. The academic growth of the student will be monitored using the fall, winter and spring data from iReady and IXL.





## Student Action Plan

The [Student Action Plan](#) is for students who performed one grade level above in all the standards or grade level skills up to and including their current grade level. This is measured by students' literacy and numeracy performance on iReady and IXL.

The Student Action Plan will be developed by the school principal, coaches, and central office content Directors as needed. The school-based Math and ELA coaches will work closely with the teacher/s to differentiate the curriculum for student/s.

## Professional Development

Though not required by state statute or code, we recognize the importance of providing teachers ongoing professional learning to address the needs of students performing above grade level and designing curriculum and instruction to meet their needs. Ongoing and sustained professional development for teachers educating students performing above grade level is essential. Professional development should include defined efforts to build teachers' understanding of:

- Equitably identifying students for enrichment
- Supporting students' social and emotional needs
- How to offer content and instruction that is challenging, complex, differentiated, and personalized

## Programming For Students Performing Above Grade Level

The term *programming* refers to services that address the interests, strengths, and needs of students performing above grade level. Educators use programming options such as enrichment and varied grouping arrangements to personalize learning and enhance students' performance in academic and social-emotional areas.

The [tiered system of support](#) is a framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.



## CURRICULA PreK-5

Content Area	Curriculum Vendor	Schools/Grade Levels
ELA	Amplify CKLA	ALL K-5
Math	Eureka Math Squared Eureka Math	ALL K-2 ALL K-5
Science	Content Department Developed, Gizmos, Mystery Science	ALL K-5
English as a Second Language (ESL)	Amplify CKLA	ALL K-5
History	Content department developed, with connections to Amplify CKLA, History Alive!	ALL K-5
Social-Emotional Learning	Caring School Community from the Center for the Collaborative Classroom	ALL K-5
Health	Great Body Shop	ALL K-5
Physical Education	Spark Physical Education	ALL - K-5
Art/Music	Content department developed	ALL PK-5
Digital Literacy & Computer Science	Scratch, Scratch Jr., Bee Bots, Dash Robots	All / K-5
Spanish	Content department developed, CILiftoff	TBD

## CURRICULA Gr. 6-8

Content Area	Curriculum Vendor	Schools/Grade Levels
ELA	Amplify ELA	ALL 6-8
English as a Second Language (ESL)	National Geographic	Salemwood 6-8
Math	Open Up Resources (OUR)	All 6-8
Science	Content department developed, Gizmos, OpenSciEd (Linden)	All 6-8
History	History Alive!, iCivics	All 6-8
Social-Emotional Learning	Caring School Community from the Center for the Collaborative Classroom	ALL 6-8
Health	Great Body Shop	ALL 6-8
Physical Education	Spark Physical Education	ALL - 6-8
Art/Music/Band/Theater	Content department developed	ALL 6-8
STEM	Tinkercad, Beebots/ Dashbots, Gravit.io, Scratch Common Sense Media	Linden, Salemwood, Ferryway / 6-8
Spanish	Content department developed/CILiftoff Holt Exprésate/Vista Higher Learning Descubre	TBD

# PRE-KINDERGARTEN

PRE-KINDERGARTEN				
LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"> <li>Phonological Awareness</li> <li>Letter Recognition</li> <li>Letter Naming</li> <li>Handwriting</li> <li>Listening Comprehension <ul style="list-style-type: none"> <li>Literature</li> <li>Informational</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Number Names Recognition</li> <li>Counting Sequence</li> <li>Comparison of Numbers</li> <li>Sorting and Classification</li> <li>Addition and Subtraction</li> <li>Shape Identification</li> </ul>	<ul style="list-style-type: none"> <li>Dinosaurs</li> <li>At the Zoo</li> <li>Nutrition</li> <li>Transportation</li> <li>Bugs &amp; Insects</li> <li>Growing</li> <li>Under the Sea</li> <li>Earth's Place in the Universe</li> </ul>	<ul style="list-style-type: none"> <li>Nursery Rhymes</li> <li>All About Me</li> <li>All About My Family &amp; Heritage</li> <li>Community Helpers</li> <li>Caring for Our World</li> <li>Responsible Decision-Making</li> <li>Problem-Solving</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Music</li> <li>Physical Education</li> <li>Adaptive Physical Education</li> </ul>

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

The ELC serves approximately 300 students annually. The classrooms consist of integrated programs, inclusion programs as well as our intensive learning program. There are 21 highly qualified classroom teachers providing direct instruction to a variety of students. There are 3 specialty teachers (Music, Art, and Physical Education). All the teachers are certified in PreK and/ or Special Education. Every classroom has 1-2 highly qualified Educational Support Professionals to support the educational/ school environment. Family engagement is a priority we strive to maintain. We work to stay connected with the families of our students at all levels. There are a variety of ways for families to be involved at the ELC, including Parent Teacher Organization (PTO) and School Council.

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

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

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

[Pre-K Amplify CKLA Pacing Calendar](#)  
[CKLA Pre-K Curriculum Overview](#)

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

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

[Pre-K Math Pacing Guide](#)

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

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

[Pre-K Science Pacing Guide](#)

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

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

[Pre-K Social Studies Curriculum](#)**Special Education Intensive Learning Program (ILP)****DESE CODE #73029****ASPEN CODE #PK00****Term: Full Year**

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

[Pre-K Amplify CKLA Pacing Calendar](#)[CKLA Pre-K Curriculum Overview](#)[Pre-K Math Sequence](#)[Pre-K Science Sequence](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Art****DESE CODE #55179****ASPEN CODE #PK60****Term: Full Year**

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

[Pre-K Art Curriculum](#)[PreK-K Art Pacing Calendar](#)



**Music****DESE CODE #55129****ASPEN CODE #PK50****Term: Full Year**

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

[Pre-K Music Curriculum](#)[PreK-K Music Pacing Calendar](#)**Physical Education****DESE CODE #58001****ASPEN CODE #PK40****Term: Full Year**


The prekindergarten physical education program introduces the learner to a comfortable, non-threatening setting where they begin to develop fundamental movement skills. Students work on identifying personal space and spatial awareness, changing direction, stopping and starting, maintaining body control, and introductory manipulative skills. These skills are reinforced using movement activities including obstacle courses, parachute games, musical warm-ups, and activities involving change of direction as well as chasing and fleeing.

Prekindergarten students will:

- learn to perform locomotor and non-locomotor body movements such as run, start, stop, jump, hop, skip, gallop, leap, and slide
- learn basic manipulative skills such as catching, throwing, bouncing, striking, and rolling
- develop balance skills while stationary and while moving

[Pre-K Pacing Guide](#)

# KINDERGARTEN

<div>  <h2>KINDERGARTEN</h2> </div>				
LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"> <li>Phonological Awareness</li> <li>Phonics</li> <li>Handwriting</li> <li>Comprehension <ul style="list-style-type: none"> <li>Literature</li> <li>Informational</li> </ul> </li> <li>Narrative Writing <ul style="list-style-type: none"> <li>Narrative</li> <li>Informational</li> <li>Opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counting and Cardinality</li> <li>Two- and Three-Dimensional Shapes</li> <li>Comparison</li> <li>Composition and Decomposition</li> <li>Addition and Subtraction</li> <li>Place Value Foundations</li> </ul>	<ul style="list-style-type: none"> <li>The Five Senses</li> <li>Plants</li> <li>Farms</li> <li>Seasons and Weather</li> <li>Taking Care of the Earth</li> <li>Force Olympics</li> <li>Sunny Skies</li> </ul>	<ul style="list-style-type: none"> <li>Native Americans</li> <li>Kings and Queens</li> <li>Columbus and the Pilgrims</li> <li>Colonial Towns and Townspeople</li> <li>Presidents and American Symbols</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Health</li> <li>Music</li> <li>Physical Education</li> <li>Spanish Language and Culture</li> <li>STEM</li> </ul>

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

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

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

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

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

[Grade K Foundational Skills Pacing Calendar](#)[Grade K 'Knowledge' Pacing Calendar](#)

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

[Grade K Foundational Skills Curriculum Map](#)[Grade K 'Knowledge' Curriculum Map](#)

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

[Kindergarten Writing Curriculum Map](#)**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0K06****Term: Full Year****ESL 1 - 2**

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

[Grade K Foundational Skills Pacing Calendar](#)[Grade K 'Knowledge' Pacing Calendar](#)[Grade K Foundational Skills Curriculum Map](#)[Grade K 'Knowledge' Curriculum Map](#)[Kindergarten Writing Curriculum Map](#)

**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0K06****Term: Full Year****ESL 3-4:**

Transitional ESL is for kindergarten English Learners with English Development Levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction.

Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade K Foundational Skills Pacing Calendar](#)[Grade K 'Knowledge' Pacing Calendar](#)[Grade K Foundational Skills Curriculum Map](#)[Grade K 'Knowledge' Curriculum Map](#)[Kindergarten Writing Curriculum Map](#)**Math****DESE CODE #52030****ASPEN CODE #1K00****Term: Full Year**

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

[Kindergarten Pacing Calendar](#)

An overview of the curriculum is linked below. Grades K-2 are currently using the Eureka Math Squared curriculum that is outlined.

[Kindergarten Math Curriculum](#) (Please note that Kindergarten is referred to as "Level K")

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

[Kindergarten Year at a Glance](#)



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

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

[Kindergarten Science Curriculum](#)**Social Studies****DESE CODE #54430****ASPEN CODE #2K00****Term: Full Year**

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

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

[Kindergarten Social Studies Curriculum](#)

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

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

[Grade K Foundational Skills Pacing Calendar](#)[Grade K 'Knowledge' Pacing Calendar](#)[Grade K Foundational Skills Curriculum Map](#)[Grade K 'Knowledge' Curriculum Map](#)[Kindergarten Writing Curriculum Map](#)[Kindergarten Pacing Calendar](#)[Curriculum Overview](#)[Level K Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Practical Academics and Community Education (PACE) DESE CODE #73030****ASPEN CODE #0K00****Term: Full Year**

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

[Grade K Foundational Skills Pacing Calendar](#)[Grade K 'Knowledge' Pacing Calendar](#)[Grade K Foundational Skills Curriculum Map](#)[Grade K 'Knowledge' Curriculum Map](#)[Kindergarten Writing Curriculum Map](#)[Kindergarten Pacing Guide](#)[Curriculum Overview](#)[Level K Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Grade K Foundational Skills Pacing Calendar](#)[Grade K 'Knowledge' Pacing Calendar](#)[Grade K Foundational Skills Curriculum Map](#)[Grade K 'Knowledge' Curriculum Map](#)[Kindergarten Writing Curriculum Map](#)[Kindergarten Pacing Calendar](#)[Curriculum Overview](#)[Level K Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Art****DESE CODE #55180****ASPEN CODE #8K00****Term: Full Year**

Kindergarten students will revisit the skills introduced in preschool, as many will be entering their first formal year of schooling. Additionally, students will investigate more than one artistic idea using the same medium, select and share a product created through experimentation with materials, and give reasons for selecting an artwork to share. With prompting and support, students will identify similarities between multiple pieces of art and identify different types of artwork (e.g., paintings, sculpture, performance, fiber) within their community.

[Kindergarten Art Curriculum](#)[PreK-K Art Pacing Calendar](#)**Health****DESE CODE #58051****ASPEN CODE #8K30****Term: Full Year**

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

[K-4 Health Pacing Calendar](#)[Curriculum Program Guide](#)

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

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

[Kindergarten Music Curriculum](#)  
[PreK-K Music Pacing Calendar](#)

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

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

[K-4 Physical Education Pacing Calendar](#)  
[SPARK P.E. Curriculum](#)

**Spanish Language & Culture****DESE CODE #56030****ASPEN CODE #8K40****Term: Full Year**

Spanish at the elementary level is an exploratory that is guided by the 2021 Massachusetts World Language Curriculum Framework. Students will have the opportunity to practice and work towards proficiency in four communicative skills: interpretive (understanding, interpreting, and analyzing what is heard, read, or viewed), interpersonal (interacting and negotiating in spoken or written conversations), presentational (presenting information, ideas, feelings, etc. to various audiences of listeners, readers, or viewers), and intercultural (interacting appropriately with others in and from another culture). Students will also gain cultural competence and understanding, develop insight into the nature of language and culture to interact with cultural competence, connect with other disciplines, interact with ACTFL Proficiency Guidelines 2012 communities, develop and employ social emotional skills, and be empowered to think and act with critical consciousness. Topics may include calendar vocabulary, weather expressions, expressing preferences, sensory details, physical and personality traits, family and relationships, amongst others. We follow the ACTFL proficiency targets which label this course as Novice.

[K-8 Spanish Modified Stepping Stones Curriculum](#)  
[2021 Massachusetts World Language Curriculum Framework](#)  
[ACTFL Proficiency Guidelines 2012](#)



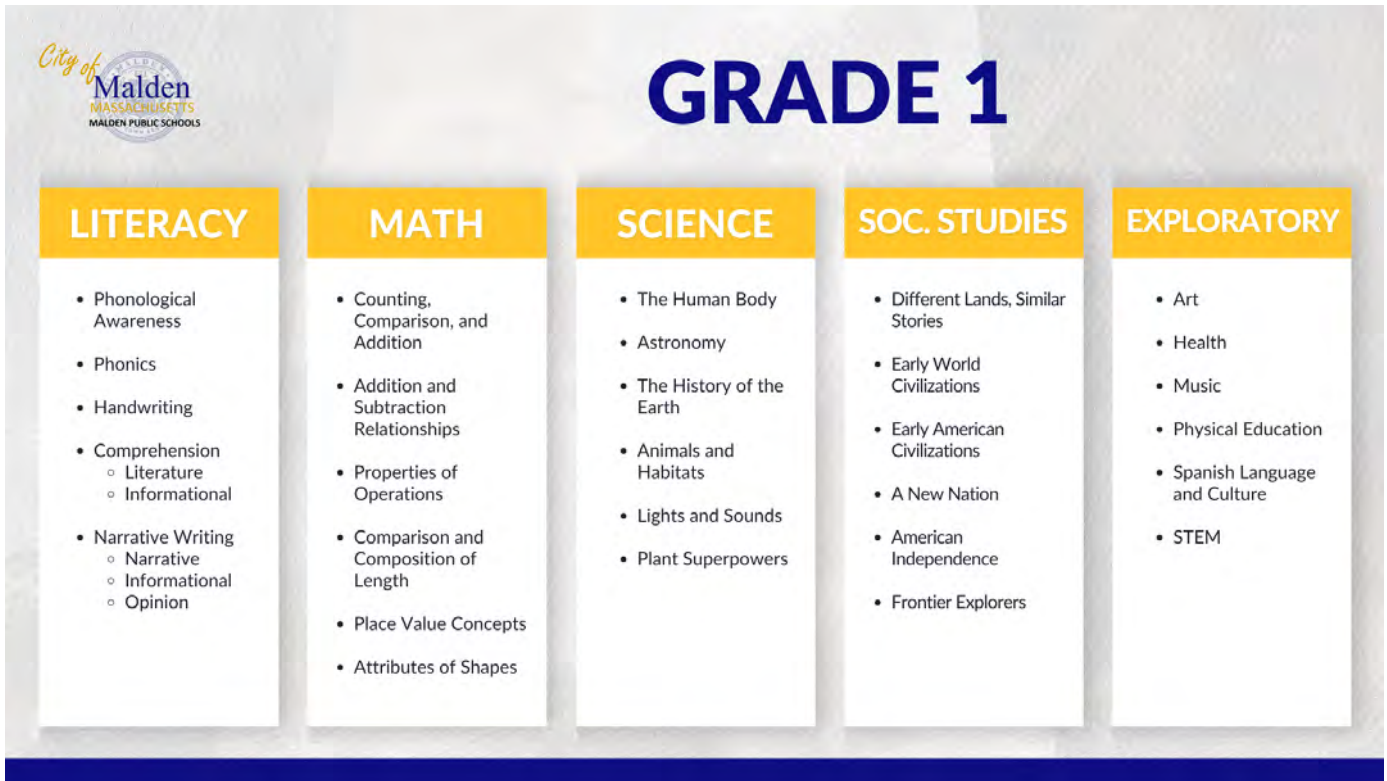
**STEM****DESE CODE #71003****ASPEN CODE #8K20****Term: Full Year**

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

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

[K-4 STEM Scope & Sequence and Pacing Guide](#)

# GRADE 1



**City of Malden**  
MASSACHUSETTS  
MALDEN PUBLIC SCHOOLS

## GRADE 1

LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"> <li>Phonological Awareness</li> <li>Phonics</li> <li>Handwriting</li> <li>Comprehension               <ul style="list-style-type: none"> <li>Literature</li> <li>Informational</li> </ul> </li> <li>Narrative Writing               <ul style="list-style-type: none"> <li>Narrative</li> <li>Informational</li> <li>Opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Counting, Comparison, and Addition</li> <li>Addition and Subtraction Relationships</li> <li>Properties of Operations</li> <li>Comparison and Composition of Length</li> <li>Place Value Concepts</li> <li>Attributes of Shapes</li> </ul>	<ul style="list-style-type: none"> <li>The Human Body</li> <li>Astronomy</li> <li>The History of the Earth</li> <li>Animals and Habitats</li> <li>Lights and Sounds</li> <li>Plant Superpowers</li> </ul>	<ul style="list-style-type: none"> <li>Different Lands, Similar Stories</li> <li>Early World Civilizations</li> <li>Early American Civilizations</li> <li>A New Nation</li> <li>American Independence</li> <li>Frontier Explorers</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Health</li> <li>Music</li> <li>Physical Education</li> <li>Spanish Language and Culture</li> <li>STEM</li> </ul>

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

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

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

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

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

[Grade 1 Foundational Skills Pacing Calendar](#)[Grade 1 'Knowledge' Pacing Calendar](#)[Grade 1 Foundational Skills Curriculum Map](#)[Grade 1 'Knowledge' Curriculum Map](#)

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

[Grade 1 Writing Curriculum Map](#)**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0126****Term: Full Year****ESL 1 - 2**

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

[Grade 1 Foundational Skills Pacing Calendar](#)[Grade 1 'Knowledge' Pacing Calendar](#)[Grade 1 Foundational Skills Curriculum Map](#)[Grade 1 'Knowledge' Curriculum Map](#)[Grade 1 Writing Curriculum Map](#)

**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0126****Term: Full Year****ESL 3-4:**

Transitional ESL is for grade 1 English Learners with English Development Levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade-level content area topics combined with a focus on technical and academic vocabulary instruction. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 1 Foundational Skills Pacing Calendar](#)[Grade 1 'Knowledge' Pacing Calendar](#)[Grade 1 Foundational Skills Curriculum Map](#)[Grade 1 'Knowledge' Curriculum Map](#)[Grade 1 Writing Curriculum Map](#)**Math****DESE CODE #52031****ASPEN CODE #1100****Term: Full Year**

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

[Grade 1 Pacing Calendar](#)

An overview of the curriculum is linked below. Grades K-2 are currently using the Eureka Math Squared curriculum that is outlined.

[Grade 1 Math Curriculum](#) (Please note that Grade 1 is referred to as "Level 1")

An in-depth scope and sequence of what students will learn in the Grade 1 is highlighted below:

[Grade 1 \(Level 1\) Year at a Glance](#)**Science****DESE CODE #53231****ASPEN CODE #3100-03 (Science and Engineering)****Term: Full Year**

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

[Grade 1 Science Curriculum](#)

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

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

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

[Grade 1 Social Studies Curriculum](#)

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

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

[Grade 1 Math Pacing Calendar](#)

[Grade 1 Foundational Skills Pacing Calendar](#)

[Grade 1 ‘Knowledge’ Pacing Calendar](#)

[Grade 1 Foundational Skills Curriculum Map](#)

[Grade 1 ‘Knowledge’ Curriculum Map](#)

[Grade 1 Writing Curriculum Map](#)

[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)

[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)

[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)



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

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

[Grade 1 Math Pacing Calendar](#)[Grade 1 Foundational Skills Pacing Calendar](#)[Grade 1 'Knowledge' Pacing Calendar](#)[Grade 1 Foundational Skills Curriculum Map](#)[Grade 1 'Knowledge' Curriculum Map](#)[Grade 1 Writing Curriculum Map](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education RISE (Recognizing Individual Success Everyday) DESE CODE #73031****ASPEN CODE #0100 / #0110****Term: Full Year**

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

[Grade 1 Math Pacing Calendar](#)[Grade 1 Foundational Skills Pacing Calendar](#)[Grade 1 'Knowledge' Pacing Calendar](#)[Grade 1 Foundational Skills Curriculum Map](#)[Grade 1 'Knowledge' Curriculum Map](#)[Grade 1 Writing Curriculum Map](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Wilson Reading Scope and Sequence Guide](#)

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

Grade 1 students will be introduced to a variety of two- and three-dimensional dry and wet media to communicate a teacher-directed idea. They will experiment with artistic elements using different tools, learn multiple purposes for presenting art, and begin to organize artwork with artistic intent. With support, students will begin to identify the basic elements, such as color, line, shape, within an artwork. Students will also begin to set a criterion for judging a work of art as well as identify different types of artwork within their community and other places they have visited.

[Grade 1 Art Curriculum](#)  
[Grade 1 Art Pacing Calendar](#)

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

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

[K-4 Health Pacing Calendar](#)  
[Curriculum Program Guide](#)

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

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

[Grade 1 Music Curriculum](#)[Grade 1 Music Pacing Calendar](#)**Physical Education****DESE CODE #58001****ASPEN CODE #6100****Term: Full Year**

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

[K-4 Physical Education Pacing Calendar](#)[SPARK P.E. Curriculum](#)**Spanish Language & Culture****DESE CODE #56031****ASPEN CODE #8140****Term: Full Year**

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

[K-8 Spanish Modified Stepping Stones Curriculum](#)[2021 Massachusetts World Language Curriculum Framework](#)[ACTFL Proficiency Guidelines 2012](#)

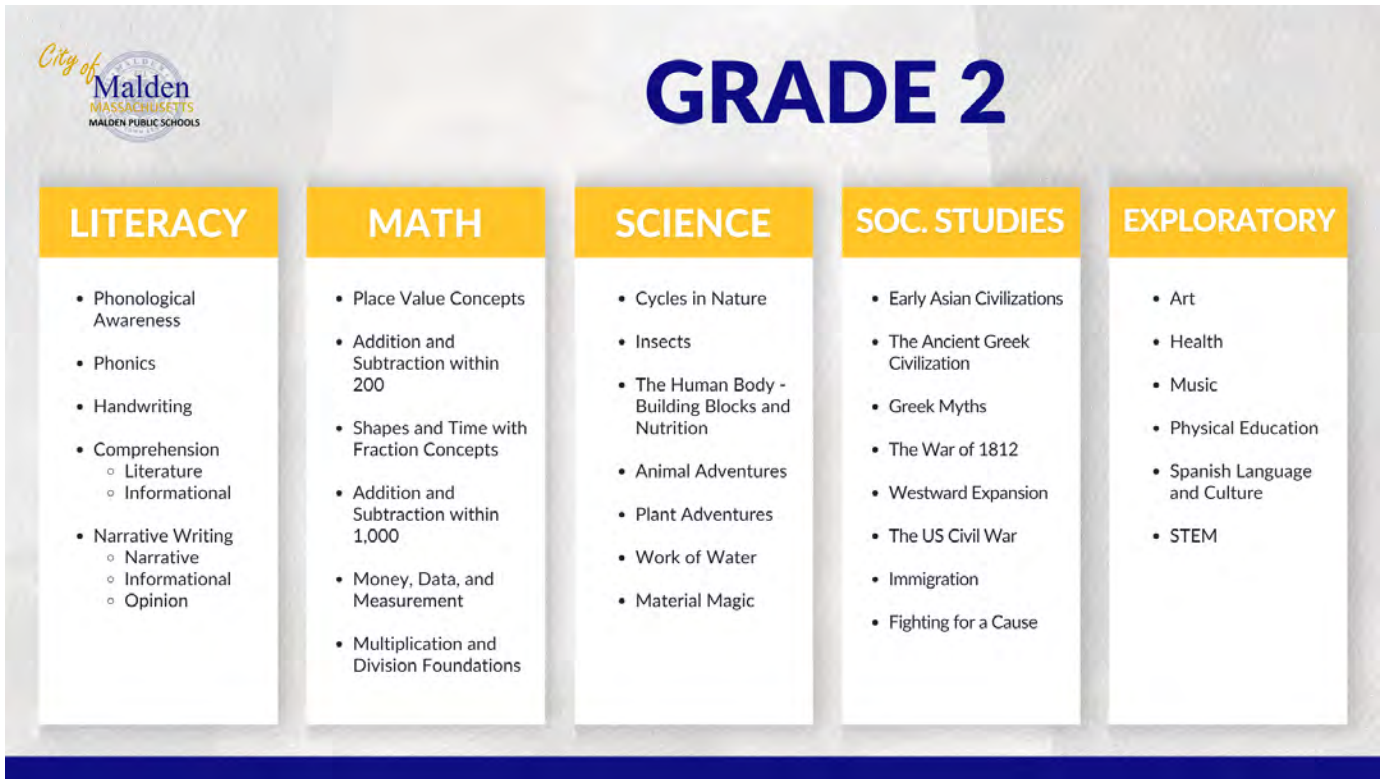
**STEM****DESE CODE #71003****ASPEN CODE #8120****Term: Full Year**

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

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

[K-4 STEM Scope & Sequence and Pacing Guide](#)

## GRADE 2



**City of Malden**  
MASSACHUSETTS  
MALDEN PUBLIC SCHOOLS

# GRADE 2

LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"> <li>Phonological Awareness</li> <li>Phonics</li> <li>Handwriting</li> <li>Comprehension <ul style="list-style-type: none"> <li>Literature</li> <li>Informational</li> </ul> </li> <li>Narrative Writing <ul style="list-style-type: none"> <li>Narrative</li> <li>Informational</li> <li>Opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Place Value Concepts</li> <li>Addition and Subtraction within 200</li> <li>Shapes and Time with Fraction Concepts</li> <li>Addition and Subtraction within 1,000</li> <li>Money, Data, and Measurement</li> <li>Multiplication and Division Foundations</li> </ul>	<ul style="list-style-type: none"> <li>Cycles in Nature</li> <li>Insects</li> <li>The Human Body - Building Blocks and Nutrition</li> <li>Animal Adventures</li> <li>Plant Adventures</li> <li>Work of Water</li> <li>Material Magic</li> </ul>	<ul style="list-style-type: none"> <li>Early Asian Civilizations</li> <li>The Ancient Greek Civilization</li> <li>Greek Myths</li> <li>The War of 1812</li> <li>Westward Expansion</li> <li>The US Civil War</li> <li>Immigration</li> <li>Fighting for a Cause</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Health</li> <li>Music</li> <li>Physical Education</li> <li>Spanish Language and Culture</li> <li>STEM</li> </ul>

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

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

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



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

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

[Grade 2 Foundational Skills Pacing Calendar](#)[Grade 2 'Knowledge' Pacing Calendar](#)[Grade 2 Foundational Skills Curriculum Map](#)[Grade 2 'Knowledge' Curriculum Map](#)

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

[Grade 2 Writing Curriculum Map](#)**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0226****Term: Full Year****ESL 1 - 2**

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

[Grade 2 Foundational Skills Pacing Calendar](#)[Grade 2 'Knowledge' Pacing Guide](#)[Grade 2 Foundational Skills Curriculum Map](#)[Grade 2 'Knowledge' Curriculum Map](#)[Grade 2 Writing Curriculum Map](#)

**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0226****Term: Full Year****ESL 3-4:**

Transitional ESL is for grade 2 English Learners with English Development Levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade-level content area topics combined with a focus on technical and academic vocabulary instruction.

Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 2 Foundational Skills Pacing Calendar](#)[Grade 2 'Knowledge' Pacing Calendar](#)[Grade 2 Foundational Skills Curriculum Map](#)[Grade 2 'Knowledge' Curriculum Map](#)[Grade 2 Writing Curriculum Map](#)**Math****DESE CODE #52032****ASPEN CODE #1200****Term: Full Year**

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

[Grade 2 Pacing Calendar](#)

An overview of the curriculum is linked below. Grades K-2 are currently using the Eureka Math Squared curriculum that is outlined.

[Grade 2 Math Curriculum](#) (Please note that Grade 2 is referred to as "Level 2")

An in-depth scope and sequence of what students will learn in the Grade 2 is highlighted below:

[Grade 2 \(Level 2\) Year at a Glance](#)

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

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

[Grade 2 Science Curriculum](#)**Social Studies****DESE CODE #54432****ASPEN CODE #2200****Term: Full Year**

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

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

[Grade 2 Social Studies Curriculum](#)

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

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

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

Placement in this Program is an IEP Team decision.

[Grade 2 Foundational Skills Pacing Calendar](#)

[Grade 2 'Knowledge' Pacing Calendar](#)

[Grade 2 Foundational Skills Curriculum Map](#)

[Grade 2 'Knowledge' Curriculum Map](#)

[Grade 2 Writing Curriculum Map](#)

[Grade 2 Pacing Calendar](#)

[Curriculum Overview](#)

[Level 2 Year at a Glance](#)

[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)

[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)

[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Grade 2 Foundational Skills Pacing Calendar](#)[Grade 2 'Knowledge' Pacing Calendar](#)[Grade 2 Foundational Skills Curriculum Map](#)[Grade 2 'Knowledge' Curriculum Map](#)[Grade 2 Writing Curriculum Map](#)[Grade 2 Pacing Calendar](#)[Curriculum Overview](#)[Level 2 Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education RISE (Recognizing Individual Success Everyday)****DESE CODE #703032****ASPEN CODE #0206 / #0216****Term: Full Year**

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

[Grade 2 Foundational Skills Pacing Calendar](#)[Grade 2 'Knowledge' Pacing Calendar](#)[Grade 2 Foundational Skills Curriculum Map](#)[Grade 2 'Knowledge' Curriculum Map](#)[Grade 2 Writing Curriculum Map](#)[Grade 2 Pacing Calendar](#)[Curriculum Overview](#)[Level 2 Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)



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

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

[Wilson Reading System Scope & Sequence](#)

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

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

[Grade 2 Art Curriculum](#)  
[Grade 2 Art Pacing Calendar](#)

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

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

[K-4 Health Pacing Calendar](#)  
[Curriculum Program Guide](#)

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

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

[Grade 2 Music Curriculum](#)[Grade 2 Music Pacing Calendar](#)**Physical Education****DESE CODE #58001****ASPEN CODE #6200****Term: Full Year**

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

[K-4 Physical Education Calendar](#)[SPARK P.E. Curriculum](#)**Spanish Language & Culture****DESE CODE #56032****ASPEN CODE #8240****Term: Full Year**

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

[K-8 Spanish Modified Stepping Stones Curriculum](#)[2021 Massachusetts World Language Curriculum Framework](#)[ACTFL Proficiency Guidelines 2012](#)

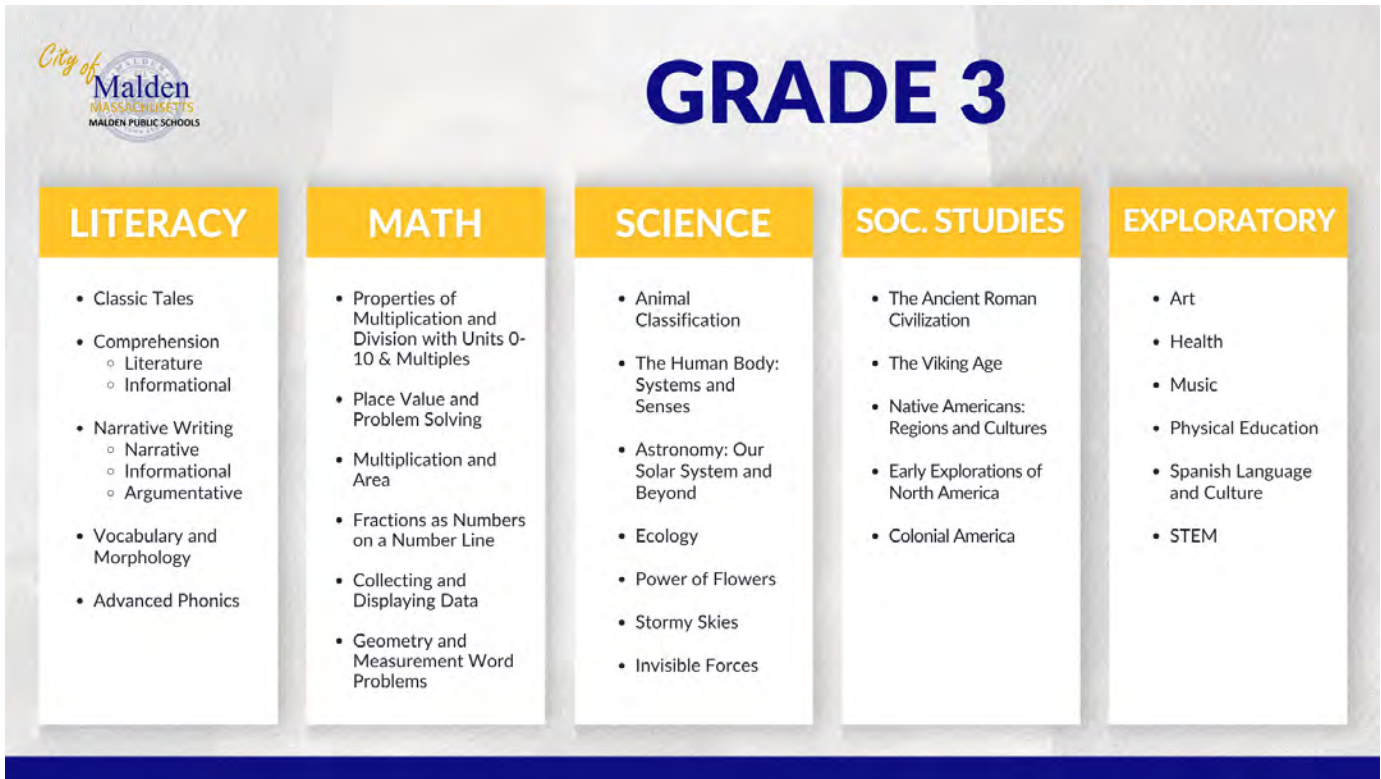
**STEM****DESE CODE #71003****ASPEN CODE #8220****Term: Full Year**

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

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

[K-4 STEM Scope & Sequence and Pacing Guide](#)

## GRADE 3



The graphic displays the Grade 3 curriculum overview. It features the City of Malden logo and the title 'GRADE 3' in large blue letters. Below the title, five vertical columns represent the core subjects: Literacy, Math, Science, Soc. Studies, and Exploratory. Each column has a yellow header and a list of topics.

LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"> <li>• Classic Tales</li> <li>• Comprehension <ul style="list-style-type: none"> <li>◦ Literature</li> <li>◦ Informational</li> </ul> </li> <li>• Narrative Writing <ul style="list-style-type: none"> <li>◦ Narrative</li> <li>◦ Informational</li> <li>◦ Argumentative</li> </ul> </li> <li>• Vocabulary and Morphology</li> <li>• Advanced Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of Multiplication and Division with Units 0-10 &amp; Multiples</li> <li>• Place Value and Problem Solving</li> <li>• Multiplication and Area</li> <li>• Fractions as Numbers on a Number Line</li> <li>• Collecting and Displaying Data</li> <li>• Geometry and Measurement Word Problems</li> </ul>	<ul style="list-style-type: none"> <li>• Animal Classification</li> <li>• The Human Body: Systems and Senses</li> <li>• Astronomy: Our Solar System and Beyond</li> <li>• Ecology</li> <li>• Power of Flowers</li> <li>• Stormy Skies</li> <li>• Invisible Forces</li> </ul>	<ul style="list-style-type: none"> <li>• The Ancient Roman Civilization</li> <li>• The Viking Age</li> <li>• Native Americans: Regions and Cultures</li> <li>• Early Explorations of North America</li> <li>• Colonial America</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Health</li> <li>• Music</li> <li>• Physical Education</li> <li>• Spanish Language and Culture</li> <li>• STEM</li> </ul>

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

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

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

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

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

[Grade 3 Pacing Calendar](#)[Grade 3 Curriculum Map](#)

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

[Grade 3 Writing Curriculum Map](#)**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0326****Term: Full Year****ESL 1 - 2**

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

[Grade 3 Pacing Calendar](#)[Grade 3 Curriculum Map](#)[Grade 3 Writing Curriculum Map](#)



**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0326****Term: Full Year****ESL 3-4:**

Transitional ESL is for grade 3 English Learners with English Development Levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade-level content area topics combined with a focus on technical and academic vocabulary instruction.

Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 3 Pacing Calendar](#)[Grade 3 Curriculum Map](#)[Grade 3 Writing Curriculum Map](#)**Math****DESE CODE #52033****ASPEN CODE #1300****Term: Full Year**

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

An overview of the curriculum is linked below. Grades 3-5 are currently using the Eureka Math curriculum that is outlined.

[Grade 3 Pacing Calendar](#)[Grade 3 Math Curriculum](#) (Please note that Grade 3 is referred to as “Level 3”)

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

[Grade 3 Math Year at a Glance](#)

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

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

[Grade 3 Science Curriculum](#)**Social Studies****DESE CODE #54433****ASPEN CODE #2300****Term: Full Year**

Grade 3 students will continue utilizing the Amplify CKLA thematic curricular units to make connections to major Social Studies concepts, such as the Ancient Roman Civilization, the Viking Age, Early American Exploration, and the Colonial Age. Additionally, using local historic sites, historical societies, and museums, grade 3 students learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history.

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

[Grade 3 Social Studies Curriculum](#)

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

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

[Grade 3 Pacing Calendar](#)[Grade 3 Curriculum Map](#)[Grade 3 Writing Curriculum Map](#)[Grade 3 Math Pacing Calendar](#)[Grade 3 Math Curriculum](#) (Please note that grade 3 is referred to as "Level 3")[Grade 3 Math Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Practical Academics and Community Education (PACE)****DESE CODE #73033****ASPEN CODE #0300 / #0310****Term: Full Year**

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

[Grade 3 Pacing Calendar](#)[Grade 3 Curriculum Map](#)[Grade 3 Writing Curriculum Map](#)[Grade 3 Math Pacing Calendar](#)[Grade 3 Math Curriculum](#) (Please note that grade 3 is referred to as "Level 3")[Grade 3 Math Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Grade 3 Pacing Calendar](#)[Grade 3 Curriculum Map](#)[Grade 3 Writing Curriculum Map](#)[Grade 3 Math Pacing Calendar](#)[Grade 3 Math Curriculum](#) (Please note that grade 3 is referred to as "Level 3")[Grade 3 Math Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Specialized Reading****DESE CODE #51068****ASPEN CODE #0300 / #0310****Term: Full Year**

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

[Wilson Reading System Scope & Sequence](#)**Art****DESE CODE #55183****ASPEN CODE #8300****Term: Full Year**

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

[Grade 3 Art Curriculum](#)[Grades 3-4 Art Pacing Calendar](#)

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

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

[K-4 Health Pacing Calendar](#)  
[Curriculum Program Guide](#)

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

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

[Grade 3 Music Curriculum](#)  
[Grade 3 Music Pacing Calendar](#)

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

In grade 3 physical education, students will be introduced to a variety of movement skills to be mastered by the end of grade 5. By the end of grade 5, the learner will demonstrate competence in fundamental motor skills and selected combinations of skills; use basic movement concepts in dance, gymnastics and small-sided practice tasks; identify basic health-related fitness concepts; exhibit acceptance of self and others in physical activities; and identify the benefits of physically active lifestyle.

[K-4 Physical Education Pacing Calendar](#)  
[SPARK P.E. Curriculum](#)



**Spanish Language & Culture****DESE CODE #56033****ASPEN CODE #8340****Term: Full Year**

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

[K-8 Spanish Modified Stepping Stones Curriculum](#)  
[2021 Massachusetts World Language Curriculum Framework](#)  
[ACTFL Proficiency Guidelines 2012](#)

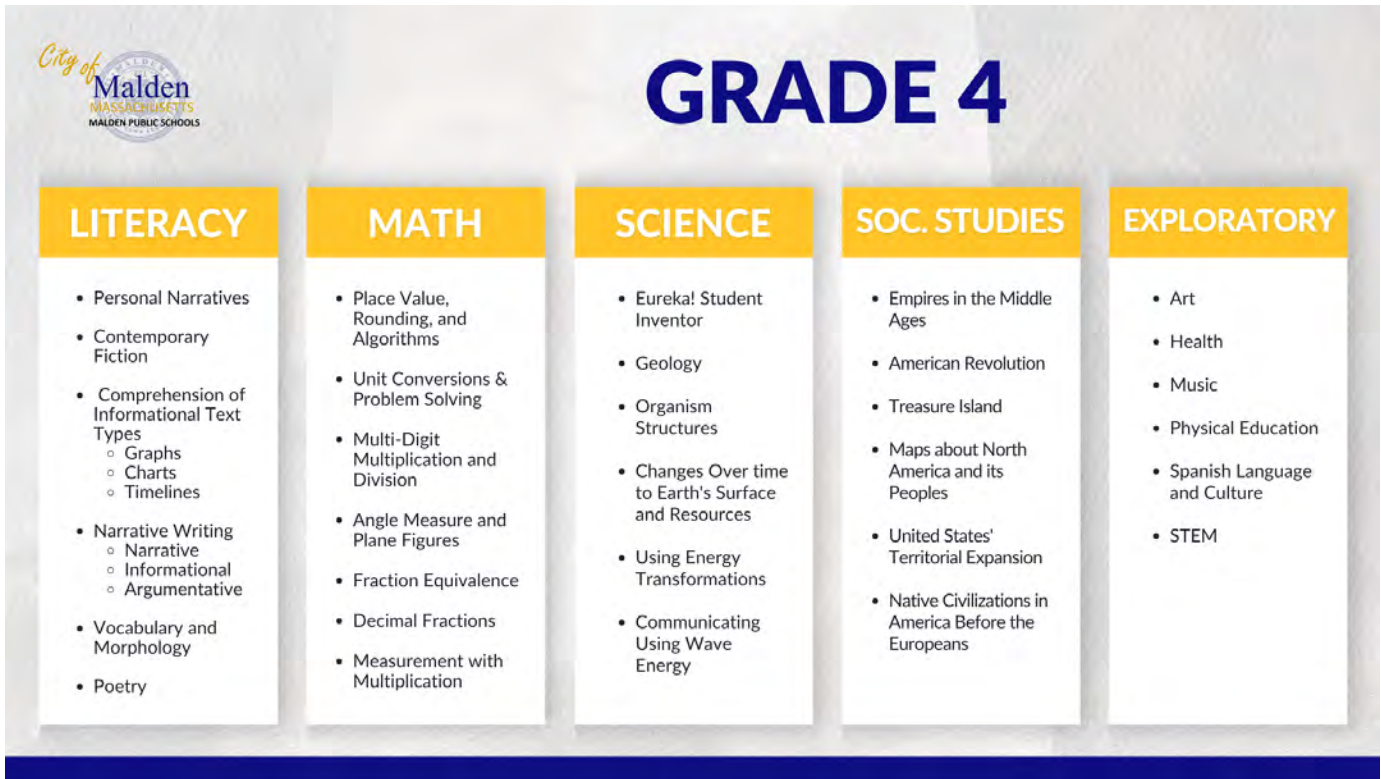
**STEM****DESE CODE #71003****ASPEN CODE #8320****Term: Full Year**

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

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

[K-4 STEM Scope & Sequence and Pacing Guide](#)

# GRADE 4



**City of Malden**  
MASSACHUSETTS  
MALDEN PUBLIC SCHOOLS

## GRADE 4

LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"> <li>Personal Narratives</li> <li>Contemporary Fiction</li> <li>Comprehension of Informational Text Types <ul style="list-style-type: none"> <li>Graphs</li> <li>Charts</li> <li>Timelines</li> </ul> </li> <li>Narrative Writing <ul style="list-style-type: none"> <li>Narrative</li> <li>Informational</li> <li>Argumentative</li> </ul> </li> <li>Vocabulary and Morphology</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Place Value, Rounding, and Algorithms</li> <li>Unit Conversions &amp; Problem Solving</li> <li>Multi-Digit Multiplication and Division</li> <li>Angle Measure and Plane Figures</li> <li>Fraction Equivalence</li> <li>Decimal Fractions</li> <li>Measurement with Multiplication</li> </ul>	<ul style="list-style-type: none"> <li>Eureka! Student Inventor</li> <li>Geology</li> <li>Organism Structures</li> <li>Changes Over time to Earth's Surface and Resources</li> <li>Using Energy Transformations</li> <li>Communicating Using Wave Energy</li> </ul>	<ul style="list-style-type: none"> <li>Empires in the Middle Ages</li> <li>American Revolution</li> <li>Treasure Island</li> <li>Maps about North America and its Peoples</li> <li>United States' Territorial Expansion</li> <li>Native Civilizations in America Before the Europeans</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Health</li> <li>Music</li> <li>Physical Education</li> <li>Spanish Language and Culture</li> <li>STEM</li> </ul>

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

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

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

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

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

[Grade 4 Pacing Calendar](#)[Grade 4 Curriculum Map](#)

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

[Grade 4 Writing Curriculum Map](#)**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0426****Term: Full Year****ESL 1 - 2**

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

[Grade 4 Pacing Calendar](#)[Grade 4 Curriculum Map](#)[Grade 4 Writing Curriculum Map](#)

**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #0426****Term: Full Year****ESL 3-4:**

Transitional ESL is for grade 4 English Learners with English Development Levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade-level content area topics combined with a focus on technical and academic vocabulary instruction.

Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 4 Pacing Calendar](#)[Grade 4 Curriculum Map](#)[Grade 4 Writing Curriculum Map](#)**Math****DESE CODE #52034****ASPEN CODE #1400****Term: Full Year**

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

An overview of the curriculum is linked below. Grades 3-5 are currently using the Eureka Math curriculum.

[Grade 4 Pacing Calendar](#)[Grade 4 Math Curriculum](#) (Please note that grade 4 is referred to as “Level 4”)

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

[Grade 4 Math Year at a Glance](#)**Science****DESE CODE #53234****ASPEN CODE #3400****Term: Full Year**

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

[Grade 4 Science Curriculum](#)

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

Grade 4 students will continue utilizing the Amplify CKLA thematic curricular units to make connections to major Social Studies concepts, such as empires in the Middle Ages, the American Revolution, and maps and navigation. Additionally, students study the geography and people of the United States today. Students learn geography by addressing standards that emphasize political and physical geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. In addition, they learn about the geography and people of contemporary Mexico and Canada.

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

[Grade 4 Social Studies Curriculum](#)

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

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

[Grade 4 Pacing Calendar](#)

[Grade 4 Curriculum Map](#)

[Grade 4 Writing Curriculum Map](#)

[Grade 4 Math Pacing Calendar](#)

[Grade 4 Math Curriculum](#) (Please note that grade 4 is referred to as "Level 4")

[Grade 4 Math Year at a Glance](#)

[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)

[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)

[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)



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

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

[Grade 4 Pacing Calendar](#)[Grade 4 Curriculum Map](#)[Grade 4 Writing Curriculum Map](#)[Grade 4 Math Pacing Calendar](#)[Grade 4 Math Curriculum](#) (Please note that grade 4 is referred to as "Level 4")[Grade 4 Math Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education RISE (Recognizing Individual Success Everyday)****DESE CODE #73033****ASPEN CODE #0400 / #0410****Term: Full Year**

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

[Grade 4 Pacing Guide](#)[Grade 4 Curriculum Map](#)[Grade 4 Writing Curriculum Map](#)[Grade 4 Math Pacing Calendar](#)[Grade 4 Math Curriculum](#) (Please note that Grade 4 is referred to as "Level 4")[Grade 4 Math Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Wilson Reading System Scope & Sequence](#)

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

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

[Grade 4 Art Curriculum](#)

[Grades 3-4 Art Pacing Calendar](#)

**Health****DESE CODE #58051****ASPEN CODE #8430****Term: Full Year**

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

[K-4 Health Pacing Guide](#)

[Curriculum Program Guide](#)

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

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

[Grade 4 Music Curriculum](#)[Grade 4 Music Pacing Calendar](#)**Physical Education****DESE CODE #58001****ASPEN CODE #6400****Term: Full Year**

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

[K-4 Physical Education Calendar](#)[SPARK P.E. Curriculum](#)**Spanish Language & Culture****DESE CODE #56034****ASPEN CODE #8440****Term: Full Year**

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

[K-8 Spanish Modified Stepping Stones Curriculum](#)[2021 Massachusetts World Language Curriculum Framework](#)[ACTFL Proficiency Guidelines 2012](#)


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

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

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

[K-4 STEM Scope & Sequence and Pacing Guide](#)

# GRADE 5

<div>  <h2>GRADE 5</h2> </div>				
LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"> <li>Personal Narratives</li> <li>Contemporary Fiction</li> <li>Comprehension of Informational Text Types <ul style="list-style-type: none"> <li>Graphs</li> <li>Charts</li> <li>Timelines</li> </ul> </li> <li>Narrative Writing <ul style="list-style-type: none"> <li>Narrative</li> <li>Informational</li> <li>Argumentative</li> </ul> </li> <li>Vocabulary and Morphology</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Place Value and Decimal Fractions</li> <li>Multi-Digit Whole Numbers and Decimal Fraction Operations</li> <li>Addition &amp; Subtraction of Fractions</li> <li>Multiplication &amp; Division of Fractions</li> <li>Addition &amp; Multiplication with Volume &amp; Area</li> <li>Problem Solving &amp; the Coordinate Plane</li> </ul>	<ul style="list-style-type: none"> <li>Web of Life</li> <li>Watery Planet</li> <li>Spaceship Earth</li> <li>Chemical Magic</li> <li>Interactions in Matter</li> <li>Observing Our Sky</li> <li>Human Impact on Earth's System</li> </ul>	<ul style="list-style-type: none"> <li>Early American Civilizations</li> <li>Adventures of Don Quixote</li> <li>The Renaissance</li> <li>The Reformation</li> <li>A Midsummer Night's Dream</li> <li>Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Health</li> <li>Music</li> <li>Physical Education</li> <li>Spanish Language and Culture</li> <li>STEM</li> </ul>

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

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

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



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

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

[Grade 5 Pacing Calendar](#)[Grade 5 Curriculum Map](#)[Grade 5 Writing Scope and Sequence](#)**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #3906****Term: Full Year****ESL 1 - 2**

Foundational ESL is for grade 5 English Learners with English Development Levels of 1-2 who scored *entering* or *emerging* on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 5 Pacing Calendar](#)[Grade 5 Curriculum Map](#)[Grade 5 Writing Scope and Sequence](#)

**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #3906****Term: Full Year****ESL 3-4:**

Transitional ESL is for grade 5 English Learners with English Development Levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade-level content area topics combined with a focus on technical and academic vocabulary instruction.

Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 5 Pacing Calendar](#)[Grade 5 Curriculum Map](#)[Grade 5 Writing Scope and Sequence](#)**Math****DESE CODE #52035****ASPEN CODE #1500****Term: Full Year**

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

[Grade 5 Pacing Calendar](#)

An overview of the curriculum is linked below. Grades 3-5 are currently using the Eureka Math curriculum that is outlined.

[Grade 5 Math Curriculum](#) (Please note that grade 5 is referred to as “Level 5”)

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

[Grade 5 Math Year at a Glance](#)

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

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

[Grade 5 Science Curriculum](#)**Social Studies****DESE CODE #54435****ASPEN CODE #2500****Term: Full Year**

Grade 5 students will continue utilizing the Amplify CKLA thematic curricular units to make connections to major Social Studies concepts, such as the major pre-Columbian civilizations in the New World; the 15th and 16th century European explorations around the world, in the western hemisphere, and in North America in particular; the earliest settlements in North America; and the political, economic, and social development of the English colonies in the 17th and 18th centuries. They also study the early development of democratic institutions and ideas, including the ideas and events that led to the independence of the original thirteen colonies and the formation of a national government under the U.S. Constitution. The purpose of the grade 5 curriculum is to give students their first concentrated study of the formative years of U.S. history.

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

[Grade 5 Social Studies Curriculum](#)

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

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

[Grade 5 Pacing Calendar](#)[Grade 5 Curriculum Map](#)[Grade 5 Writing Scope and Sequence](#)[Grade 5 Math Pacing Calendar](#)[Grade 5 Math Curriculum](#) (Please note that grade 5 is referred to as "Level 5")[Grade 5 Math Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Practical Academics and Community Education (PACE)****DESE CODE #73035****ASPEN CODE #0500****Term: Full Year**

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

[Grade 5 Pacing Calendar](#)[Grade 5 Curriculum Map](#)[Grade 5 Writing Scope and Sequence](#)[Grade 5 Math Pacing Calendar](#)[Grade 5 Math Curriculum](#) (Please note that grade 5 is referred to as "Level 5")[Grade 5 Math Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Grade 5 Pacing Calendar](#)[Grade 5 Curriculum Map](#)[Grade 5 Writing Scope and Sequence](#)[Grade 5 Math Pacing Calendar](#)[Grade 5 Math Curriculum](#) (Please note that grade 5 is referred to as "Level 5")[Grade 5 Math Year at a Glance](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Specialized Reading****DESE CODE #51068****ASPEN CODE #0500****Term: Full Year**

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

[Wilson Reading System Scope & Sequence](#)



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

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

[Grade 5 Art Curriculum](#)[Grade 5 Art Pacing Calendar](#)**Band****DESE CODE #55106****ASPEN CODE #8510****Term: Full Year**

Currently offered at Beebe, Ferryway, Forestdale, Salemwood.

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

[Band Curriculum](#)[Grades 5-8 Band Pacing Calendar](#)**Health****DESE CODE #58051****ASPEN CODE #6500****Term: Full Year**

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

[5-8 Health Pacing Calendar](#)[Curriculum Program Guide](#)

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

Currently offered at Beebe.

Grade 5 students will be introduced to the dramatic arts. Working with improvised or scripted theatrical work, students will develop essential events that make up the dramatic structure and will develop effective physical and vocal traits of characters (e.g., altering voice, gestures, and posture.) Students will understand and demonstrate appropriate audience behavior, synthesize and relate knowledge and personal experiences to make art by describing and demonstrating one's own theatrical style and preferences. Using theater vocabulary, students will explain character and design choices by developing an artist's statement and interpret the intent and meaning of an artistic work. Additionally, students will contribute to the performance of a short theatrical work with an audience that makes a connection to other disciplines and will apply a rubric to evaluate a theatrical scene.

[Grade 5 Theater Arts Curriculum](#)

[Grade 5 Theater Arts Pacing Calendar](#)

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

Currently offered at Forestdale, Linden, Salemwood.

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

[Grade 5 Music Curriculum](#)

[Grade 5 Music Pacing Calendar](#)

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

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

[5-8 Physical Education Pacing Calendar](#)

[SPARK P.E. Curriculum](#)

**Spanish Exploratory****DESE CODE #56035****ASPEN CODE #8540****Term: Full Year**

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

[K-8 Spanish Modified Stepping Stones Curriculum](#)  
[2021 Massachusetts World Language Curriculum Framework](#)  
[ACTFL Proficiency Guidelines 2012](#)


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

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

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

[Grade 5 STEM Pacing Guide](#)  
[District Developed Curriculum](#)

# GRADE 6

<div>  <h2>GRADE 6</h2> </div>				
LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"> <li>Dahl &amp; Narrative</li> <li>Mysteries &amp; Investigations</li> <li>The Chocolate Collection</li> <li>The Greeks</li> <li>Summer of the Mariposas</li> <li>The Titanic Collection</li> <li>Poetry in America</li> <li>Grammar</li> <li>Story Writing</li> </ul>	<ul style="list-style-type: none"> <li>Area &amp; Surface Area</li> <li>Introducing Ratios</li> <li>Unit Rates &amp; Percentages</li> <li>Dividing Fractions</li> <li>Arithmetic in Base Ten</li> <li>Expressions &amp; Equations</li> <li>Rational Numbers</li> <li>Data Sets &amp; Distributions</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Science</li> <li>Life Sciences</li> <li>Evolution &amp; Earth Science</li> <li>Astronomy</li> <li>Chemistry</li> <li>Physical Science</li> <li>Human Impact on Earth's System</li> </ul>	<ul style="list-style-type: none"> <li>Physical Geography of the Ancient World</li> <li>Cultural Geography &amp; Cultural Groups</li> <li>Ancient Western Asia, North Africa, and the Middle East</li> <li>Ancient Egypt</li> <li>Ancient Mesopotamia</li> <li>Ancient South America, Central America, and the Caribbean</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Health</li> <li>Music</li> <li>Physical Education</li> <li>Spanish Language and Culture</li> <li>STEM</li> </ul>

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

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

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

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

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

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

[Grade 6 Curriculum Map](#)[Grade 6 Pacing Calendar](#)[Grade 6 Curriculum](#)**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #3916****Term: Full Year****ESL 1 - 2**

Foundational ESL is for grade 6 English Learners with English Development Levels of 1-2 who scored *entering* or *emerging* on the WIDA Screener that measures English language proficiency. All four domains of language: listening, speaking, reading and writing are emphasized through content-based instruction. The focus of ESL is designed for the rapid mastery of the English language through explicit teaching of academic language. Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 6 Curriculum Map](#)[Grade 6 Pacing Calendar](#)[Grade 6 Curriculum](#)



**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #3926****Term: Full Year****ESL 3 - 4:**

Transitional ESL is for grade 6 English Learners with English Development Levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade level content area topics combined with a focus on technical and academic vocabulary instruction.

Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 6 Curriculum Map](#)[Grade 6 Pacing Calendar](#)[Grade 6 Curriculum](#)**Math****DESE CODE #52036****ASPEN CODE #1600****Term: Full Year**

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

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

[Open Up Resources \(OUR\)](#)[Grade 6 Math Pacing Calendar](#)

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

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

OpenSciEd Science Curriculum will be piloted across the district beginning in 2023-24. This will be year 1 of a 3-year pilot.

[Grade 6 Science Curriculum](#)

[Grade 6 Science Pacing Calendar](#)

[OpenSciEd Content Guide](#)

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

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

[History Alive! The Ancient World](#)

[Grade 6 Social Studies Pacing Calendar](#)

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

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

[Grade 6 Curriculum Map](#)[Grade 6 Pacing Calendar](#)[Grade 6 Curriculum](#)[Open Up Resources \(OUR\)](#)[Grade 6 Math Pacing Calendar](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Practical Academics and Community Education (PACE)****DESE CODE #73036****ASPEN CODE #0600****Term: Full Year**

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

[Grade 6 Curriculum Map](#)[Grade 6 Pacing Calendar](#)[Grade 6 Curriculum](#)[Open Up Resources \(OUR\)](#)[Pacing Guide](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Grade 6 Curriculum Map](#)[Grade 6 Pacing Guide](#)[Grade 6 Curriculum](#)[Open Up Resources \(OUR\)](#)[Pacing Guide](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Wilson Reading System Scope & Sequence](#)

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

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

[Grade 6 Art Curriculum](#)  
[Grade 6 Art Pacing Guide](#)

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

Currently offered at Beebe, Ferryway, Forestdale, Salemwood.

Grade 6 band students will review and sharpen skills learned in grade 5. They will continue to employ basic musical strategies in their performances as well as create rubrics for evaluating musical works. Students will match a performance with extent, for example, wanting the audience to identify with an emotion. They will continue to explore the connection between a musical work and where it was created along with synthesizing and relating knowledge and personal experiences to make art.

[Grades 5-8 Band Curriculum](#)  
[Grades 5-8 Band Pacing Guide](#)



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

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

[5-8 Health Pacing Guide](#)  
[Curriculum Program Guide](#)

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

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

[Grade 6 Theater Arts Curriculum](#)  
[Grade 6 Theater Arts Pacing Calendar](#)

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

Currently offered at Forestdale, Linden, Salemwood.

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

[Grade 6 Music Curriculum](#)  
[Grade 6 Music Pacing Calendar](#)

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

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

[5-8 Physical Education Pacing Calendar](#)  
[SPARK P.E. Curriculum](#)

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

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

[K-8 Spanish Modified Stepping Stones Curriculum](#)  
[2021 Massachusetts World Language Curriculum Framework](#)  
[ACTFL Proficiency Guidelines 2012](#)


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

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

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

[Grades 5-8 STEM Pacing Guide](#)  
[District Developed Curriculum](#)

# GRADE 7

<div>  <h2>GRADE 7</h2> </div>				
LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"> <li>Red Scarf Girl &amp; Narrative</li> <li>Character &amp; Conflict</li> <li>Brain Science</li> <li>Poetry &amp; Poe</li> <li>The Frida &amp; Diego Collection</li> <li>The Gold Rush Collection</li> <li>Poetry in America</li> <li>Grammar</li> <li>Intermediate Story Writing</li> </ul>	<ul style="list-style-type: none"> <li>Scale Drawings</li> <li>Proportional Relationships</li> <li>Measuring Circles</li> <li>Proportional Relationships &amp; Percentages</li> <li>Rational Number Arithmetic</li> <li>Expressions, Equations, &amp; Inequalities</li> <li>Angles, Triangles</li> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Science</li> <li>Energy</li> <li>Thermal Energy &amp; Heat Transfer</li> <li>Forces &amp; Fields</li> <li>Cycling of Matter, Using Energy</li> <li>Ecology</li> <li>Population Dynamics &amp; the Human Impact on Ecosystems</li> <li>Communication Systems</li> </ul>	<ul style="list-style-type: none"> <li>The Development of Written Language</li> <li>The Rise and Fall of the Ancient Roman Empire</li> <li>Ancient Greece and the Beginning of Democratic Govt.</li> <li>The Origin of River Valley Societies</li> <li>Advancements in Math, Science, &amp; Technology in India and Central Asia</li> <li>Ancient Mesopotamia</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Health</li> <li>Music</li> <li>Physical Education</li> <li>Spanish Language and Culture</li> <li>STEM</li> </ul>

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

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

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

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

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

[Grade 7 Curriculum Map](#)[Grade 7 English Pacing Calendar](#)[Grade 7 Curriculum](#)**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #3916****Term: Full Year****ESL 1 - 2**

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

[Grade 7 Curriculum Map](#)[Grade 7 English Pacing Calendar](#)[Grade 7 Curriculum](#)

**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #3926****Term: Full Year****ESL 3 - 4:**

Transitional ESL is for grade 7 English Learners with English Development Levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade-level content area topics combined with a focus on technical and academic vocabulary instruction.

Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 7 Curriculum Map](#)[Grade 7 Pacing Calendar](#)[Grade 7 Curriculum](#)**Math****DESE CODE #52037****ASPEN CODE #1700****Term: Full Year**

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

[Open Up Resources \(OUR\)](#)[Grade 7 Math Pacing Calendar](#)

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

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

OpenSciEd Science Curriculum will be piloted across the district beginning in 2023-24. This will be year 1 of a 3 year pilot.

[Grade 7 Science Curriculum](#)

[Grade 7 Science Pacing Calendar](#)

[OpenSciEd Content Guide](#)

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

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

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

[History Alive! The World Through 1750](#)

[Grade 7 Social Studies Pacing Calendar](#)



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

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

[Grade 7 Curriculum Map](#)[Grade 7 English Pacing Calendar](#)[Grade 7 Curriculum](#)[Open Up Resources \(OUR\)](#)[Pacing Guide](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Practical Academics and Community Education (PACE)****DESE CODE #73037****ASPEN CODE #0700****Term: Full Year**

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

[Grade 7 Curriculum Map](#)[Grade 7 English Pacing Calendar](#)[Grade 7 Curriculum](#)[Open Up Resources \(OUR\)](#)[Pacing Guide](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Grade 7 Curriculum Map](#)[Grade 7 English Pacing Calendar](#)[Grade 7 Curriculum](#)[Open Up Resources \(OUR\)](#)[Pacing Guide](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Specialized Reading****DESE CODE #51068****ASPEN CODE #0700****Term: Full Year**

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

[Wilson Reading System Scope & Sequence](#)**Art****DESE CODE #55187****ASPEN CODE #8700****Term: Full Year**

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

[Grade 7 Art Curriculum](#)[Grade 7 Fine Arts Pacing Guide](#)



Band	DESE CODE #55106
ASPEN CODE #8710	Term: Full Year
<p>Currently offered at Beebe, Ferryway, and Forestdale.</p> <p>Grade 7 students will begin to compose musical ideas using expanded forms while reinforcing skills and strategies learned in previous years along with documenting original melodies and simple accompaniments using standard notations. They will then refine draft arrangements to ensure consistency in notation. Students will identify how musical ideas and traditions migrate with the people who originated them to affect other cultures, historical periods, and musical genres and styles. They will continue to describe and demonstrate influences of personal musical style and preferences.</p> <p><a href="#">Grades 5-8 Band Curriculum</a> <a href="#">Grades 5-8 Band Pacing Calendar</a></p>	

Health	DESE CODE #58051
ASPEN CODE #6700	Term: Full Year
<p>The Middle School Health Education curriculum is designed to provide important information to students on a variety of topics, as well as to help students learn and practice decision-making skills that will help in their positive decision-making processes. Through a skills-based approach, students will learn the health education skills of: Goal Setting, Accessing Valid and Reliable Information, Analyzing Influences, Interpersonal Communication, Decision Making, Advocacy and Self Management. Some examples of the topics covered are, stress management, nutrition and physical activity, decision making, sexuality, substance abuse and prevention, self-esteem, bullying/cyberbullying, and healthy relationships. Due to the many physical and emotional changes that students experience during their middle school years, it is vital that students gain the information and knowledge to take care of themselves and make daily positive decisions.</p> <p><a href="#">Grades 5-8 Health Pacing Calendar</a> <a href="#">Grades 5-8 Curriculum Program Guide</a></p>	

Theater Arts	DESE CODE #55077
ASPEN CODE #8712	Term: Full Year
<p>Currently offered at Beebe.</p> <p>Grade 7 students will develop criteria for evaluating a theatrical presentation, review the concepts and rules of improvisation, and review and demonstrate appropriate audience behavior and response. Students will match a theater performance with expressed intent, envision and describe a scripted character's inner thoughts and objectives related to the given circumstances in a theatrical work, and identify multiple cross-cultural approaches to storytelling connected to different historical populations. Students will also execute a variety of technical elements (e.g., scenic, lighting, props, costume, sound, and makeup) to create a design through rehearsal for a theatrical work.</p> <p><a href="#">Grade 7 Theater Arts Curriculum</a> <a href="#">Grade 7 Theater Arts Pacing Calendar</a></p>	

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

Currently offered at Forestdale, Linden, Salemwood.

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

[Grade 7 Music Curriculum](#)

[Grade 7 Music Pacing Calendar](#)

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

In grade 7, physical education students will utilize movement skills learned in grades K-5 and work towards mastery of skills in applying tactics and strategies in modified game play. By the end of grade 8, the learner will apply tactics and strategies to modified game play; demonstrate fundamental movement skills in a variety of contexts; design and implement a health-enhancing fitness program; participate in self-selected physical activity; cooperate with and encourage classmates; accept individual differences and demonstrate inclusive behaviors; and engage in physical activity for enjoyment and self-expression.

[Grades 5-8 Physical Education Pacing Calendar](#)

[SPARK P.E. Curriculum](#)

**Spanish Exploratory****DESE CODE #56037****ASPEN CODE #8740****Term: Full Year**

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

[K-8 Spanish Modified Stepping Stones Curriculum](#)

[Grade 7 Salemwood Spanish Pacing Guide](#)

[2021 Massachusetts World Language Curriculum Framework](#)

[ACTFL Proficiency Guidelines 2012](#)

**Spanish 1A****DESE CODE #56037****ASPEN CODE #4813****Term: Full Year**

Grade 7 Spanish at the Forestdale School is a core class. Both are guided by the 2021 Massachusetts World Language Curriculum Framework. Students will have the opportunity to practice and work towards proficiency in four communicative skills: interpretive (understanding, interpreting, and analyzing what is heard, read, or viewed), interpersonal (interacting and negotiating in spoken or written conversations), presentational (presenting information, ideas, feelings, etc. to various audiences of listeners, readers, or viewers), and intercultural (interacting appropriately with others in and from another culture). Students will also gain cultural competence and understanding, develop insight into the nature of language and culture to interact with cultural competence, connect with other disciplines, interact with communities, develop and employ social emotional skills, and be empowered to think and act with critical consciousness. Topics may include identifying people/ professions/ occupations, describing the family, personality and identity, amongst others. This is a Novice Mid course.

[K-8 Spanish Modified Stepping Stones Curriculum](#)  
[2021 Massachusetts World Language Curriculum Framework](#)  
[ACTFL Proficiency Guidelines 2012](#)

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

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

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

Grade 6-8 Linden STEAM Academy and pilot teachers from other buildings will be implementing components of OpenSciEd into the curriculum beginning in 2023-24.

[Grades 5-8 STEM Pacing Guide](#)  
[District Created Curriculum](#)



## GRADE 8

GRADE 8				
LITERACY	MATH	SCIENCE	SOC. STUDIES	EXPLORATORY
<ul style="list-style-type: none"><li>• Perspectives &amp; Narrative</li><li>• Liberty &amp; Equality</li><li>• Science &amp; Science Fiction</li><li>• Shakespeare's Romeo &amp; Juliet</li><li>• Holocaust: Memory &amp; Meaning</li><li>• The Space Race Collection</li><li>• Poetry in America</li><li>• Grammar</li><li>• Story Writing</li></ul>	<ul style="list-style-type: none"><li>• Rigid Transformation &amp; Congruence</li><li>• Dilations, Similarity, &amp; Introducing Slope</li><li>• Linear Relationships</li><li>• Linear Equations &amp; Linear Systems</li><li>• Functions &amp; Volume</li><li>• Associations in Data</li><li>• Exponents &amp; Scientific Notation</li><li>• Pythagorean Theorem &amp; Irrational Numbers</li></ul>	<ul style="list-style-type: none"><li>• Introduction to Science</li><li>• Chemistry</li><li>• Engineering &amp; Technology</li><li>• Forces &amp; Fields</li><li>• Genetics &amp; Heredity</li><li>• Geology</li><li>• Physical Science</li></ul>	<ul style="list-style-type: none"><li>• US &amp; Massachusetts Constitutions</li><li>• The Three Branches of Government</li><li>• The Rights and Responsibilities of Citizens</li><li>• News and Media Literacy</li><li>• Civics Action Project</li></ul>	<ul style="list-style-type: none"><li>• Art</li><li>• Health</li><li>• Music</li><li>• Physical Education</li><li>• Spanish Language and Culture</li><li>• STEM</li></ul>

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

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

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



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

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

[Grade 8 Curriculum Map](#)[Grade 8 Pacing Calendar](#)[Grade 8 Curriculum](#)**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #3906****Term: Full Year****ESL 1 - 2**

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

[Grade 8 Curriculum Map](#)[Grade 8 English Pacing Calendar](#)[Grade 8 Curriculum](#)

**English as a Second Language (ESL)****DESE CODE #51008****ASPEN CODE #3926****Term: Full Year****ESL 3 - 4:**

Transitional ESL is for grade 8 English Learners with English Development Levels of 3-4 who scored *developing* or *expanding* on the WIDA ACCESS or WIDA Screener assessment which measures English language proficiency. All four domains of second language acquisition: listening, speaking, reading and writing, are emphasized through content-based instruction. Explicit instruction centers on a variety of linguistic complexity and extended oral discourse. Scaffolded technical writing instruction is based on grade-level content area topics combined with a focus on technical and academic vocabulary instruction.

Teachers utilize culturally relevant theme-based literature instruction that include authentic texts, real world application of learning, and direct language instruction in a supportive environment that values the cultural and linguistic capital of students.

[Grade 8 Curriculum](#)[Grade 8 Curriculum Map](#)[Grade 8 English Pacing Calendar](#)**Math****DESE CODE #52038****ASPEN CODE #1800****Term: Full Year**

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

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

[Open Up Resources \(OUR\)](#)[Grade 8 Math Pacing Calendar](#)

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

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

OpenSciEd Science Curriculum will be piloted across the district beginning in 2023-24. This will be year 1 of a 3 year pilot.

[Grade 8 Science Curriculum](#)[Grade 8 Science Pacing Calendar](#)[OpenSciEd Content Guide](#)**Social Studies (Civics and Government)****DESE CODE #54438****ASPEN CODE #2800****Term: Full Year**

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

[iCivics Scope and Sequence](#)[Grade 8 Social Studies Pacing Calendar](#)[DESE's Civics Project Guidebook](#)

**Special Education Intensive Learning Program (ILP) DESE CODE #73038****ASPEN CODE #0800****Term: Full Year**

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

[Grade 8 Curriculum Map](#)[Grade 8 Pacing Calendar](#)[Grade 8 Curriculum](#)[Open Up Resources \(OUR\)](#)[Pacing Guide](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Practical Academics and Community Education (PACE) DESE CODE #73038****ASPEN CODE #0800****Term: Full Year**

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

[Grade 8 Curriculum Map](#)[Grade 8 Pacing Calendar](#)[Grade 8 Curriculum](#)[Open Up Resources \(OUR\)](#)[Pacing Guide](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

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

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

[Grade 8 Curriculum Map](#)[Grade 8 Pacing Calendar](#)[Grade 8 Curriculum](#)[Open Up Resources \(OUR\)](#)[Pacing Guide](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Special Education Specialized Reading****DESE CODE #51068****ASPEN CODE #0800****Term: Full Year**

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

[Wilson Reading System Scope & Sequence](#)**Art****DESE CODE #55188****ASPEN CODE #8800****Term: Full Year**

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

[Grade 8 Art Curriculum](#)[Grade 8 Art Pacing Calendar](#)



Band	DESE CODE #55106
ASPEN CODE #8810	Term: Full Year
<p>Currently offered at Beebe, Ferryway, Forestdale, Salemwood.</p> <p>Grade 8 band students will strengthen their instrumental skills, improvising short melodic and rhythmic ideas that reflect characteristics of different genres. Along with performing with accuracy and expression, they will create stronger rubrics for performances juried by students. Students will explore the cultural connections between music and various contexts while also reflecting on changes to one's personal musical preferences.</p> <p><a href="#">Grades 5-8 Band Curriculum</a> <a href="#">Grades 5-8 Band Pacing Calendar</a></p>	
STEM	DESE CODE #71004
ASPEN CODE #8850	Term: Full Year
<p>As students reach the middle school grades, engaging with the science and engineering practices is critical. Students will make decisions about which content fields they wish to pursue in high school and beyond. All eight science and engineering practices are integrated into the standards for grades 5-8 as students not only design and develop models, but analyze data after testing their models.</p> <p>In grade 7, students will evaluate and compare multiple solutions to a given design problem. They will generate and analyze data from testing and make modifications to optimize the object, tool or process for its intended purpose. They will also use the concept of systems engineering to model inputs, processes, outputs and feedback among components of a transportation, structural or communication system. Grade 6-8 Linden STEAM Academy and pilot teachers from other buildings will be implementing components of OpenSciEd into the curriculum beginning in 2023-24.</p> <p><a href="#">Grades 5-8 STEM Pacing Guide</a> <a href="#">District Created Curriculum</a></p>	
Health	DESE CODE #58051
ASPEN CODE #6800	Term: Full Year
<p>The Middle School Health Education curriculum is designed to provide important information to students on a variety of topics, as well as to help students learn and practice decision-making skills that will help in their positive decision-making processes. Through a skills-based approach, students will learn the health education skills of: Goal Setting, Accessing Valid and Reliable Information, Analyzing Influences, Interpersonal Communication, Decision Making, Advocacy and Self Management. Some examples of the topics covered are, stress management, nutrition and physical activity, decision making, sexuality, substance abuse and prevention, self-esteem, bullying/cyberbullying, and healthy relationships. Due to the many physical and emotional changes that students experience during their middle school years, it is vital that students gain the information and knowledge to take care of themselves and make daily positive decisions.</p> <p><a href="#">5-8 Health Pacing Calendar</a> <a href="#">Curriculum Program Guide</a></p>	



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

Currently offered at Beebe.

Grade 8 students will continue to hone the skills learned in grade 7. Additionally, they will demonstrate how they can be a respectful and responsive audience member through their evaluation of a theatrical presentation. Students will begin to generate contextual ideas for a character beyond what is given in the script (e.g., a character's backstory, attitudes, likes, and dislikes) and explain how these ideas connect to other elements in the play (e.g., setting, plot). Also, students will analyze elements of a work that are indicative of the historical or cultural context in which it was created, describe and demonstrate influences of their personal artistic style and preferences in theater, as well as utilize personal notes to support performing in roles with extensive verbal lines and performance directions.

[Grade 8 Theater Arts Curriculum](#)

[Grade 8 Theater Arts Pacing Calendar](#)

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

Currently offered at Forestdale, Linden, Salemwood.

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

[Grade 8 Music Curriculum](#)

[Grade 8 Music Pacing Calendar](#)

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

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

[5-8 Physical Education Pacing Calendar](#)

[SPARK P.E. Curriculum](#)

**Spanish 1A****DESE CODE #56038****ASPEN CODE #4813****Term: Full Year**

Grade 8 Spanish at the Beebe School is an exploratory course that is guided by the 2021 Massachusetts World Language Curriculum Framework. Students will have the opportunity to practice and work towards proficiency in four communicative skills: interpretive (understanding, interpreting, and analyzing what is heard, read, or viewed), interpersonal (interacting and negotiating in spoken or written conversations), presentational (presenting information, ideas, feelings, etc. to various audiences of listeners, readers, or viewers), and intercultural (interacting appropriately with others in and from another culture). Students will also gain cultural competence and understanding, develop insight into the nature of language and culture to interact with cultural competence, connect with other disciplines, interact with communities, develop and employ social emotional skills, and be empowered to think and act with critical consciousness. Topics may include expressing preferences, pastimes, places in the city, sports, amongst others. This is Novice Mid course.

[K-8 Spanish Modified Stepping Stones Curriculum](#)[Grade 8 Spanish Pacing Calendar](#)[2021 Massachusetts World Language Curriculum Framework](#)[ACTFL Proficiency Guidelines 2012](#)**Spanish 1B****DESE CODE #56038****ASPEN CODE #4811****Term: Full Year**

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

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

[K-8 Spanish Modified Stepping Stones Curriculum](#)[Grade 8 Spanish Pacing Calendar](#)[2021 Massachusetts World Language Curriculum Framework](#)[ACTFL Proficiency Guidelines 2012](#)

**Spanish 2A****DESE CODE #56038****ASPEN CODE #4814****Term: Full Year**

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

[K-8 Spanish Modified Stepping Stones Curriculum](#)[Grade 8 Spanish Pacing Calendar](#)[2021 Massachusetts World Language Curriculum Framework](#)[ACTFL Proficiency Guidelines 2012](#)**STEM****DESE CODE #71003****ASPEN CODE #8820****Term: Full Year**

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

In grade 8, students will use informational text to illustrate that materials maintain their composition under various kinds of physical processing. They will also be able to present information that illustrates how a product can be created using basic processes in manufacturing systems. They will then compare the advantages and disadvantages of human vs. computer control of these processes.

[Grades 5-8 STEM Pacing Guide](#)[STEM District Developed Curriculum](#)



# HIGH SCHOOL PROGRAM OF STUDIES

## Grades 9-12

Post Secondary Transitional Services



# HIGH SCHOOL INTRODUCTION

Dear Students and Families,

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

Malden High School offers a variety of courses within each academic area. Many courses are offered at all levels (CP, H, AP). Each year, in preparation for course selection, this document is reviewed and updated to meet the needs of all students. Please take the time to review this document and have questions ready for your School 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	Caitlin Quinn	781-397-6020
Jenkins House Principal	Jayson Payeur	781-397-6030
Brunelli House Principal	Ewald Charles	781-397-6040
Holland House School Counselor	Kristy Magras	781-397-6083
Boyle House School Counselor	Jessalynne Brideau	781-397-6022
Jenkins House School Counselor	Ann O'Connor	781-397-6032
Brunelli House School Counselor	Taryn Belowsky	781-397-6042
Holland & Boyle Grade 9 Counselor	Alison White	781-397-6073
Early College/Transitions Counselor	Ali Fornash	781-397-6373
Jenkins & Brunelli Grade 9 Counselor	Amy Yu	781-397-6052

## Central Office Staff

Program Manager for Special Education	Elizabeth Smith	781-397-6048
Program Manager for Therapeutic Services	Patrick Quigley	781-397-6044



# MALDEN HIGH SCHOOL

## VISION

### OF A GRADUATE

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

#### COMMUNICATORS WHO...



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

#### COLLABORATORS WHO...



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

#### CRITICAL THINKERS WHO...



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

#### INNOVATIVE LEARNERS WHO...



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

#### EMPOWERED CITIZENS WHO...



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

#### PERSISTENT INDIVIDUALS WHO...



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





## Malden High School Vision Statement

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

## MPS Grade Point Average: Grades 9-12

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

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



# COURSES FOR PROMOTION & GRADUATION

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

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

<sup>1</sup> 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.

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



## College Prep, Honors & Advanced Placement

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

## Academic Advising, Scheduling & Course Changes

Students will receive course recommendations from their current year teachers during the spring of the current school year for the upcoming school year. Recommendations are based on content area scope and sequence and student achievement. Students have the opportunity to meet with the guidance counselor for academic advising and to choose courses and electives. Using the Aspen system, students are able to view what courses have been scheduled for the 2021-2022 school year.

For the 2022-2023 school year the last day to add/drop a course for **both 1<sup>st</sup> and 2<sup>nd</sup> semester** courses is the end of the day on **Friday, September 15, 2023**. There will be an additional two week period where educators can make recommendations based on student performance. After the student's schedule is accepted by the student and his/her parent/guardian and approved by the school:






- A student can request a schedule change to move "up" an academic course level in the same course, at the end of a marking period if space allows and the sending teacher approves. Please note that students can only enter an Advanced Placement course at the start of the school year. *Requests to drop "down" a level will be reviewed on an individual basis by Guidance Counselor, House Principal and Principal. Parents/Caregivers will be informed of course changes.*
- Special Education schedule changes can be made at any time after consultation with the special education liaison and the appropriate guidance counselor.
- A grade 12 student schedule may be adjusted at any time in order to fulfill a graduation requirement.
- All grade 9 students must pass 5 courses to be promoted to grade 10. Two of the 5 credits passed in the grade 9 must be in Math 1 or Math 2 and English 9 or ESL course.
- Students cannot take 2 core courses within the same content area at the same time unless the prerequisite course has been passed. Exceptions can be made in the senior year.
- Any member of the Junior class may petition the principal to become a "Junior Candidate to Graduate." Each case is decided on a case-by-case basis and must be submitted to the Superintendent for approval.
- *Note: Courses without sufficient enrollment may not run in 2023-2024.*

**Schedule Changes Beyond the Add/Drop Period**

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


# CURRICULUM DEPARTMENT GRADES 9-12

Program Name	Description	Grade Levels
 <b>ELA</b>	Grade level ELA classes, Media Arts & Film, Maldonian Yearbook, Blue & Gold Newspaper. Curriculum unique to each course.	Grades 9-12
 <b>Math</b>	Carnegie Learning Malden Math Department Created, DESMOS, Delta Math AP Course- College Board	Grades 9&10 Grades 11-12 Grades 11-12
 <b>Science</b>	Savvas Environmental Science, Savvas Biology, Malden Science Department Developed, Gizmos, iBlocks	MHS Grades 9-12
 <b>History</b>	United States and World History, Foundations of Law, Mock Trial, Gov't, Criminal Justice, Psychology, Sociology, Reflections on Race & Identity. Curriculum unique to each course.	MHS Grades 9-12
 <b>English Learners</b>	National Geographic EDGE	MHS Grades 9-12
 <b>World Languages</b>	Sign Media - Master ASL Carnegie Learning - T'es branché/Vista Higher Learning/Content department developed Vista Higher Learning - Sentieri/Content Dept. Developed Vista Higher Learning - Descubre/Content Dept. Developed	American Sign Language 9-12 French 9-12 Italian 9-12 Spanish 9-12
 <b>Social-Emotional Learning</b>	Project Wayfinder Inc.	MHS / Grades 9-12
 <b>Health</b>	Pearson Health Science	MHS Grades 9-12
 <b>Physical Education</b>	Spark High School Physical Education	MHS GRADES 9-12

 <b>Art/Music/Band /Theater</b>	<b>Content Department Developed</b>	<b>MHS Grades 9-12</b>
 <b>Business</b>	<b>Business Principles &amp; Management</b> <b>Krugman's Economics for AP</b> <b>Codehs.org</b> <b>MIT App Inventor</b>	<b>MHS / Grades 9-12</b>
 <b>Computer Science</b>	<b>AP Computer Science</b> <b>Building Java Programs</b> <b>Blue J - Integrated Development Environment</b>	<b>MHS / Grades 9-12</b>
 <b>Engineering</b>	<b>Microbit, Inventables, Full Spectrum, Tinkercad</b>	<b>MHS / Grades 9-12</b>
 <b>Automotive</b>	<b>Alldata, Mycareertech.com</b>	<b>MHS / Grades 9-12</b>



# ENGLISH LANGUAGE ARTS



## ENGLISH & LANG. ARTS DEPT.

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<b>Overarching Topic:</b> <ul style="list-style-type: none"> <li>The Self/Identity</li> </ul> <ul style="list-style-type: none"> <li>ELA 9 CP</li> <li>ELA 9 Honors</li> </ul>	<b>Overarching Topic:</b> <ul style="list-style-type: none"> <li>Identity/ Protest</li> </ul> <ul style="list-style-type: none"> <li>ELA 10 CP</li> <li>ELA 10 Honors</li> <li>AP Seminar</li> </ul>	<b>Topic Courses (CP or Honors)</b> <ul style="list-style-type: none"> <li>Future</li> <li>Hip-Hop Literature</li> <li>Monsters</li> <li>Mystery of the Mystery</li> <li>Sports in Society</li> <li>Women's Literature</li> </ul> <ul style="list-style-type: none"> <li>AP Seminar</li> <li>AP Literature</li> </ul>	<ul style="list-style-type: none"> <li>ELA 12: College/Career Writing &amp; Non-fiction</li> <li>AP Language &amp; Composition</li> </ul> <b>Electives (9-12)</b> <ul style="list-style-type: none"> <li>Blue &amp; Gold: Journalism</li> <li>Play Production</li> <li>Intro to Media</li> <li>Advanced Media</li> <li>Maldonian</li> </ul>

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

## Graduation Requirement:

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



## Grade 9 English

<b>English 9</b>	<b>DESE CODE #51031 ASPEN CODE #00123</b>
<b>Level: College Prep</b>	<b>Credit: 1.0 (Full-year)</b>
<p>This course provides a comprehensive study of the major genres of literature: short story, novel, poetry, drama, biography, and essay. It is designed to provide students with a range of reading, writing, listening, viewing, inquiry, presentation, and discussion strategies that will enhance their ability to engage in critical interpretation, analysis, and evaluation of different texts. Students will also read two or more additional full length texts, some selected by the teacher and others by the students themselves, as well as non-fiction, short stories and poetry.</p> <p>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.</p> <p><a href="#">Grade 9 ELA Scope and Sequence</a> <a href="#">Grade 9 ELA Pacing Calendar</a></p>	

<b>English 9</b>	<b>DESE CODE #51031 ASPEN CODE #00112</b>
<b>Level: Honors</b>	<b>Credit: 1.0 (Full-year)</b>
<p><b><i>Teacher recommendation/Grade 8 Honors English</i></b></p> <p>This course covers all of the areas listed above, with additional texts. Students are expected to read a variety of challenging texts independently and come to class prepared for whole-class and small-group discussions that demonstrate a deep understanding of literary elements and the author's purpose. Students will be introduced to rhetorical analysis and reflective writing. Students will also read at least three additional texts beyond the core selections. The course will provide opportunities for deeper analysis of texts.</p> <p><a href="#">Grade 9 ELA Scope and Sequence</a> <a href="#">Grade 9 ELA Pacing Calendar</a></p>	

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

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

[Grade 10 ELA Scope and Sequence](#)[Grade 10 ELA Pacing Calendar](#)**Grade 10 English****English 10****DESE CODE #51031  
ASPEN CODE #00212****Level:** Honors**Credit:** 1.0 (Full-year)***Successful completion of English 9 and teacher recommendation***

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

[Grade 10 ELA Scope and Sequence](#)[Grade 10 ELA Pacing Calendar](#)**AP Seminar****DESE CODE #51031  
ASPEN CODE #00491****Level:** Advanced Placement**Credit:** 1.0 (Full-year)***Completion of Grade Nine or Grade Ten and teacher recommendation or permission of instructor. Grade 10 and 11 students may take this course for English credit.***

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

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

from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments (College Board). This course is part of a two-year course requirement associated with AP Capstone. AP Seminar can be taken as a core English credit in Grade 10 or 11. Students enrolled in this course are required to take the AP exam in May.

[AP Seminar College Board Curriculum](#)

## Grade 11 English

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

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

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

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

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

Students will select courses based on their interests.



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

**The Future****DESE CODE #51099****ASPEN CODE #000362 / #00363****Level: Honors/College Prep****Credit: 1.0*****Successful completion of grade 10 ELA***

Big Brother is watching you! Imagine a world in which privacy is gone, babies are produced in bottles on factory assembly lines, and your future is predetermined by the government, even before you are born. In this course, students will explore these and other visions of the future in literature. We will consider issues such as the use of propaganda and language to manipulate citizens, the pros and cons of technology in the modern world, and the essential question: “What makes us human?” Students will connect the imagined worlds of dystopian literature to the realities of life in the twenty-first century, ultimately discovering what our visions of the future – both positive and negative – can teach us about the present. In addition to reading core class texts, students will read additional works in book clubs, and will examine supplementary texts from a variety of genres, including elements from current events, pop culture, and film.

[Grade 11 ELA Scope and Sequence](#)[Grade 11 ELA: Future Pacing Calendar](#)**Hip-Hop Literature****DESE CODE #51099****ASPEN CODE #000372 / #00373****Level: Honors/College Prep****Credit: 1.0*****Successful completion of grade 10 ELA***

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

[Grade 11 ELA Scope and Sequence](#)[Grade 11 ELA: Hip-Hop Literature Scope and Sequence](#)

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

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

[Grade 11 ELA Scope and Sequence](#)  
[Grade 11 ELA: Monsters Pacing Calendar](#)

**Mystery****DESE CODE #51099**  
**ASPEN CODE #00342 / #00343****Level:** Honors/College Prep**Credit:** 1.0***Successful completion of grade 10 ELA***

For hundreds of years, people have asked the question "Who dun it?" and looked forward to the answer. From Sherlock Holmes to Scooby Doo to Law and Order, the mystery is one of the most popular of genres; its history stretches from ancient Greece to the present day. In this course, we will examine the mystery in all its forms and why the genre has such enduring appeal. The course focuses on several subsets of the genre: the detective story, as pioneered by Sir Arthur Conan Doyle and Edgar Allan Poe; the Golden Age mysteries of Agatha Christie, and the hard-boiled mysteries and police procedurals that have become so prevalent in film and television. The course will include several core class texts (e.g. novels, short stories, poems), as well as several student selected texts. Additionally, students will study film and television mystery, as well as essays on the genre. Writing assignments will include analysis of texts as well as the student's own original mystery stories.

[Grade 11 ELA Scope and Sequence](#)  
[Grade 11 ELA: Mystery Pacing Calendar](#)



**Sports in Society****DESE CODE #51099**  
**ASPEN CODE #00352 / #00353****Level: Honors/College Prep****Credit: 1.0*****Successful completion of grade 10 ELA***

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.

[Grade 11 ELA Scope and Sequence](#)[Grade 11 ELA: Sports in Society Pacing Calendar](#)**Women's Literature****DESE CODE #51053**  
**ASPEN CODE #00382 / #00383****Level: Honors/College Prep****Credit: 1.0*****Successful completion of grade 10 ELA***

This course will allow students to read literature written by women and generally about women as a medium in which to explore their gendered identities and perspectives through historical time periods/movements, societies, and different cultures. Students will read varied texts and view films to reach an understanding of the way in which women perceive themselves and the world, and how they are perceived by others, noting how those perceptions develop and/or are challenged by the authors and female protagonists themselves. Throughout the course, students will continue to practice their skills associated with critical reading, analysis, argument/synthesis writing, and research. Additionally, by the end of the course, students should be able to discuss commonalities (patterns, symbols, themes) noted across the various literary representations and as associated with particular authors.

[Grade 11 ELA Scope and Sequence](#)[Grade 11 ELA: Women's Literature Pacing Calendar](#)

**AP English Literature & Composition****DESE CODE #51103**  
**ASPEN CODE #00401****Level:** Advanced Placement**Credit:** 1.0 (Full-Year)***Successful completion of grade 10 or AP Seminar, teacher recommendation or permission of instructor.***

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

[AP English Literature & Composition College Board Curriculum](#)**AP Seminar****DESE CODE #51103**  
**ASPEN CODE #00491****Level:** Advanced Placement**Credit:** 1.0 (Full-Year)***Completion of grade 9 or grade 10 and teacher recommendation or permission of instructor. Grade 10 and 11 students may take this course for English credit.***

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

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

[AP Seminar College Board Curriculum](#)

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

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

[Grade 11/12 ELA Scope and Sequence and Pacing Guide](#)

## Grade 12 English

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

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

[Grade 12 ELA Scope and Sequence](#)  
[Grade 12 ELA Pacing Calendar](#)

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

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

[AP English Language and Composition College Board Curriculum](#)**English 11/12****DESE CODE #51031**  
**ASPEN CODE #00523****Level:** College Prep**Credit:** 1.0/Semester (Full Year)***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 the course is to meet students' needs in a meaningful way and still complete the requirements of the course. Because of this goal, students will be expected to take an active role in helping to design the course; students are expected to take responsibility in the success of their own education and make sure that the teachers understand how best to help achieve their goals. Effort, active participation, and daily attendance are needed to make sure that this course is helpful and meaningful in achieving future goals. Most people spend their working lives collaborating with others and working in teams, and their livelihoods may depend on the success of these groups. So, working with peers in a productive and respectful way is also critical to the success of everyone in the class. Students must be willing to participate in group activities. The overarching questions that are explored in the class are as follows: What is the process of understanding, in literature and in life? How do the stories we tell shape our view of our place in the world? How do we come to understand who we are in relation to people, time, and geography? How do we integrate the thinking of others into our own? How does my story transform yours?

[Curriculum and Pacing: Teacher Created](#)



## English Language Arts Electives

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

<b>Maldonian</b>	<b>DESE CODE #51099 ASPEN CODE #00913</b>
<b>Level: College Prep</b>	<b>Credit: 1.0 (Full-Year)</b>
<b><i>Successful completion of Grade 9 English and teacher recommendation</i></b>	
<p>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.</p> <p><a href="#">Maldonian Scope and Sequence</a> <a href="#">Maldonian Pacing Calendar</a></p>	

<b>Journalism: The Blue and Gold</b>	<b>DESE CODE #51104 ASPEN CODE #00922</b>
<b>Level: Honors</b>	<b>Credit: 1.0 (Full-Year)</b>
<b><i>Advisor approval. Open to grades 9-12 students. Incoming grade 9 students are welcome to apply with the guidance department or English teacher recommendation.</i></b>	
<p>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 &amp; 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.</p> <p><a href="#">Journalism: The Blue and Gold Scope and Sequence</a> <a href="#">Journalism: The Blue and Gold Pacing Guide</a></p>	

**Journalism: The Blue and Gold: Art, Design, and Leadership Team****DESE CODE #51104  
ASPEN CODE #00882****Level: Honors****Credit: 1.0 (Full-Year)*****Advisor approval. Only open to returning 10th, 11th and grade 12 leadership and design students.***

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

[Journalism: The Blue and Gold : Art, Design, and Leadership Team Scope and Sequence](#)  
[Journalism: The Blue and Gold: Art, Design, and Leadership Team Pacing Guide](#)

**Introduction to Media Production****DESE CODE #55168  
ASPEN CODE #00863****Level: College Prep****Credit: 1.0 (Full-Year)**

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

[Introduction to Media Production Scope and Sequence](#)  
[Introduction to Media Production Pacing Calendar](#)

**Advanced Media Production****DESE CODE #55168  
ASPEN CODE #00852****Level: Honors****Credit: 1.0 (Full-Year)*****Introduction to Media Production or permission of instructor. Open to grades 10-12.***

This course is a continuation of Introduction to Media Production. Students will work on more complex projects and will do independent study along with recording and editing a variety of school activities. Students will apply knowledge of film and media production skills to write, edit, and produce a final project. With the permission of the instructor, students may continue taking this course for credit in their senior year for continuation of study in the production field.

[Advanced Media Production Scope and Sequence](#)  
[Advanced Media Production Pacing Calendar](#)



**Introduction to Theater Production****DESE CODE #55051  
ASPEN CODE #01999****Level: College Prep****Credit: 1.0 (Full-Year)**

In this class, students will learn about theater through units that can open their eyes to the world of theater, where it comes from, and how we create it. We will explore units such as Theater History and Dramaturgy, Improv, Playwriting, Design, and Intro to Production. Students will have the opportunity to research as well as create using reference points from each unit. This is an introductory course and meant to be useful for anyone interested in exploring and coming to appreciate a new art form.

If students would like to participate in performing in an ensemble, they will have the opportunity to work with Play Production during their shows. Intro to Theater, Play Production and Tech Theater can all qualify as fulfillment of the "Arts" credit for the MassCore diploma required of all students in the Class of 2026 and beyond.

[Introduction to Theater Production Scope and Sequence](#)  
[Introduction to Theater Production Pacing Calendar](#)

**Play Production****DESE CODE #55051  
ASPEN CODE #01999****Level: Honors****Credit: 1.0 (Full-Year)**

***Successful completion of grade 9. Incoming grade 10 students.***

In this advanced theater class, students will participate in all aspects of a dramatic production from acting to designing to writing to directing. Students will create performances based on learned acting methods, movement, and direction. Students will also study improvisation to create original characters and scripts. Students will design and create all costumes and properties necessary for production. Although not all students will be required to act, all students should be prepared to go on stage before an audience.

The work of the class culminates in after-school-hours performances for the wider Malden community and participation in state and local festivals. Overall, the class will conduct three major productions a year as well as possible showcases of ancillary work. The productions will consistently reflect a diversity of genres, styles, and eras to provide a multitude of opportunities, for example, dance, Shakespeare, avant-garde, and multicultural theater. The class requires an extensive after-school commitment. This course can be repeated for credit. Intro to Theater, Play Production and Tech Theater can all qualify as fulfillment of the "Arts" credit for the MassCore diploma required of all students in the Class of 2026 and beyond

[Play Production Scope and Sequence](#)  
[Play Production Pacing Calendar](#)

**Technical Theater and Stagecraft****DESE CODE #55051  
ASPEN CODE #01999****Level: Honors****Credit: 1.0 (Full-Year)*****Successful completion of grade 9. Incoming grade 10 students.***

Students will experience and participate in all areas of technical theater from Stage Management, Properties, Lighting/Sound Design, Set Design/Construction and Directing. Students will study the history of theatrical design and techniques used by professionals as a basic foundation for creation of individual projects and for the support of dramatic productions. The work of the class culminates in after-school-hours performances for the wider Malden community and participation in statewide and local festivals.

Overall, the class will be responsible to assist in the design for three major productions a year. The class requires an extensive after-school commitment. This course can be repeated for credit. Students must complete a contract that outlines after school commitments to take this course.

Intro to Theater, Play Production and Tech Theater can all qualify as fulfillment of the "Arts" credit for the MassCore diploma required of all students in the Class of 2026 and beyond

[Technical Theater and Stagecraft Scope and Sequence](#)



## AP Capstone Program

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

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

### AP Seminar

DESE CODE #51053  
ASPEN CODE #00491

**Level:** Advanced Placement

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

***Successful completion of grade 9 or grade 10 and teacher recommendation or permission of instructor. Grade 10 and 11 students may take this course for English credit.***

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

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

[AP Seminar College Board Curriculum](#)

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

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

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

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

[AP Research College Board Curriculum](#)



# ENGLISH LEARNERS



## DEPT. OF ENGLISH LEARNERS

### GRADE 09

- ESL 1
- ESL 2
- ESL 3
- ESL 4
- US History I
- Math/Math 1
- Environmental Science
- Introduction to Physics

### GRADE 10

- ESL 1
- ESL 2
- ESL 3
- ESL 4
- US History II
- Math 2
- Biology
- Introduction to Physics

### GRADE 11

- ESL 1
- ESL 2
- ESL 3
- ESL 4
- History
- Math
- Science

### GRADE 12

- ESL 1
- ESL 2
- ESL 3
- ESL 4
- History
- Math
- Science

## Department of English Learners

ESL1	ESL 2	ESL 3	ESL 4
ESL 1 A ESL 1 B US History Math 1 Environmental Science Health/Phys Ed	ESL 2 A ESL 2 B US History II Math 2 Biology Electives	ESL 3 Grade Level ELA Math Science Humanities Electives	ESL 4 Grade Level ELA Math Science Humanities Electives

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

ESL courses are aligned to the WIDA Standards Frameworks. Students are placed into ESL courses based on their English language development level based on their ACCESS score or results from the WIDA screener upon registration. ELs typically achieve proficiency in four to seven years. The MA DESE Office of ELE Education has determined six years to be a reasonable period for an EL to attain English proficiency. English Learner's academic



progress is monitored using a variety of standards-based assessments in addition to EL Progress reports. ELs who are not making progress will be assigned an individual Student Success Plan.

ELs participate in MA DESE statewide ACCESS testing once a year. A Language Acquisition Team (LAT) meets quarterly to review and monitor EL student progress. At the end of the school year, the LAT Team reviews EL student's ACCESS scores, ESL benchmark tests, and other relevant student work samples to determine English Language Proficiency and Placement for the following year. ELs who obtain an overall ACCESS score of 4.2 can exit the EL Program and continue to be monitored for {4} consecutive years. ELs who are not making progress will be assigned an individual success plan.

**ESL 1A****DESE CODE #01008****ASPEN CODE #20623 Fall / #20823 Spring****Level: College Prep****Credit: 0.5 (Semester)**

This course is designed for students at the entering level of English language proficiency. All four 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.

[ESL 1A and 1B Scope & Sequence](#)**ESL 1B****DESE CODE #01008****ASPEN CODE #20723 Fall / #20923 Spring****Level: College Prep****Credit: 0.5 (Semester)**

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

[ESL 1A & 1B Scope and Sequence](#)**ESL 2A****DESE CODE #01008****ASPEN CODE #20293 Fall / #21293 Spring****Level: College Prep****Credit: 0.5 (Semester)**

This course is designed for students at the developing level of English language proficiency. All four areas of second language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. This course focuses on the explicit teaching of reading and listening strategies appropriate for students at the developing level of English language proficiency. The course utilizes theme-based literature instruction and includes authentic texts.

[ESL 2A & 2B Scope and Sequence](#)



**ESL 2B****DESE CODE #01008**  
**ASPEN CODE #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. The course explicitly teaches writing across content areas.

[ESL 2A and 2B Scope & Sequence](#)**ESL 3****DESE CODE #01008**  
**ASPEN CODE #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, and speaking are emphasized through content-based instruction. This course focuses on the explicit teaching of reading in the content area class strategies appropriate for students at the expanding level of English language proficiency. The course utilizes theme-based literature instruction and includes authentic texts. Focus is given to vocabulary development while facilitating reading fluency and comprehension. **These courses are standard-based aligned with the general education curriculum.**

[ESL 3 Scope and Sequence](#)**ESL 4****DESE CODE #01008**  
**ASPEN CODE #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. **These courses are standard-based aligned with the general education curriculum.**

[ESL 4 Scope and Sequence](#)

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

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

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

[Math 1 Pacing Calendar](#)  
[Carnegie Learn Curriculum](#)

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

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

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

[Math 1 Pacing Calendar](#)  
[Carnegie Learning Curriculum](#)

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

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

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

[Math 2 Pacing Calendar](#)  
[Carnegie Learning Curriculum](#)

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

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

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

[US History I Curriculum](#)  
[US History I Pacing Calendar](#)

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

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

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

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

[US History II Curriculum](#)[US History II Pacing Calendar](#)**Biology****DESE CODE #03051  
ASPEN CODE #23104****Level: College Prep****Credit: 1.0 (Full Year)**

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

All four domains of language acquisition, listening, speaking, reading and writing, are emphasized through content-based instruction. Standard-based course.

[Biology Pacing Calendar](#)[Curriculum Map](#)[Biology Curriculum](#)

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

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


[Environmental Science Pacing Calendar](#)  
[Environmental Science Curriculum](#)

**Introductory Physics for ELs****DESE CODE #03101**  
**ASPEN CODE #23613****Level:** College Prep**Credit:** 1.0 (Full Year)

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. In this course, students will explore and investigate the science and engineering concepts of the Next Generation Science Standards (2016) in the areas of physical science, waves and energy. 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.

Introductory Physics Pacing Calendar  
[Introductory Physics Curriculum](#)

# MATHEMATICS



## MATHEMATICS DEPARTMENT

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>Particular Topics of Foundation Math</li> <li>Math 1 CP/ Honors</li> <li>Math 2 CP</li> <li>Math 2 Honors</li> </ul>	<ul style="list-style-type: none"> <li>Particular Topics in Foundational Math</li> <li>Math 2 CP</li> <li>Math 2 Honors</li> <li>Math 3 CP Quantitative</li> <li>Math 3 CP Abstract</li> <li>Math 3 Honors</li> </ul>	<ul style="list-style-type: none"> <li>Particular Topics in Foundational Math</li> <li>Math 3 CP Quantitative</li> <li>Math 3 CP Abstract</li> <li>Math 3 Honors</li> <li>Trigonometry &amp; Precalculus Honors</li> <li>AP Calculus AB</li> <li>AP Statistics</li> </ul>	<ul style="list-style-type: none"> <li>Particular Topics in Foundational Math</li> <li>Advanced Quantitative Reasoning CP</li> <li>Advanced Quantitative Reasoning Honors</li> <li>Statistics CP</li> <li>Statistics Honors</li> <li>Intro to Trigonometry &amp; Precalculus CP</li> <li>Trigonometry &amp; Precalculus Honors</li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>AP Statistics</li> </ul>

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

### Graduation Requirement:

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



**Particular Topics in Foundation Math****DESE CODE #02003  
ASPEN CODE #21104****Level:** College Prep**Credit:** 0.5 (Semester)

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

[Math 1 Pacing Calendar](#)  
[Carnegie Learning Curriculum](#)

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

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

[Math 1 CP/H Pacing Calendar](#)  
[Carnegie Learning Curriculum](#)

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

***Successful completion of Math 1 or equivalent course and/or grade 8 Math teacher recommendation.***

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

[Math 2 CP Pacing Calendar](#)  
[Carnegie Learning Curriculum](#)

**Math 2 Honors****DESE CODE #02061  
ASPEN CODE #01282****Level: Honors****Credit: 1.0 (Full-Year)*****Successful completion of Math 1 or equivalent course, and/or grade 8 Math teacher recommendation.***

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

[Math 2 Honors Pacing Calendar](#)  
[Carnegie Learning Curriculum](#)

**Math 3 CP: Quantitative Reasoning and Data Analysis****DESE CODE #02111  
ASPEN CODE #01323****Level: College Prep****Credit: 1.0 (Full-Year)*****Successful completion of Math 2 or equivalent course.***

In this college preparatory course, students will deepen their knowledge of functions, graphs, and equations while incorporating analysis of real world data. Topics include graphing and analyzing polynomial functions, identifying the roots of polynomials, writing and analyzing square and cube root functions, and writing and analyzing exponential functions. Students will analyze graphs of real world data and model these data using functions. This course will focus on preparing students for taking statistics, rather than calculus, in the future. Students will demonstrate mastery of their ability to model with mathematics and reason quantitatively.

[Math 3 CP Pacing Calendar](#)  
[Carnegie Learning Curriculum](#)

**Math 3 CP: Abstract Reasoning and Trigonometry****DESE CODE #02105  
ASPEN CODE #01333****Level: College Prep****Credit: 1.0 (Full-Year)*****Successful completion of Math 2 or equivalent course***

In this college preparatory course, students will deepen their knowledge of functions, graphs, and equations. Topics include graphing and analyzing polynomial functions, identifying the roots of polynomials, writing and analyzing square and cube-root functions, and writing and analyzing exponential and log functions. In addition, students will study topics of trigonometry and statistics. Students will demonstrate mastery of their ability to strategize and solve problems requiring abstract reasoning.

[Math 3 CP Abstract Calendar](#)  
[Carnegie Learning Curriculum](#)

**Math 3 Honors: Integrated Math & Trigonometry****DESE CODE #02061  
ASPEN CODE #01382****Level: Honors****Credit: 1.0 (Full-Year)*****Successful completion of Math 2 Honors or equivalent course***

In this advanced level course, students will deepen their knowledge on functions, graphs, and equations. Topics include graphing and analyzing 9 families of functions. In addition, students will briefly be introduced to the unit circle, trigonometry, fitting data to the normal model, and analyzing data using technology. Students will build their mathematical practice and habits of mind, including constructing viable arguments, critiquing the reasoning of others, making sense of problems, and persevering in solving them. Throughout the course, students will have opportunities to tackle challenging tasks focused on sense making, construct knowledge through collaboration and discourse with their peers, and develop awareness of themselves as growing mathematicians.

[Math 3 Honors Pacing Calendar](#)  
[Carnegie Learning Curriculum](#)

**Introduction to Trigonometry & Pre-Calculus****DESE CODE #02999  
ASPEN CODE #01083****Level: College Prep****Credit: 1.0 (Full-Year)*****Successful completion of Math 3 or equivalent course or approval of principal/director***

This course is designed for students who are strong in mathematics and plan to choose a college major requiring math courses. The course continues the study of algebra at an advanced level, including the introduction of trigonometric functions. This course focuses on the 8 Standards for Mathematical Practice and is intended to challenge students with problem solving. Students will be asked to problem-solve in small groups and individually, think abstractly, connect larger ideas, find patterns, and bring their understanding and skills to new authentic problems and real world scenarios. Revision of student work is a required element of the course.

[Intro to Trigonometry and Pre-Calculus Curriculum](#)  
[Intro to Trigonometry and Pre-Calculus Pacing Calendar](#)

**Trigonometry & Pre-Calculus****DESE CODE #02999  
ASPEN CODE #01032****Level: Honors****Credit: 1.0 (Full-Year)*****Successful completion of Math 3 Honors***

The content of this course is a comprehensive presentation of trigonometry for the first semester and a complete coverage of analytic geometry and elementary concepts from calculus such as limits and derivatives in the second semester. The use of a graphing calculator is an integral part of the course. Students 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.

[Malden District Trig & Pre-Calc Curriculum](#)  
[Trigonometry and Pre-Calculus Pacing Calendar](#)

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

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

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

[Calc AB AP Curriculum](#)[AP College Board Pacing Guide](#)

AP Calculus Pacing Calendar

**AP Calculus, BC****DESE CODE #02125  
ASPEN CODE #01471****Level:** Advanced Placement**Credit:** 1.0 (Full-Year)***Successful completion of Trigonometry & Pre-Calculus Honors***

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

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

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

[Calc BC AP Curriculum](#)[Pacing Guide](#) AP College Board Pacing Calendar

**Advanced Quantitative Reasoning (AQR)****DESE CODE #02148  
ASPEN CODE #01043****Level:** College Prep**Credit:** 1.0 (Full-Year)***Successful completion of Math 3 CP***

This course is designed for students to continue their algebra and mathematical foundations. All students will be actively engaged in investigation and problem solving and reasoning, while connecting mathematical concepts and communicating with the proper mathematical vocabulary. The course will present some mathematical topics that are not discussed in other math classes but that have real world applications. These topics include probability, cryptography, statistics, linear programming and financial planning. Problem solving and modeling real world situations are key themes throughout the year.

This course is dedicated to students communicating their understanding, strategies and conclusions verbally and in writing.

[AQR Pacing Calendar](#)

AQR CP District Developed Curriculum

**Advanced Quantitative Reasoning (AQR)****DESE CODE #02148  
ASPEN CODE #01042****Level:** Honors**Credit:** 1.0 (Full-Year)***Successful completion of Math 3 or equivalent course***

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.

[AQR Pacing Calendar](#)

AQR Honors District Developed Curriculum

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

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

[Stats CP/H Pacing Calendar](#)[District Developed Statistics Curriculum Guide](#)**AP Statistics****DESE CODE #02203**  
**ASPEN CODE #01481****Level:** Advanced Placement**Credit:** 1.0 (Full-Year)***Successful completion of Math II***

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

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

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

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

[College Board AP Statistics curriculum](#)[AP Statistics Pacing Guide](#)



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

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

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

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

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

[AP Research Pacing Calendar](#)  
[College Board AP Research Curriculum](#)

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

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

[Math 1 Pacing Calendar](#)  
[Carnegie Learn Curriculum](#)

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

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

[Math 1 CP Pacing Calendar](#)  
[Carnegie Math 1 Learning Curriculum](#)

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

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

[Math 2 CP Pacing Calendar](#)  
[Carnegie Learning Curriculum](#)

# HISTORY



## HISTORY DEPARTMENT

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>US I</li> </ul> <p><b>Semester Courses:</b></p> <ul style="list-style-type: none"> <li>Foundation of Law</li> </ul>	<ul style="list-style-type: none"> <li>US II</li> <li>AP US History</li> <li>Mock Trial</li> </ul> <p><b>Semester Courses:</b></p> <ul style="list-style-type: none"> <li>Foundation of Law</li> </ul>	<ul style="list-style-type: none"> <li>Modern World History</li> <li>AP Modern World History</li> <li>AP Government</li> <li>Mock Trial</li> <li>Psychology</li> </ul> <p><b>Semester Courses:</b></p> <ul style="list-style-type: none"> <li>American Law</li> <li>Criminal Justice</li> </ul>	<p><b>AP &amp; Elective Courses:</b></p> <ul style="list-style-type: none"> <li>AP Government</li> <li>AP Psychology</li> <li>Mock Trial</li> <li>Psychology</li> </ul> <p><b>Semester Courses:</b></p> <ul style="list-style-type: none"> <li>American Law</li> <li>Criminal Justice</li> <li>Critical Reflections</li> <li>Sociology</li> </ul>

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

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

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

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

## Graduation Requirement:

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



## Legal Studies Strand

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

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

### Grade 9

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

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



## Grade 10

### US History II

DESE CODE #04101  
ASPEN CODE #02223

**Level:** College Prep

**Credit:** 1.0 (Full Year)

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

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

[US History II Curriculum](#)

[US History II Pacing Calendar](#)

### US History II

DESE CODE #04101  
ASPEN CODE #02222

**Level:** Honors

**Credit:** 1.0 (Full Year)

**Successful completion of US I Honors or teacher recommendation.**

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

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

[US History II Curriculum](#)

[US History II Pacing Calendar](#)

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

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

[US History I Curriculum](#)[US History I Pacing Calendar](#)**US History II (EL)****DESE CODE #04101  
ASPEN CODE #22803****Level: College Prep****Credit: 1.0 (Full Year)**

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

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

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

[US History II Curriculum](#)[US History II Pacing Calendar](#)



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

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

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

[AP US History Program Overview](#)

## Grade 11

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

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

[Modern World History Curriculum](#)  
[Modern World History Pacing Calendar](#)

**Modern World History****DESE CODE #04053**  
**ASPEN CODE #02302****Level: Honors****Credit: 1.0 (Full Year)*****Successful completion of US II Honors or teacher recommendation.***

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

[Modern World History Curriculum](#)  
[Modern World History Pacing Calendar](#)

**AP Modern World History****DESE CODE #04057**  
**ASPEN CODE #02421****Level: Advanced Placement****Credit: 1.0 (Full Year)*****Successful completion of AP US History or teacher recommendation.***

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

[AP World History Program Overview](#)



## History & Social Studies Electives

### Foundations of Law

DESE CODE #04162  
ASPEN CODE #02912

Level: Honors

Credit: 0.5 (Semester)

This honors level semester course helps students develop in-depth knowledge of how and why laws are formed as well as the relationships between laws, law enforcement and social justice. The course will use inquiry and project based approaches to foster critical thinking and literacy skills. Unit topics include criminal law, civil law, equality under the law, human rights, crime scene investigation and careers in law and justice. Integrated into the curriculum are performance-based assessments, including mock trials, policy debates, and a crime scene investigation. The main goal of the course is to equip students with a foundational understanding of the legal and criminal justice systems and to empower students to actively participate in a democracy.

[Foundations of Law Curriculum](#)

## Grades 10, 11 & 12

### Mock Trial

DESE CODE #04166  
ASPEN CODE #02972

Level: Honors

Credit: 1.0 (Full Year)

***Successful completion of an application as well as current social studies teacher and advisor approval.***

This course will prepare students to participate in the statewide mock trial competition conducted annually by the Massachusetts Bar Association. Students will explore various topics relating to the functions of the court system of Massachusetts. These topics will include Massachusetts court system structure, jurisdiction, and the difference between criminal and civil law. In preparation for the competition, the students will use critical thinking skills to analyze physical evidence and witness affidavits. They will work together as a class to construct sound legal arguments supporting and attacking both sides of the given case. The students will write opening and closing statements, as well direct and cross examination questions. Students will be selected to participate in the competition as either witnesses or attorneys. Through the preparation and trials students will become familiar with trial procedure, rules of evidence and courtroom decorum.

Students who enroll in the course should have an interest in the criminal justice system and a desire to use public speaking skills. *Preference given to Juniors, Seniors and returning members. This class is limited to 25 students.*

[Massachusetts Bar Association Mock Trial](#)



## Grades 11 & 12

### AP United States Government and Politics

DESE CODE #04157  
ASPEN CODE #02431

**Level:** Advanced Placement

**Credit:** 1.0 (Full Year)

*Successful completion of US II and teacher recommendation.*

The Advanced Placement United States Government and Politics course is part of a national program that allows students to earn the opportunity for college credit upon successful completion of the class by receiving a grade of 3, 4, or 5 on the College Board exam in May of each school year. This course will allow students to gain a deeper understanding of the government and politics of the United States. Students will examine various general concepts and specific examples in order to analyze and synthesize the functions and outcomes of government and politics in the United States. Students will use critical thinking skills to evaluate a variety of theoretical perspectives, as well as political behaviors and their outcomes. Students will learn important facts, concepts, and theories pertaining to the US government and understand typical patterns of political processes and behavior and their consequences. Topics covered in this course include: constitutional underpinnings of United States Government, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, civil rights and civil liberties. An emphasis will be placed on critical thinking skills, essay writing, primary source analysis, debating skills, presentations, and other activities. Students should bring to the course a basic understanding of the various vocabulary, institutions, and ideological beliefs involved with and relating to US government and politics. This class is a rigorous and demanding course, requiring students to have a strong work ethic, to read at a rigorous pace, and to complete a variety of writing assignments. Students are expected to demonstrate strong writing and analytical skills and independent work habits. Students in AP Government and Politics should expect to independently manage and pace assignments related to learning content outside of class meetings. Class meeting time is primarily devoted to conversation, collaboration, processing work and skill development. Students enrolled in this course are required to take the AP exam in May.

[AP US Government and Politics Program Overview](#)

### American Law and Justice: Semester 1

DESE CODE #04165  
ASPEN CODE #02962

**Level:** Honors

**Credit:** 0.5 (Semester)

*Successful completion of history requirements for graduation.*

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

[American Law Curriculum](#)

**Examining Criminal Justice: Semester 2****DESE CODE #04161  
ASPEN CODE #02952****Level: Honors****Credit: 0.5 (Semester)*****Successful completion of history requirements for graduation.***

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

[Criminal Justice Curriculum](#)**Facing History and Ourselves****DESE CODE #04999  
ASPEN CODE #02332****Level: Honors****Credit: 0.5 (Semester)**

Facing History traces the history of discrimination, prejudice, and their escalation into violence and genocide worldwide in the twentieth century. The course examines global history of the past 100+ years by focusing on how people have marginalized and ultimately sought to separate themselves in extreme ways from one another. It considers the role of perpetrators, victims, bystanders, as well as rescuers and resisters as it looks at the role that individuals play in history. Genocide in Europe, Asia, Africa, and elsewhere is examined in depth in this course, as are other many examples of ethnic cleansing, religious and racial hatreds, and violations of human rights.

Of particular interest are recent genocides in Nazi-occupied Europe, Rwanda, Bosnia, and Darfur as well as atrocities in Asia during World War II. The course is taught from an interdisciplinary perspective with a heavy reliance on primary source materials, literature, and art, and makes considerable use of the latest in educational technology, with much of the work required for the course produced online. Current events are emphasized, as the issues raised are ongoing. The course seeks to equip students to become critically minded citizens with the ability to think through the big moral and political choices that they will confront as citizens in modern society.

[Facing History and Ourselves Curriculum](#)

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

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

In year 1 of the Grow Your Own Teacher Development Program, students will be introduced to the profession of teaching and given the opportunity to learn about and understand the fundamentals of student development and receive practical training in instructional techniques. Students will explore strategies for reaching all students and how to support them as they work to achieve a goal that is appropriate to them. Students will understand that public schooling is a social good that is dynamic and is responsive to the nation's changing political and economic contexts. Finally, teaching practices can be consciously developed to support a socially just pedagogy.

[MHS Grow Your Own Teacher Development Program Scope and Sequence](#)

[MHS Grow Your Own Teacher Development Program - Year 1 Pacing Guide](#)

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

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

[Psychology TOPPS Curriculum](#)





## Grade 12

### AP Psychology

DESE CODE #04254  
ASPEN CODE #02441

**Level:** Advanced Placement

**Credit:** 1.0 (Full Year)

**Successful completion of history requirements for graduation and teacher recommendation.**

The Advanced Placement Psychology course is part of a national program that allows students to earn the opportunity for college credit upon successful completion of the class by receiving a grade of 3, 4, or 5 on the College Board exam in May of each school year. The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Areas covered include: history of psychology; research methods; biological bases of behavior; sensation and perception; cognitive psychology; physical, social and emotional development; abnormal behavior and therapies; social psychology; and gender differences.

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

[AP Psychology Program Overview](#)

### Reflections on Race and Identity, Semester 1

DESE CODE #04106  
ASPEN CODE #02982

**Level:** Honors

**Credit:** 0.5 (Semester)

**Successful completion of history requirements for graduation.**

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

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

[Reflection on Race and Identity Curriculum](#)

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

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

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

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

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



# SCIENCE

## SCIENCE DEPARTMENT

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>Environmental Science CP</li> <li>Biology CP</li> <li>Biology Honors</li> <li>Computational Science</li> <li>Introduction to Physics</li> </ul>	<ul style="list-style-type: none"> <li>Biology CP</li> <li>Biology Honors</li> <li>Chemistry CP</li> <li>Chemistry Honors</li> <li>Introduction to Physics</li> <li>AP Biology</li> <li>AP Environmental Science</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry CP</li> <li>Chemistry Honors</li> <li>Marine Biology CP</li> <li>Marine Biology Honors</li> <li>Physics CP</li> <li>Physics Honors</li> <li>Anatomy &amp; Physiology Honors</li> </ul> <p><b>AP:</b></p> <ul style="list-style-type: none"> <li>Biology</li> <li>Environmental Science</li> <li>Chemistry</li> <li>Physics I</li> </ul> <p><b>Semester Courses:</b></p> <ul style="list-style-type: none"> <li>Forensics CP &amp; Honors</li> <li>Biotechnology CP &amp; Honors</li> <li>Pathology CP &amp; Honors</li> </ul>	<ul style="list-style-type: none"> <li>Chemistry CP</li> <li>Chemistry Honors</li> <li>Marine Biology CP</li> <li>Marine Biology Honors</li> <li>Physics CP</li> <li>Physics Honors</li> <li>Anatomy &amp; Physiology Honors</li> </ul> <p><b>AP:</b></p> <ul style="list-style-type: none"> <li>Biology</li> <li>Environmental Science</li> <li>Chemistry</li> <li>Physics I</li> </ul> <p><b>Semester Courses:</b></p> <ul style="list-style-type: none"> <li>Forensics CP &amp; Honors</li> <li>Biotechnology CP &amp; Honors</li> <li>Pathology CP &amp; Honors</li> </ul>

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

### Graduation Requirement:

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

## Grade 9

Environmental Science	DESE CODE #03003 ASPEN CODE #03483
<b>Level:</b> College Prep	<b>Credit:</b> 1.0 (Full Year)
<p>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.</p> <p><a href="#">Environmental Science Pacing Guide</a>  <a href="#">Savvas Environmental Science Curriculum</a></p>	

**Biology I****DESE CODE #02051  
ASPEN CODE #03213****Level:** College Prep

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

[Biology I Pacing Guide](#)  
[Biology I Curriculum Map](#)  
[Biology I Curriculum](#)

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

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

[Biology I Pacing Calendar](#)  
[Savvas Biology I Curriculum](#)

**Computational Science****DESE CODE #02158  
ASPEN CODE #03853****Level:** Unleveled**Credit:** 0.5 (Semester)

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

[Computational Science Pacing Guide](#)  
[District Developed Computational Science Curriculum](#)

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

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

[Biology Pacing Calendar](#)  
[Biology Curriculum Map](#)  
[Biology Curriculum](#)

**Grades 10-12****Biology I****DESE CODE #02051  
ASPEN CODE #03213****Level:** College Prep**Credit:** 1.0 (Full Year)

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

[Biology I Pacing Calendar](#)  
[Biology I Curriculum Map](#)  
[Biology I Curriculum](#)

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

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

[Biology I Pacing Calendar](#)  
[Biology I Curriculum Map](#)  
[Biology I Curriculum](#)



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

<b>Chemistry I</b>	<b>DESE CODE #03111 ASPEN CODE #03322</b>
<b>Level: Honors</b>	<b>Credit: 1.0 (Full Year)</b>
<b>Successful completion of Biology Honors or successful completion of Biology CP with teacher recommendation and Math II or successful completion of Math I and Computational Science .</b>	
<p>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.</p> <p><a href="#">Chemistry I Pacing Calendar</a> <a href="#">District Developed Chemistry Curriculum</a></p>	

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



**Physics I****DESE CODE 03151**  
**ASPEN CODE #03412****Level: Honors****Credit: 1.0 (Full Year)*****Successful completion of Chemistry Honors and Math II or teacher recommendation.***

This course is an introduction to the basic principles and laws governing the behavior of the physical world. Although the treatment follows the less mathematical approach in the course curriculum (Energizing Physics), mathematical skills at the level of Math 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.

[Physics I Pacing Guide](#)[District Developed Physics Curriculum](#)**Introductory Physics for ELs****DESE CODE #03101**  
**ASPEN CODE #****Level: College Prep****Credit: 1.0 (Full Year)**

The content of this course is designed for English learners at the WIDA Level 1 stage of English Language Development. In this course, students will explore and investigate the science and engineering concepts of the Next Generation Science Standards (2016) in the areas of physical science, waves and energy. 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.

[Introductory Physics Pacing Calendar](#)[Introductory Physics Curriculum](#)**Marine Biology****DESE CODE #03005**  
**ASPEN CODE #03393****Level: College Prep****Credit: 1.0 (Full Year)*****Successful completion of Biology I and one of the following (Chemistry I or Environmental Science at the College Prep or Honors level).***

This full year course will analyze the physical and biological aspects of marine life diversity and how such developments resulted in organisms on land. This will be conducted by investigating the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection. Students will explain and illustrate with examples how living systems interact with the biotic and abiotic environment, as well as analyze how various organisms grow, develop, and differentiate during their lifetimes based on interplay between genetics and their environment. Students will receive support in analyzing data from various sources as well as support with vocabulary and anatomical terms. This class will involve many laboratory activities which include animal dissections.

[Marine Biology Pacing Calendar](#)[District Developed Marine Bio CP Curriculum](#)

**Marine Biology****DESE CODE #03005****Aspen Code#03392****Level: Honors****Credit: 1.0 (Full Year)*****Successful completion of Biology I Honors and Chemistry I Honors and/or teacher recommendation.***

This full year course will analyze the physical and biological aspects of marine life diversity and how such developments resulted in organisms on land. This will be conducted by investigating the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection. Students will explain and illustrate with examples how living systems interact with biotic and abiotic environments, as well as analyze how various organisms grow, develop, and differentiate during their lifetimes based on interplay between genetics and their environment. Students will be responsible for supplemental exploratory readings, class discussions and need to be able to independently analyze data from a variety of sources. This class will involve many laboratory activities which include animal dissections.

[Marine Biology Pacing Calendar](#)[District Created Marine Bio Honors Curriculum](#)**Anatomy and Physiology****DESE CODE #03052****ASPEN CODE #03442****Level: Honors****Credit: 1.0 (Full Year)*****Successful completion of both Biology and Chemistry and a 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.

[District Created Anatomy and Physiology Honors Curriculum](#)[Anatomy and Physiology Pacing Calendar](#)



## Advanced Placement Science Courses

### AP Biology

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

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

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

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

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

[College Board Curriculum](#)

[College Board AP Biology Scope and Sequence and Pacing Guide](#)

**AP Chemistry****DESE CODE #03106**  
**ASPEN CODE #03461****Level:** Advanced Placement**Credit:** 1.0 (Full Year)***Successful completion or co-enrolled in Trigonometry and Pre-Calculus and successful completion of Chemistry I.***

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

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

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

[AP Chemistry Pacing Guide](#)  
[College Board AP Chemistry Curriculum](#)

**AP Physics I****DESE CODE #03155**  
**ASPEN CODE #03411****Level:** Advanced Placement**Credit:** 1.0 (Full Year)***Successful completion of, or co-enrolled in Pre-Calculus or Trigonometry. Completion of Physics CP or Honors with teacher recommendation.***

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

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

[College Board Curriculum](#)  
[College Board AP Physics Pacing Guide](#)

**AP Physics II****DESE CODE #03155  
ASPEN CODE #03041****Level:** Advanced Placement**Credit:** 1.0 (Full Year)

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

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

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

[College Board AP Physics II Curriculum](#)  
[AP Physics II Pacing Guide](#)

**AP Environmental Science****DESE CODE #03003  
ASPEN CODE #03481****Level:** Advanced Placement**Credit:** 1.0 (Full Year)

***Successful completion of Biology and Math I, and teacher recommendation.***

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

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

[College Board AP Environmental Science Curriculum](#)  
[AP Environmental Science Pacing Guide](#)

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

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

[Environmental Science Pacing Guide](#)  
[Environmental Science Curriculum](#)

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

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

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

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

[District Developed Forensics I Pacing Guide](#)  
[District Developed Forensics I Curriculum](#)



**Forensic Science II****DESE CODE #03063  
ASPEN CODE #03502****Level: Honors****Credit: 0.5 (Semester)****Forensic Science II****DESE CODE #03063  
ASPEN CODE #03513****Level: College Prep****Credit: 0.5 (Semester)*****Completion of the first semester of Forensics course***

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

[Forensic Science II Pacing Guide](#)[District Developed Forensic Science Curriculum](#)**Biology of Disease (Pathology)****DESE CODE #03063  
ASPEN CODE #03922****Level: College Prep****Credit: 0.5 (Semester)****Biology of Disease (Pathology)****DESE CODE 03063  
ASPEN CODE #03922****Level: Honors****Credit: 0.5 (Semester)*****Successful completion of Biology. Honors 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.

[Pathology Pacing Guide](#)[District Developed Pathology Curriculum](#)



<b>Biotechnology</b>	<b>DESE CODE #14252 ASPEN CODE #03823</b>
<b>Level: College Prep</b>	<b>Credit: 0.5 (Semester)</b>
<b>Biotechnology</b>	<b>DESE CODE #14252 ASPEN CODE #03822</b>
<b>Level: Honors</b>	<b>Credit: 0.5 (Semester)</b>
<b><i>CP: 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.</i></b>	
<p>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.</p> <p><a href="#">Biotechnology Pacing Guide</a> <a href="#">Biotechnology Calendar</a></p>	

<b>Applied Health Science</b>	<b>DESE CODE #14251 ASPEN CODE #03523 / #03522</b>
<b>Level: College Prep/Honors</b>	<b>Credit: 0.5 (Semester)</b>
<b><i>Completion of Biology</i></b>	
<p>In this course students will be introduced to, explore and investigate careers in the area of health sciences. This course will expose students to medical terminology, general anatomical terminology, procedures and technologies used in the medical field. Students will also explore careers in the Health Sciences and the various pathways to certifications and degrees in these fields. This course is also designed to give support to, and prepare students for the Anatomy and Physiology Honors course.</p> <p><a href="#">Applied Health Science Pacing Guide</a> <a href="#">District Developed Health Science Calendar</a></p>	



# WORLD LANGUAGES



## WORLD LANGUAGE DEPT.

### GRADE 09

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

### GRADE 10

- Language Level 1
- Language Level 2
- Language Level 3
- Heritage Spanish 1
- Heritage Spanish 2
- Heritage Spanish 3

### GRADE 11

- Language Level 1
- Language Level 2
- Language Level 3
- Language Level 4
- Heritage Spanish 1
- Heritage Spanish 2
- Heritage Spanish 3

### GRADE 12

- Language Level 1
- Language Level 2
- Language Level 3
- Language Level 4
- Spanish 5
- Heritage Spanish 1
- Heritage Spanish 2
- Heritage Spanish 3
- AP Spanish Language & Culture

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

*Note: All students will take a placement test at the beginning of the school year to ensure that they are enrolled in the appropriate course. Students entering after the start of the school year will take a placement test prior to being placed in a language course. Courses without sufficient enrollment may not run in 2022-2023.*

About the Heritage Spanish Speakers Program: The Malden High School World Languages Department has designed and developed a unique program for heritage speakers of Spanish with three courses available. These courses are designed for students who are exposed to the Spanish language and Hispanic culture in their home and/or work lives. The course entry level will be determined by a placement test and will also be dependent on the student's facility with and willingness to speak Spanish, and their experience with reading and writing in Spanish in an academic setting. Upon completion of Heritage Speakers III, students may choose to enroll in traditional Spanish 5 or AP courses. Please see individual course descriptions below for more specific information.

### Graduation Requirement:

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

**American Sign Language I****DESE CODE #06801  
ASPEN CODE #04563****Level:** College Prep**Credit:** 1.0 (Full Year)

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

[ASL I Pacing Calendar](#)**American Sign Language II****DESE CODE #06802  
ASPEN CODE #04573/04502****Level:** College Prep/Honors**Credit:** 1.0 (Full Year)***Successful completion of ASL I and or placement test.***

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

[ASL II Pacing Calendar](#)**American Sign Language III****DESE CODE #06802  
ASPEN CODE #04583/04582****Level:** College Prep/Honors**Credit:** 1.0 (Full Year)***Successful completion of ASL II and or placement test.***

The third-year CP level courses in languages are college-preparatory classes, which further develops those skills and proficiencies attained in the second year of the target language. Students will move from signing concrete concepts to abstract concepts. Additional enrichment is achieved through the increasing emphasis on vocabulary acquisition and communication skills; supplementary materials are featured more prominently than in Level 3. Students will develop the ability to communicate in the language about everyday situations and increase their awareness of culture through classroom activities.

[ASL III Pacing Calendar](#)

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

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

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

[French I Pacing Calendar](#)  
[French I Scope and Sequence](#)

**French II****DESE CODE #06122**  
**ASPEN CODE #04273****Level:** College Prep**Credit:** 1.0 (Full Year)

***Successful completion of French I and or placement test.***

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

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

[French II Pacing Calendar](#)  
[French II Scope and Sequence](#)

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

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

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

[French II Pacing Calendar](#)[French II Scope and Sequence](#)



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

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

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

[French III Pacing Calendar](#)[French III Scope and Sequence](#)**French IV****DESE CODE #06124**  
**ASPEN CODE #04452****Level:** Honors**Credit:** 1.0 (Full Year)***Successful completion of French III and or placement test.***

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

[French IV Pacing Calendar](#)[French IV Scope and Sequence](#)

**AP French and Culture****DESE CODE #24114**  
**ASPEN CODE #04471****Level:** Advanced Placement**Credit:** 1.0 (Full Year)***Successful completion of French III and or placement test.***

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

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

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

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

[AP French Pacing Calendar](#)[AP French Scope and Sequence](#)**Italian I****DESE CODE #06141**  
**ASPEN CODE #04133****Level:** College Prep**Credit:** 1.0 (Full Year)

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

[Italian I Pacing Calendar](#)[Italian I Scope and Sequence](#)

**Italian II****DESE CODE #06142  
ASPEN CODE #04253****Level:** College Prep**Credit:** 1.0 (Full Year)***Successful completion of Italian I and or placement test.***

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

[Italian II Pacing Calendar](#)[Italian II Scope and Sequence](#)**Italian II****DESE CODE #06142  
ASPEN CODE #04242****Level:** Honors**Credit:** 1.0 (Full Year)***Successful completion of Italian I and or placement test.***

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

[Italian II Pacing Calendar](#)[Italian II Scope and Sequence](#)

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

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

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

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

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

[Italian IV Pacing Calendar](#)[Italian IV Scope and Sequence](#)

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

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

[Spanish I Pacing Calendar](#)[Spanish I Scope and Sequence](#)**Spanish for Heritage Speakers I****DESE CODE #06106  
ASPEN CODE #04113****Level:** College Prep**Credit:** 1.0 (Full Year)**Teacher recommendation due to heritage speaker status and or placement test.**

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

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

[Spanish for Heritage Speakers I Pacing Calendar](#)[Spanish for Heritage Speakers I Scope and Sequence](#)

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

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

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

[Spanish II Pacing Calendar](#)[Spanish II Scope and Sequence](#)**Spanish II****DESE CODE #06102**  
**ASPEN CODE #04222****Level:** Honors**Credit:** 1.0 (Full Year)***Successful completion of Spanish I and or placement test.***

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

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

[Spanish II Pacing Calendar](#)[Spanish II Scope and Sequence](#)



**Spanish for Heritage Speakers II****DESE CODE #06106  
ASPEN CODE #04172****Level:** College Prep/Honors**Credit:** 1.0 (Full Year)***Successful completion of Spanish for Heritage Speakers I and or placement test.***

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

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

[Spanish for Heritage Speakers II Pacing Calendar](#)

[Spanish for Heritage Speakers II Scope and Sequence](#)

**Spanish III****DESE CODE #06103  
ASPEN CODE #04323 / #04312****Level:** College Prep/Honors**Credit:** 1.0 (Full Year)***Successful completion of Spanish II and or placement test.***

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

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

[Spanish III Pacing Calendar](#)

[Spanish III Scope and Sequence](#)

**Spanish for Heritage Speakers III****DESE CODE #06106  
ASPEN CODE #04902****Level:** College Prep/Honors**Credit:** 1.0 (Full Year)***Successful completion of Spanish for Heritage Speakers II and or placement test.***

This course offers a third year for students who have completed Spanish for Heritage Speakers I & II, a second year for students who have completed Spanish for Heritage Speakers II, or a first year for students who have placed into this course with the placement test. This course is designed for students who have a facility with the Spanish language, feel reasonably comfortable speaking in Spanish with heritage and native Spanish speakers, and are exposed to the Spanish language and Hispanic culture in their home/work lives. Students may or may not have had much formal academic Spanish experience; however, this cannot be their first time reading or writing academically in Spanish. This course will enable students to continue to develop more complex skills in academic Spanish while developing and cultivating knowledge of Hispanic history, art, literature, and culture in the Spanish speaking world both within and outside of the United States. Spanish for Heritage Speakers level III will prepare students for other upper-level Spanish classes such as Spanish 5 Honors and AP Spanish. During class, students will practice the three modes of communication—interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking)—through meaningful context and thematic units while gaining insight into the diverse cultures within the Spanish-speaking world. Interacting with peers and authentic materials (readings, audio, video, etc.) in Spanish from a variety of regions from the Spanish-speaking world is at the core of every lesson. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate High - Advanced Low.

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

[Spanish for Heritage Speakers III Pacing Calendar](#)  
[Spanish for Heritage Speakers III Scope and Sequence](#)

**Spanish IV****DESE CODE #06104  
ASPEN CODE #04483 / #04402****Level:** College Prep/Honors**Credit:** 1.0 (Full Year)***Successful completion of Spanish III or Spanish for Heritage Speakers III and or placement test.***

This fourth-year course focuses on continued practice aimed at improving proficiency through the three modes of communication - interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) in Spanish. Students will improve their proficiencies through a survey of art, music, history, short stories, contemporary issues with an emphasis on works written by authors from Central America, South America and the Caribbean including indigenous authors in those regions. This course will rely on film, music, news articles, short stories and poems from these regions to enrich the student perspective of the Spanish-speaking world. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Intermediate High - Advanced Low.

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

[Spanish IV Pacing Calendar](#)  
[Spanish IV Scope and Sequence](#)

**Spanish V****DESE CODE #06105  
ASPEN CODE #04412****Level: Honors****Credit: 1.0 (Full Year)*****Successful completion of Spanish III, Spanish for Heritage Speakers III, or Spanish IV and or placement test.***

This fifth-year course focuses on continued practice aimed at improving proficiency through the three modes of communication: interpretive (listening and reading), interpersonal (speaking and writing), and presentational (writing and speaking) in Spanish. Students will engage in the diverse cultures of the Spanish-speaking world, from the earliest cultures to those of today. Topics for investigation include issues of racial and ethnic identity, racism and discrimination, imperialism, post-colonial identity, and migration as they relate to the Spanish-speaking communities around the world. Students will survey literary works, art, film, music and cultural influences from all over. Students will enhance their knowledge of geography, political movements and connections to other countries, and more. This class will be primarily taught in the target language. Students are expected to participate actively during class, and classes will be conducted primarily in the target language. The expected language proficiency target for the end of the year is Advanced Low or higher.

[Spanish V Pacing Calendar](#)[Spanish V Scope and Sequence](#)**AP Spanish Language and Culture****DESE CODE #24064  
ASPEN CODE #04421****Level: Advanced Placement****Credit: 1.0 (Full Year)*****Successful completion of Spanish IV, Spanish V, or Spanish for Heritage Speakers III and or placement test.***

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

This course will encompass oral skills, reading comprehension, grammar, and composition. It is the equivalent of a Current Affairs course in a Hispanic country. It emphasizes the correct use of the target language for active communication with the following objectives:

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

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

[AP Spanish Pacing Calendar](#)[AP Spanish Scope and Sequence](#)



# BUSINESS



## BUSINESS DEPARTMENT

### GRADE 09

- Sports Marketing
- Web & Mobile App Development
- Business Communication
- Personal Finance

### GRADE 10

- Accounting I-II-III
- Business Management
- Sports Marketing
- Stocks, Bonds, & How to Invest
- Web & Mobile App Development
- Personal Finance
- Business Communication
- AP Economics

### GRADE 11

- Accounting I-II-III
- Business Management
- Sports Marketing
- Stocks, Bonds & How to Invest
- Web & Mobile App Development
- Personal Finance
- Business Communication
- AP Economics
- Entrepreneurship

### GRADE 12

- Accounting I-II-III
- Business Management
- Sports Marketing
- Stocks, Bonds & How to Invest
- Web & Mobile App Development
- Personal Finance
- Business Communication
- AP Economics
- Entrepreneurship

### Accounting I

DESE CODE #12104  
ASPEN CODE #05932 / #05933

Level: Honors/College Prep

Credit: 1.0 (Full Year)

Do you know the language of business? Are you pursuing a business college or a career in finance? Accounting is the financial language of all business organizations. It is the analyzing and organizing of financial data for professional use, as well as for personal use. Come learn how to analyze and organize financial data to understand the financial health of a business through skills like analyzing transactions, drafting and preparing financial period statements for a single owner business and partnerships in a merchandising business. The design and preparation of a portfolio, representing growth and/or best works will be initiated.

[District Developed Accounting I Pacing Guide](#)  
[Accounting I Pacing Calendar](#)

**Accounting II****DESE CODE #12104  
ASPEN CODE #05942****Level: Honors****Credit: 1.0 (Full Year)*****Successful completion of Accounting I***

This second year course is a continuation of Accounting I building upon interpreting, analyzing and organizing financial data for a manufacturing business organized as a corporation. Applicable software correlating with the textbook and Microsoft Office Excel spreadsheets are highlighted. Knowledge and skills acquired in this course are invaluable for students pursuing careers in business, entrepreneurship, and business administration. The design and preparation of a portfolio, representing growth and/or best works will be continued.

[District Developed Accounting II Pacing Guide](#)  
[Accounting II Pacing Calendar](#)

**Accounting III****DESE CODE #12104  
ASPEN CODE #05952****Level: Honors****Credit: 1.0 (Full Year)*****Successful completion of Accounting II***

Advanced accounting theory, analysis, and interpretation of financial statements relating to corporations will be studied. At this skill level, students are equipped with the knowledge to perform real world accounting functions and when applicable will be placed in business internships. The continuation of a portfolio, representing growth and/or best works will be completed.

[Department Developed Accounting III Pacing Guide](#)

**AP Economics: Micro and Macro Combined****DESE CODE #04204  
ASPEN CODE #05891****Level: Advanced Placement****Credit: 1.0 (Full Year)*****Teacher recommendation***

The Advanced Placement Economics course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college. Advanced Placement Economics is designed to provide students with a thorough understanding of the principles of economics. A.P. Economics will emphasize the study of national income, economic performance measures, economic growth and international economics. The goal of A.P. Economics is to provide the student with a learning experience equivalent to that obtained in a typical college introductory level economics course. Students will learn to think like economists – to question, to evaluate, and to explore, and to gain a greater understanding of how our markets and economy work. Students enrolled in this class are required to take the AP exam in May.

College Board Curriculum: [Micro](#) and [Macro](#)  
AP Economics Pacing Calendar

**Business Management****DESE CODE #12052**  
**ASPEN CODE #05802 / #05803****Level:** Honors/College Prep**Credit:** 1.0 (Full Year)***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.

District Developed Business Management Curriculum  
[Business Management Pacing Calendar](#)

**Entrepreneurship****DESE CODE #12053**  
**ASPEN CODE #05852 / #05853****Level:** Honors/College Prep**Credit:** 1.0 (Full Year)***Completion of any Business Course and 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. Students will participate in a Business Plan competition. You will clearly understand what business you should pursue based on your personal interests. We are excited to integrate the EntreX Lab Program curriculum this year. (EntreX is short for "entrepreneurship experience") The course combines content from several University of Delaware undergraduate offerings into an integrated 3-credit dual enrollment opportunity for high school students, providing a comprehensive introduction to entrepreneurship.

District Developed Entrepreneurship Curriculum  
[Entrepreneurship Pacing Calendar](#)

**Sports Marketing****DESE CODE #12163**  
**ASPEN CODE #05572 / #05573****Level:** Honors/College Prep**Credit:** 0.5 (Semester)

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.

District Developed Sports Marketing Curriculum  
[Sports Marketing Pacing Calendar](#)



**Web & Mobile App Development****DESE CODE #10201 / #12099**  
**ASPEN CODE #05842 / #05843****Level:** Honors/College Prep**Credit:** 0.5 (Semester)

This project based course will prepare students with the entry-level knowledge necessary for creating websites and mobile applications. Students will learn web design, how to create web pages using HTML, the app development and implementation process, and to create mobile applications, using internet based software. In addition the students will be introduced to the fundamentals of Dreamweaver (HTML Editor), Adobe Photoshop- image editing software, and creating online animation. No prior programming experience needed. (Front End Development)

District Developed Web &amp; Mobile App Development Curriculum

[Web & Mobile App Development Pacing Calendar](#)**Business Communication****DESE CODE #11049**  
**ASPEN CODE #05812 / #05813****Level:** Honors/College Prep**Credit:** 0.5 (Semester)

Business Communication impacts all aspects of our lives, no matter what industry you may work in. This project-based course is offered to strengthen and refine skills in all phases of communication, be they written or oral for both interpersonal and business purposes. In this course, students will learn the best practices that lead to success in a professional setting. Students will examine, analyze, and practice how to effectively craft communications for various audiences across multiple mediums to achieve a purpose. Students can anticipate learning current business practices for communicating via email, social media, presentations, etc. Students who take this course can expect to feel more confident and skilled in navigating professional and business communications.

District Developed Business Communication Curriculum

[Business Communication Pacing Calendar](#)**Personal Finance/Managing Wealth****DESE CODE #12149**  
**ASPEN CODE #05202 / #05203****Level:** Honors/College Prep**Credit:** 0.5 (Semester)

Personal Finance is a course that will prepare students for making wise financial decisions in their personal and professional lives. Topics covered will enable students to become financially responsible members of society. This course will offer instruction on topics including but not limited to: financial planning, money management, banking and savings strategy, credit and debt management, and investing. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

District Developed Personal Finance/Managing Wealth Curriculum

[Personal Finance Pacing Calendar](#)

**Senior Internship Study Program****DESE CODE #NA**  
**Aspen Code #05863****Level:** College Prep**Credit:** 0.5 (Semester)

***Application Process for acceptance to program. Seniors who are meeting graduation requirements by the end of 3rd quarter and are academically and socially in good standing.***

This program provides eligible seniors with the opportunity to investigate a career, explore an interest, invent a project of his/her design, or to extend an existing school project. The internship project can be designed for the senior to work in a team with other members of the senior class.

The senior will be granted permission and time to leave Malden High School to work on this project and to collaborate with professionals in their area of interest. Upon completion of the unpaid internship the senior will be required to write a four to five page word processed paper on his/her experience and what was learned as a result of it. The senior will also be required to share this learning experience by creating a presentation and participating in a Senior Internship Exhibition.



# WELLNESS



## WELLNESS DEPARTMENT

### GRADE 09

- Physical Education
- Health

**Elective:**

- Unified Sports

### GRADE 10

- Physical Education
- Health

**Elective:**

- Unified Sports

### GRADE 11

- Physical Education
- Health

**Elective:**

- Unified Sports

### GRADE 12

- Physical Education
- Health

**Elective:**

- Unified Sports

The objective of the Wellness/Physical Education Department is to provide students with experience and instruction that will enable them to develop a healthy lifestyle. Courses are designed to increase awareness and foster healthy attitudes in choosing options that result in growth and balance in physical, emotional, social, and intellectual growth.

#### Graduation Requirement:

All students are required to pass three (3) semesters of Wellness PE and one (1) semester of Wellness Health for graduation.

#### Wellness HLT (Health)

DESE CODE #08051  
ASPEN CODE #06114

**Level:** Unleveled

**Credit:** 0.5 (Semester)

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

[Grades 9-12 Health Pacing Calendar](#)

**Wellness PE (Physical Education)****DESE CODE #08001  
ASPEN CODE #06204****Level: Unleveled****Credit: 0.5 (Semester)**

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

[Grades 9-12 Physical Education Pacing Calendar](#)**Unified Sports****DESE CODE #NA  
ASPEN CODE #06983****Level: Unleveled****Credit: 0.5 (Semester)**

Unified Sports is a service/learning opportunity that unites student athletes with and without disabilities while promoting physical health. Students will learn coaching and leadership skills and eventually run activities for all participants. Students model appropriate PE behaviors and encourage good sportsmanship while interacting with students in the PACE Program. This class is also about awareness, acceptance and dignity. Unified Sports and those individuals involved must be dedicated to promoting social inclusion through athletics and competition experiences. Our motto, "Training together and playing together is a quick path to friendship and understanding."

[Unified Sports Pacing Calendar](#)

## FINE & PERFORMING ARTS DEPARTMENT

The Fine and Performing Arts Departments at Malden High School allows students an opportunity to develop their understanding and enjoyment of both the Visual Arts and Performing Arts. These creative experiences will offer students the chance to explore various career possibilities. Additionally, students will enhance their use of imagination and the development of creative skills, leading to a greater appreciation of the arts for a lifetime.

The Arts curriculum at Malden High School is a program that actively promotes the importance of arts education in the general education of all students. Because the arts emphasize a variety of ways to explore, learn, and communicate, the Arts department offers many opportunities for students to learn more effectively. Multiple intelligences seek to relate to imaginative, linguistic, spatial, kinesthetic, musical, and interpersonal intelligence, thus creating an environment that exercises varied skills. Students are encouraged to challenge and develop their skills in creative and critical thinking and are encouraged to use technology as a problem-solving tool. Authentic assessment with a sequential pattern offers students an innovative and imaginative experience in the arts and promotes higher learning.



Students who desire a college education with an arts concentration will be prepared to compete effectively. The course offerings reflect the National Arts/Music Standards and the Massachusetts Arts Curriculum Frameworks.



# VISUAL ARTS



## VISUAL ARTS DEPARTMENT

### GRADE 09

- Foundations of Art
- Calligraphy & Design
- Ceramics I
- Ceramics II
- Digital Art I
- Studio I: Introduction to Drawing and Painting

### GRADE 10

- Foundations of Art
- Calligraphy & Design
- Ceramics I
- Ceramics II
- Digital Art I
- Digital Art II
- Studio I: Introduction to Drawing and Painting
- Studio II: Intensive Drawing and material exploration

### GRADE 11

- Foundations of Art
- Calligraphy & Design
- Ceramics I
- Ceramics II
- Digital Art I
- Digital Art II
- Studio I: Introduction to Drawing and Painting
- Studio II: Intensive Drawing and material exploration
- Studio III: Portfolio Development

### GRADE 12

- Foundations of Art
- Calligraphy & Design
- Ceramics I
- Ceramics II
- Digital Art I
- Digital Art II
- Studio I: Introduction to Drawing and Painting
- Studio II: Intensive Drawing and material exploration
- Studio III: Portfolio Development
- Studio IV: AP Portfolio 2D Design
- Independent study - Visual Arts

The Visual Arts department offers a wide variety of options for all students, from introductory and half-year courses to advanced and full-year courses. While the upper-level courses have prerequisites, there are many different entry points that students may choose and a variety of mediums to explore. Students who intend to pursue a visual arts major or minor in college should consult a member of the art department on which courses would best support their ambitions.

#### Graduation Requirement:

Beginning with the Class of 2026, all students must take and pass a minimum of one credit in “The Arts” for graduation.

#### Foundations of Art: Introduction to Drawing and Painting

DESE CODE #05199  
ASPEN CODE #07643

Level: College Prep

Credit: 0.5 (Semester)

This course is specifically designed to introduce students to Art. Learning how to draw will be an important focus. This course will be media driven to help students experience and advance their artistic skills. Through making art, discussing some of the world’s great masterpieces, and visiting famous museums, our students will learn valuable critical thinking skills and develop a broader interest in art and visual thinking. This course will cover many aspects of drawing, printmaking, basic watercolor painting techniques, and the use of pen and ink.

[Foundations of Art Curriculum](#)  
[Foundations of Art Pacing Guide](#)



**Studio I: Introduction to Drawing and Painting****DESE CODE #05199  
ASPEN CODE #07912****Level: Honors****Credit: 1.0 (Full Year)**

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 1 Pacing Guide](#)  
[Studios Art Curriculum](#)

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

Students will gain extensive experience in the study of drawing and design along with an introduction to painting. Students will work on complex projects. This course is designed for the more serious artist who wishes to further their visual art skills. This course is a continuation of the development of skill for further artistic advancement. Learning the language and an appreciation of art through art making; discussion of the world's great masterpieces; film and museum visits will continue. Students will learn the value of self/and group critique in the development of their personal style and statements as young artists. They will be encouraged to participate in local and national art competitions. This course will cover many methods of drawing and painting including, pastel, conte and acrylic painting. This course will focus on preparing students' skill levels for Studio III. Students who enroll in the honors level course will develop work for a senior portfolio.

[Studio 2 Pacing Guide](#)  
[Studios Art Curriculum](#)

**Studio III Portfolio Development****DESE CODE #05172**  
**ASPEN CODE #07932****Level: Honors****Credit: 1.0 (Full Year)*****Successful completion of Studio I or Foundations of Art and Studio II.***

This course is designed to further develop a personal vision from a structured class setting to a more independent process. The beginning of creating a portfolio for artistic advancement is the focus of this class. The course will visit college sites and attend art labs designed to inform students of career possibilities within the arts. Completing this course is the prerequisite for acceptance into the 2D Design Honors or AP Portfolio course. There will be discussion and planning for portfolios and college admissions work. Students interested in participating in the AP Portfolio program in the following year need parental consent and teacher recommendation. Students who want to take Studio III but who are not going to pursue 2D Design are welcomed to enroll. Students going on to 2D Design or AP portfolio will be expected to develop a number of finished pieces for their senior portfolio.

[Studio 3 Pacing Guide](#)  
[Studios Art Curriculum](#)**Studio IV****DESE CODE #05199**  
**ASPEN CODE #07972****Level: Honors****Credit: 1.0 (Full Year)****Studio IV: AP Portfolio 2D Design****DESE CODE #05174**  
**ASPEN CODE #07971****Level: Advanced Placement****Credit: 1.0 (Full Year)*****Successful completion of Studio I or Foundations of Art, Studio II and III.***

The Advanced Placement Portfolio 2D Design course is part of a national program run by The College Board which allows students to earn the opportunity for college credit by scoring a 3, 4, or 5 on the exam offered in May of each school year depending on the policy of the individual college. Students who receive honors credit are expected to complete a formal portfolio and have the option of taking the AP portfolio exam. The objective of this class is to help each student meet the requirements of an art college portfolio. Personal expression, masterful work, digital portfolio, and critiques will be the primary focus of this class.

All students interested in taking the course for AP credit must be accepted into the AP Portfolio level of this course by the instructors of the art department. Students will be expected to complete all work and directions conforming to the Princeton directive for the judgment and grading at the Advanced Placement level. Students are also expected to complete a summer assignment and attend summer meetings. At the beginning of the school year, students who have completed summer work may submit their portfolio to all members of the Art Department to audition for advancement to AP status.

[Studio IV Pacing Guide](#)  
[Studios Art Curriculum](#)

**Digital Art I****DESE CODE #05169  
ASPEN CODE #07872****Level: Honors****Credit: 0.5 (Semester)**

***Successful completion of a previous high school art class and a familiarity of basic computer skills is required to enroll in this course.***

Students will learn to use three Adobe® applications: Photoshop, Illustrator, and InDesign to create art with MacBooks and iMacs provided. Course projects will include but not be limited to: image manipulation (Photoshop), vector line drawing (Illustrator), and creative poster designs utilizing one or more of the three apps. This is not an animation/anime class but learning these industry standard Adobe® apps will provide an essential stepping-stone to students interested in those fields. Enrolling in this course will result in a more diverse portfolio for students considering art school and/or a career in commercial art.

[Digital Art Curriculum](#)  
[Digital Art I Pacing Guide](#)

**Digital Art II****DESE CODE #05169  
ASPEN CODE #07862****Level: Honors****Credit: 0.5 (Semester)**

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

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

[Digital Art Curriculum](#)  
[Digital Art II Pacing Guide](#)

**Ceramics I****DESE CODE #05159  
ASPEN CODE #07882****Level: CP/Honors****Credit: 0.5 (Semester)**

Students will learn the basics of clay. Projects include but are not limited to hand building, wheel throwing and slab construction. Students will have their projects fired in the kiln and glazed. Students will be expected to use sketchbooks to draw out their ideas and begin the exploration of the difference between form and function and keep notes on size, glazes, and forms.

[Ceramics Curriculum](#)  
[Ceramics Pacing Guide](#)

**Ceramics II****DESE CODE #05159**  
**ASPEN CODE #07852****Level:** CP/Honors**Credit:** 0.5 (Semester)***Successful completion of Ceramics I.***

Students will continue developing their skills in clay design. Students will employ hand building, slab construction and pottery wheel in fabricating individual projects that are useful as well as expressive. Projects that meet a standard of craftsmanship will be fired and glazed. Students must maintain a working lab book in which they will keep a record of their projects, glaze choices and firing results.

[Ceramics Curriculum](#)  
[Ceramics Pacing Guide](#)**Ceramics III****DESE CODE #05159**  
**ASPEN CODE # 07842****Level:** Honors***Successful completion of Ceramics I and Ceramics II.***

Students will continue skills from Ceramics II with an emphasis on exploration of form and surface treatment in series with further investigation of glaze materials and techniques. Students must maintain a working lab book in which they will keep a record of their projects, glaze choices and firing results.

[Ceramics Curriculum](#)  
[Ceramics Pacing Guide](#)**Calligraphy & Design****DESE CODE #05176**  
**ASPEN CODE #07953****Level:** College Prep**Credit:** 0.5 (Semester)

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.

[Calligraphy Curriculum](#)  
[Calligraphy Pacing Guide](#)**Independent Study – Visual Arts****DESE CODE #05197**  
**ASPEN CODE #07992****Level:** Honors**Credit:** 0.5 (Semester)***Successful completion of a studio course (I, II, or III) and permission of parent/guardian, teacher, and administrator.***

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



# INSTRUMENTAL ARTS



## INSTRUMENTAL ARTS DEPT.

### GRADE 09

- Concert Band
- Instrumental Methods
- Music Arranging, Composition, and Production
- Small Ensembles
- Independent Study: Performing Arts

### GRADE 10

- Concert Band
- Instrumental Methods
- Music Arranging, Composition, and Production
- Small Ensembles
- Wind Ensembles
- Independent Study: Performing Arts

### GRADE 11

- Concert Band
- Instrumental Methods
- Music Arranging, Composition, and Production
- Small Ensembles
- Wind Ensemble
- Independent Study: Performing Arts

### GRADE 12

- Concert Band
- Instrumental Methods
- Music Arranging, Composition, and Production
- Small Ensembles
- Wind Ensemble
- Independent Study: Performing Arts

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

#### Graduation Requirement:

Beginning with the Class of 2026, all students must take and pass a minimum of one credit in “The Arts” for graduation

#### Instrumental Methods and Basics

DESE CODE #05107  
ASPEN CODE #07832

Level: College Prep

Credit: 1.0 (Full Year)

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.

[Instrumental Methods Curriculum](#)

**Music Arranging, Composition and Production****DESE CODE #05114  
ASPEN CODE #07713****Level:** College Prep**Credit:** 0.5 (Semester)

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

**Marching/Concert Band****DESE CODE #05102  
ASPEN CODE #07863****Level:** College Prep**Credit:** 1.0 (Full Year)

*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.

[Marching/Concert Band Curriculum](#)

**Wind Ensemble****DESE CODE #05107  
ASPEN CODE #07712****Level:** CP/Honors**Credit:** 1.0 (Full Year)

*Successful completion of one year of Concert Band and band director recommendation.*

This is a performing ensemble class. The wind ensemble is designed for highly trained musicians to grow in their skills, marching technique and musicality. In this class, the student will be expected to be an independent learner and display a high level of work ethic and self-discipline. Students in this class will be playing level four through six literature.

[Wind Ensembles Curriculum](#)



**Small Ensembles Course****DESE CODE #05107**  
**ASPEN CODE #07803****Level:** College Prep**Credit:** 1.0 (Full Year)***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.

[Small Ensembles Curriculum](#)



## VOCAL/CHORAL ARTS



### VOCAL/CHORAL ARTS DEPT.

#### GRADE 09

- Mixed Chorus
- Mixed Chorus: Treble Focused
- Voice Class
- Independent Study: Performing Arts

#### GRADE 10

- Mixed Chorus
- Mixed Chorus: Treble Focused
- Voice Class
- Concert Choir
- Madrigal Singers
- Nothin' But Treble
- Independent Study: Performing Arts

#### GRADE 11

- Mixed Chorus
- Mixed Chorus: Treble Focused
- Voice Class
- Concert Choir
- Madrigal Singers
- Nothin' But Treble
- Independent Study: Performing Arts

#### GRADE 12

- Mixed Chorus
- Mixed Chorus: Treble Focused
- Voice Class
- Concert Choir
- Madrigal Singers
- Nothin' But Treble
- Independent Study: Performing Arts

There are several options for students who are interested in studying the Vocal Arts. Many courses are open to any student who wants to study singing or music theory while a few require previous experience. The following is a suggested course of study for students that intend to continue their study of music at the college level either as a music major or music minor. The courses of study below would prepare any student with the intent to study music at the collegiate level to be successful in an audition or entrance exam. Based on their performance on the college entrance exam, some students may even place out of one level or more of music theory.

#### Graduation Requirement:

Beginning with the Class of 2026, all students must take and pass a minimum of one credit in "The Arts" for graduation

#### Mixed Chorus

DESE CODE #05111  
ASPEN CODE #07813

Level: College Prep

Credit: 1.0 (Full Year)

The Mixed Chorus at Malden High School is open to any student. It is an entry-level choral ensemble that is intended to prepare singers for further involvement in the Choral Arts program. (Those who sing in the Soprano and Alto ranges should also review the course description for Mixed Chorus - Treble Focused). Throughout the year, students study and perform a variety of songs in various styles. Students will also learn the basics of proper vocal technique and beginning sight-reading skills. Students are required to perform in a winter concert and a spring concert as part of the curriculum. The Mixed Chorus may have additional opportunities to perform throughout the year in addition to the two mandatory concerts. Students may be placed into a treble-only, entry-level chorus.

[Mixed Chorus Pacing Calendar](#)  
[Mixed Chorus Curriculum](#)

**Mixed Chorus - Treble Focused****DESE CODE #05111**  
**ASPEN CODE #07623****Level:** College Prep**Credit:** 1.0 (Full Year)

The Mixed Chorus at Malden High School is open to any student. This "Treble Focused" section is an ensemble for those who sing in the Soprano and Alto range. (Those who sing in the Tenor or Bass ranges should review the course description for Mixed Chorus). This is an entry-level choral ensemble and is intended to prepare singers for further involvement in the Choral Arts program. Throughout the year, students study and perform a variety of songs in various styles. Students will also learn the basics of proper vocal technique and develop sight-reading skills. Students are required to perform in a winter concert and a spring concert as part of the curriculum. The Mixed Chorus may have additional opportunities to perform throughout the year in addition to the two mandatory concerts.

[Mixed Chorus Pacing Calendar](#)  
[Mixed Chorus Curriculum](#)

**Concert Choir****DESE CODE #05149**  
**ASPEN CODE #07823****Level:** College Prep**Credit:** 1.0 (Full Year)***Successful completion of grade 9, audition, and teacher recommendation***

The Concert Choir at Malden High School is an advanced-level choral ensemble. Throughout the year students study a wide variety of choral literature. Literature studied may be from a variety of different cultures and time periods. Literature will be performed in a variety of languages. Members of the Concert Choir are expected to perform a winter concert, spring concert, and sing at the graduation ceremony. There are usually several additional performance opportunities throughout the year, including a competition festival. Members of the Concert Choir are expected to attend one morning sectional each week before homeroom and to rehearse each day with the highest level of dedication.

[Concert Choir Pacing Calendar](#)  
[Concert Choir Curriculum](#)

**Madrigal Singers****DESE CODE #05149**  
**ASPEN CODE #07833****Level:** Honors**Credit:** 1.0 (Full Year)***Successful completion of grade 9, audition, and teacher recommendation***

The Madrigal Singers is a select ensemble of Malden High School students dedicated to performing literature in the Madrigal Style. Literature will be performed from various time periods with an emphasis on pieces from the Renaissance time period. Literature is learned and performed without instrumental accompaniment. Students are expected to perform in a winter concert and a spring concert. There are usually additional performance opportunities including a competition festival. Students are expected to possess a high level of vocal technique. Students may audition at any point in the year for the following year's Madrigal group.

[Madrigal Singers Pacing Calendar](#)  
[Madrigal Singers Curriculum](#)

**Nothin' But Treble (Treble Select Choir)****DESE CODE #05121**  
**ASPEN CODE #07703****Level:** College Prep**Credit:** 1.0 (Full Year)***Successful completion of grade 9 and 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.

[Mixed Chorus Pacing Calendar](#)[Mixed Chorus Curriculum](#)**Voice Class****DESE CODE #05112**  
**ASPEN CODE #07733****Level:** College Prep**Credit:** 1.0 (Full Year)

This course, open to all students, is designed to develop the vocal technique of a high school singer. Throughout the course, students will learn and perform an English, Italian, and French/German art song for critique and constructive criticism by their peers in the class. Students may also learn and perform literature from the musical theater/opera genre, as well as a song of their choice. In addition, students will learn basic music concepts such as note values, rhythmic notation, and key signatures while developing their sight-reading skills. This course also incorporates the Dalcroze methods of using movement to express music concepts and emotion. As part of the course, students will develop a weekly practice log to keep track of their vocal progress. The course will culminate in a final project that demonstrates their elevated level of performance.

[Voice Class Pacing Calendar](#)[Voice Class Curriculum](#)**Music Theory****DESE CODE #05114**  
**ASPEN CODE #07722****Level:** Honors**Credit:** 1.0 (Full Year)

Music Theory is a course designed to introduce the novice musician to the basics of music theory while also preparing them for continued studies at the college level or in an AP music theory course. Throughout the course, students will investigate concepts that include; staff, clef, note relationships, rhythmic notation, scales, key signatures, tempo indications, basic orchestration, dynamic markings, intervals and triads. The course will also investigate the basics of music composition as related to chord progressions, figured bass, four part voice leading, non harmonic tones and secondary dominant chords. Students will develop their aural skills through weekly rhythmic, harmonic and melodic dictation exercises. Although this is not a composition course, students will be expected to demonstrate their understanding of concepts through creation of original music.

[Music Theory Curriculum](#)

**Independent Study – Performing Arts****DESE CODE #05147  
ASPEN CODE #07892****Level: Honors****Credit: 0.5 (Semester)*****Permission of parent/guardian and teacher recommendation.***

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



## TECHNOLOGY & ENGINEERING DEPARTMENT

### GRADE 09

- Intro to Engineering
- Engineering for our Community
- Engineering for the Future
- Creative Design & Engineering
- Beginner Automotive
- Intro to Computer Science
- Software Engineering in Computer Science: Intro and Intermediate

### GRADE 10

- Intro to Engineering
- Engineering for our Community
- Engineering for the Future
- Creative Design & Engineering
- Beginner Automotive
- Intermediate Automotive
- Intro to Computer Science
- Software Engineering in Computer Science: Intro and Intermediate
- AP Computer Science

### GRADE 11

- Intro to Engineering
- Engineering for our Community
- Engineering for the Future
- Creative Design & Engineering
- Beginner Automotive
- Intermediate Automotive
- Intro to Computer Science
- Software Engineering in Computer Science: Intro and Intermediate
- AP Computer Science
- CS Independent Study

### GRADE 12

- Intro to Engineering
- Engineering for our Community
- Engineering for the Future
- Creative Design & Engineering
- Beginner Automotive
- Intermediate Automotive
- Intro to Computer Science
- Software Engineering in Computer Science: Intro and Intermediate
- AP Computer Science
- CS Independent Study

### Introduction to Engineering

**DESE CODE #21001****ASPEN CODE #08103 / #08102****Level:** College Prep/Honors**Credit:** 0.5 (Semester)

This course will explore the many facets of engineering and how it affects our daily lives, as well as providing an opportunity to gain insight into engineering as a career. Students in this course will design and make new technologies, tools, and objects to address their personal, family, and community needs. Students will also learn to use many of the tools in the makerspace including woodworking tools, 3-D printers, electronics, robotics, and the laser cutter.

The course will be hands-on and project-based. Topics include: principles of engineering, woodworking, selecting and using appropriate tools and processes, modeling and digital fabrication, programming, robotics, circuits, game design and practical life skills.

[Introduction to Engineering Pacing Guide](#)



**Creative Design and Engineering****DESE CODE #21001**  
**ASPEN CODE #08212 / #08213****Level:** College Prep/Honors**Credit:** 0.5 (Semester)***Successful completion of Introduction to Engineering***

This course is designed as a continuation of Intro to Engineering. In this course, students will continue to advance their skills in designing new technologies, tools, and objects to address their personal, family, and community needs. Students will be more independent as they design their own projects that integrate a variety of skills and techniques from a range of fields including engineering, art, computer science, and design. Students should have a working understanding of how to design 3-D printers, electronics, robotics, laser cutter etc as they will explore advanced features of these tools. Students will be responsible for introducing the makerspace to younger Malden public school students.

The course will be hands-on and project-based. Classes will be held in Nedlam's Workshop, the makerspace in Malden High School. Topics include: prototyping, woodworking, advanced circuits, design iteration, engineering analysis, engineering systems, e-textiles.

District Developed Creative Design and Engineering Curriculum

[Creative Design and Engineering Pacing Guide](#)

**Engineering for Our Community****DESE CODE #21001**  
**ASPEN CODE #08313 / #08312****Level:** College Prep/Honors**Credit:** 0.5 (Semester)***Successful completion of Introduction to Engineering***

Students in this course will use engineering and design principles to identify and solve problems in our Malden community. Emphasis will be placed on design iteration to create functional and durable projects that serve our needs. Students should have a working understanding of how to design 3-D printers, electronics, robotics, laser cutter etc as they will explore advanced features of these tools. These projects will be created through a lens of social justice and equity. Students will be responsible for publicizing and educating the community about the issues they identify, their objectives, and their proposed designs.

Topics include: problem framing, problem scoping, community data collection, stakeholder engagement, precision measurement, manufacturing processes, advanced digital design, advanced digital fabrication, work and forces, structural systems and materials engineering, circuit analysis, equipment maintenance.

District Developed Engineering for Our Community Curriculum

[Engineering in Our Community Pacing Guide](#)

**Engineering for Our Future****DESE CODE #21001****ASPEN CODE #08133 / #08132****Level:** College Prep/Honors**Credit:** 0.5 (Semester)***Successful completion of Introduction to Engineering***

Students in this course will use engineering and design principles to identify, study, and design solutions for big problems facing our world. Projects may include automated hydroponic garden, smart house design, solar-powered fuel cell, clean water and desalination and public health. Students will also study the historical relationships between people, technology, and ways of life, including how technology has contributed to oppression. Students will engage in research and design activities focused on reimagining and redesigning our future with technology. Students will be responsible for larger public awareness campaigns about the importance of engineering for our future. Topics Include: climate change, green energy, robotics, artificial intelligence, transportation, energy, work and power, engineering systems, engineering psychology, and sustainability, computer aided manufacturing, computer control systems.

District Developed Engineering for Our Future Curriculum

[Engineering for Our Future Honors Pacing Guide](#)

## Automotive Program

*Open to all students***Automotive: Beginner****DESE CODE #20105****ASPEN CODE #08104****Level:** College Prep**Credit:** 0.5 (Semester)

This course is designed to introduce students to the world of automobiles by providing an experience-based learning environment which will serve as a reservoir of information to aid in future problem-solving and decision-making. This establishment of beginner-level skills will prepare students for what they may experience as an automobile owner as well as advancement into more intermediate automotive courses in the future. Students are enabled to choose a tentative route through school toward definitive occupational objectives. Key objectives of this course include automotive technology, small engines theory and operation, and industrial safety in the workplace. Additionally, students will become familiar with small automotive tools/light equipment, tire service maintenance including wheel balancing and alignment, and brake inspection. The course also highlights the dual-sided reality of technology advancements facing our world heavily focusing on those which explore green energy-saving engineering systems. A variety of different trades will also be explored.

District Developed Automotive: Beginner Curriculum

[Automotive Beginner Pacing Guide](#)

**Automotive: Intermediate Level****DESE CODE #20105  
ASPEN CODE #08304****Level: College Prep****Credit: 1.0 (Full Year)*****Successful completion of Automotive Beginner or teacher recommendation***

This course encourages students to solve problems and gain a fundamental understanding of the Automobile by working on the common major systems, engine, lubrication, cooling, fuel, emission, exhaust, transmission, suspension, brake, steering, heating & air conditioning, electrical, and body. Students will have the opportunity to explore the relationship between computers and the integrated electronic systems of automobiles through familiarity with information systems used. In the class, the student will become familiar with many of the different positions that are available in the field of Automotive technology as well as many other trades. The educational and training opportunities in many trades available to the students after high school will be stressed. Successful completion of this course with a B+ or better will qualify students for college credit at higher learning institutions. Mass Bay and Ben Franklin Institute.

District Developed Automotive: Intermediate Curriculum  
[Automotive Intermediate Pacing Guide](#)

**Automotive: Advanced Level****DESE CODE #20105  
ASPEN CODE #08404****Level: Honors****Credit: 2.0 (Full Year, 2 Periods)*****Successful completion of Automotive Intermediate or teacher recommendation***

Students are exposed to disassembling, inspection, and repair of various Automotive systems, Automotive electricity, and engine tune-up. Laboratory experiments are focused on the systems of engineering, Science, and Technology and on computer applications that apply to automotive diagnosis and service. Students will study Automotive chemicals' effects and safe use, Students will practice with tools of the automotive trade and practice personal shop safety. Automotive shop operations and the different careers available in the automotive industry will be stressed.

Content includes design/problem solving, customer relations, reference matter use, wiring schematics, diagrams, measurement systems, teamwork, and the use of Computer-Aided information systems. Successful completion of this course with a B+ or better will qualify students for college credit at higher learning institutions like Mass Bay and Ben Franklin Institute.

District Developed Automotive: Advanced Curriculum  
[Automotive Advanced Pacing Guide](#)



## Computer Science Courses

### Introduction to Computer Science

DESE CODE #10012  
ASPEN CODE #01143

Level: College Prep

Credit: 0.5 (Semester)

This introductory rigorous hands-on course will engage students in many aspects of Computer Science from hardware to software. Robotics, consoles, and other peripherals will be analyzed for efficiency and use. Front-End development and graphic design/layout using HTML, CSS, and foundational Javascript/JQuery will be studied as will the understanding of the Back-End development via languages such as PHP, Python, Ruby, and SQL. Game Design basics will be covered beginning with story, then layout, and finally actual design and play via the MIT SCRATCH interface. Students may also design and develop Mobile Apps via MIT App Inventor software as well as business applications using Microsoft Visual Basic. Blocks, Buttons, Images, and more will be utilized as will the code behind them leading students to an understanding of Object Oriented Programming. Additional topics such as loops, if/else statements, procedures, and arrays may be studied with time permitting. Using hands-on and real-world projects, students will learn not only computer programming in this course but the logic, or "science," behind it, a most important skill for any endeavor.

[District Developed Intro to Comp Sci Scope and Sequence](#)

### Introductory Software Engineering in Computer Science

DESE CODE #10152  
ASPEN CODE #01272

Level: College Prep

Credit: 0.5 (Semester)

**Successful completion of Introduction to Computer Science [CS-1] or currently taking Math II Honors or above.**

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

[Introductory Software Engineering Pacing Calendar](#)

[District Developed Intro to Software Engineering Scope and Sequence](#)

### Intermediate Software Engineering in Computer Science

DESE CODE #10155  
ASPEN CODE #01292

Level: Honors

Credit: 0.5 (Semester)

This course is the second part of a two part series of the Introductory study of Computer Science to a more intermediate level and completes that equivalent to a first semester of college level Computer Science utilizing the popular web-based JAVA programming language. Advanced topics include Strings, methods with parameter passing + overloading, cumulative and fencepost algorithms, Boolean logic/operations, randomization, and both one and two dimensional arrays with some emphasis on sorting and searching algorithms will also be studied if time permits. Students must successfully complete an independent project by the end of the semester.

[Intermediate Software Engineering Pacing Calendar](#)

[District Developed Intermediate Software Engineering Scope and Sequence](#)

**AP Computer Science: Advanced Software Engineering [CS-3]****DESE CODE #02999**  
**ASPEN CODE #01341****Level: Advanced Placement****Credit: 1.0**

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

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

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

[College Board AP Computer Science Curriculum](#)  
[AP Computer Science Pacing Guide](#)

**Independent Study in Computer Science – Software Development/Engineering and Certifications [CS-4b]****DESE CODE #21006**  
**ASPEN CODE #01982****Level: Honors****Credit: 1.0 (Full-Year)*****Successful Completion of Advanced Placement Computer Science (AP CS-3)***

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

**Help Desk****DESE CODE #02999**  
**ASPEN CODE #01144****Level: Unleveled****Credit: 0.5 (Semester)**

The student-led Help Desk course is open to students in grades 9-12 who are interested in assisting both students and staff with any and all issues associated with the Chromebooks and Google applications. Students must possess a comfort level with Google applications, have a desire and willingness to learn and have great customer service and communication skills. Students will answer questions, troubleshoot problems as the need arises and work on special projects under the direction of the Help Desk supervisor. To be considered for the Help Desk, students must fill out an application expressing their interest and are required to interview with either the Help Desk Supervisor or IT manager. This course will be graded on a Pass/Fail basis and daily attendance is mandatory in order to Pass.

# Malden High School Practical Academics and Community Education (PACE) Program



**City of Malden**  
MASSACHUSETTS  
MALDEN PUBLIC SCHOOLS

## PACE PROGRAM

GRADE 09	GRADE 10	GRADE 11	GRADE 12
<ul style="list-style-type: none"> <li>• PACE Daily Living Skills</li> <li>• PACE English</li> <li>• PACE Math</li> <li>• PACE Science</li> <li>• PACE Social Science</li> <li>• PACE Wellness</li> <li>• PACE Health</li> <li>• PACE Career-Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>• PACE Daily Living Skills</li> <li>• PACE English</li> <li>• PACE Math</li> <li>• PACE Science</li> <li>• PACE Social Science</li> <li>• PACE Wellness</li> <li>• PACE Health</li> <li>• PACE Career-Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>• PACE Daily Living Skills</li> <li>• PACE English</li> <li>• PACE Math</li> <li>• PACE Science</li> <li>• PACE Social Science</li> <li>• PACE Wellness</li> <li>• PACE Health</li> <li>• PACE Career-Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>• PACE Functional Literacy</li> <li>• PACE Applied Math</li> <li>• PACE Career-Based Skills</li> <li>• PACE Transition Skills</li> <li>• PACE Independent Living Skills</li> <li>• PACE Community and Recreation Skills</li> </ul>

The Practical Academics and Community Education Program (PACE) is a multiyear program available for students with significant cognitive and/or physical disabilities. The goal of the Practical Academics and Community Education (PACE) Program is to provide students with academic, functional, and vocational skills so that they may transition successfully to adult life. These students may also receive ancillary services including speech and language therapy, occupational therapy, physical therapy, assistive technology, and augmentative communication.



**Practical Academics and Community Education DESE CODE #22201  
(PACE) Daily Living Skills ASPEN CODE #19934****Level: On Level Credit: .5 (Full Year)*****Student must be identified as in need of Special Education services***

This course is designed to provide daily living skills instruction to meet the needs identified in each student's IEP. Students learn a wide range of skill sets to be a successful adult in today's society. Topics covered in this course include cooking, nutrition, domestic skills (cleaning, taking out trash, recycling, putting away materials), personal hygiene, safety, navigation, recreation exploration (specifically, widening a student's interests and opportunities to try new activities), and self-advocacy and social skills.

[Unique Learning Daily Living Pacing Guide](#)[Signals for Success Standard Strand](#)[Signals for Success Curriculum Map](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)**Practical Academics and Community Education DESE CODE #01999  
(PACE) English ASPEN CODE #10944****Level: On Level Credit: 1.0 (Full Year)*****Student must be identified as in need of Special Education services***

This course is designed to provide entry points for English Language Arts instruction to meet the needs identified in each student's IEP. Basic fluency, vocabulary building, and comprehension of reading passages are covered, as well as reading for a functional real world purpose. Students learn how and where to obtain specific types of information (train/ bus route schedules, sale ads, recipes, menus, etc.), and reading newspaper and magazine articles for popular culture, sports, and current events. Expanding writing skills may include entry level instruction ranging from writing their name or a simple sentence, to writing multi-paragraph pieces. Students are encouraged to write in using real-world applications including practice writing down personal information, filling out job applications, creating lists, etc.

[Curriculum and Pacing: Teacher Created](#)[Unique Learning English Pacing Guide](#)[Unique Learning Lesson Plans Overview](#)[Resource Guide to Curriculum Frameworks in ELA for students with disabilities](#)[Resource Guide to Curriculum Frameworks in Math for students with disabilities](#)[Resource Guide for Curriculum Frameworks in Science & Technology for students with disabilities](#)

**Practical Academics and Community Education  
(PACE) Math****DESE CODE #02999  
ASPEN CODE #11924****Level: On Level****Credit: 1.0 (Full Year)*****Student must be identified as in need of Special Education services***

This course is designed to provide entry points for mathematical instruction to meet the needs identified in each student's IEP. Students learn general number sense, operations, patterns, and measurement, there is also a heavy emphasis on math for real world application. Students learn how to create a budget, pay bills, purchase products, and begin thinking about long-term money saving and purchasing goals. Fractions and measurement for recipe following, counting money, reading a temperature gauge, and using a clock to accurately tell time are also explored.

[Math 1 CP Pacing Calendar](#)[Scope and Sequence](#)[Unique Learning Math Pacing Guide](#)[Unique Learning Lesson Plans Overview](#)[Resource Guide to Curriculum Frameworks in Math for Students with Disabilities](#)**Practical Academics and Community Education  
(PACE) Science****DESE CODE #03049  
ASPEN CODE #13904****Level: On Level****Credit: 1.0 (Full Year)*****Students must be identified as in need of Special Education services.***

This course is designed to provide entry points for science instruction to meet the needs identified in each student's IEP. Students learn general information about a variety of science topics including earth science, life science, technology and geography. This includes practical applications of weather, observational skills, gardening, cell mutations, and other relevant scientific areas of study.

[Biology Curriculum Map](#)[Unique Learning Science Pacing Guide](#)[Unique Learning Lesson Plans Overview](#)[Resource Guide for Curriculum Frameworks in Science & Technology for Students with Disabilities](#)**Practical Academics and Community Education  
(PACE) Social Studies****DESE CODE #03409  
ASPEN CODE #12904****Level: On Level****Credit: 1.0 (Full Year)*****Students must be identified as in need of Special Education services.***

This course is designed to provide entry points for social studies instruction to meet the needs identified in each student's IEP. Students learn general information about US History, Modern World History and current events. This includes practical community based applications of how to be a citizen, their role within the community, and civic responsibilities.

[US History 1 Curriculum](#), [US History II Curriculum](#), [Modern World Curriculum](#)[Unique Learning History Pacing Guide](#)[Unique Learning Lesson Plans Overview](#)

**Practical Academics and Community Education  
(PACE) Wellness****DESE CODE #08054  
ASPEN CODE #16914****Level: On Level****Credit: 0.5 (Full Year)***Students must be identified as in need of Special Education services.*

This course is designed to provide entry points for wellness instruction to meet the needs identified in each student's IEP. Students learn how to build healthy, safe and strong relationships both personally and professionally. In addition, students learn about healthy living benefits, nutrition, safety, and personal health and wellness.

[9-12 Health Pacing Guide](#)[9-12 Physical Education Pacing Guide](#)**Practical Academics and Community Education  
(PACE) Health****DESE CODE #08054  
ASPEN CODE #16924****Level: On Level****Credit: 0.5 (Full Year)***Students must be identified as in need of Special Education services.*

This course is designed to provide entry points for health instruction to meet the needs identified in each student's IEP. Students learn general information about the importance of making healthy choices and their growth and development. Students learn about eating and exercising to maintain healthy bodies, explore topics relating to healthy friendships and safety.

[9-12 Health Pacing Guide](#)[9-12 Physical Education Pacing Guide](#)**Practical Academics and Community Education  
(PACE) Career Based Skills****DESE CODE #22151  
ASPEN CODE #15924****Level: On Level****Credit: 1.0 (Full Year)***Students must be identified as in need of Special Education services.*

This course is designed to provide career based skills to meet the needs identified in each student's IEP. Students explore a variety of topics including increasing students' awareness of career planning, assisting students in the development of good work habits, attitudes, and appreciation for work. Students are encouraged to work in a variety of work sites within the school and community.

[Unique Learning Transition Pacing Guide](#)[Signals for Success Standard Strand](#)[Signals for Success Curriculum Map](#)

**Practical Academics and Community Education  
(PACE) Transition Skills****DESE CODE #22201  
ASPEN CODE #19214****Level: On Level****Credit: 1.0 (Full Year)***Students must be identified as in need of Special Education services.*

This course is designed to provide transitional skills instruction to meet the needs identified in each student's IEP. Students learn how to develop and maintain their transferable employability skills such as professionalism and strong work ethic, communication skills, flexibility, ability to learn and adapt, problem solving skills. Students are encouraged to work in a variety of work sites within the school and community.

Curriculum: Signals for Success and Unique Learning Transition

[Unique Learning Transition Pacing Guide](#)[Signals for Success Standard Strand](#)[Signals for Success Curriculum Map](#)**Practical Academics and Community Education  
(PACE) Independent Living Skills****DESE CODE #22201  
ASPEN CODE #19224****Level: On Level****Credit: 1.0 (Full Year)***Students must be identified as in need of Special Education service.*

Students are able to access the community to build upon their independent living skills in the real-world setting to meet the needs identified in each student's IEP. Sample lessons during community outings include grocery shopping for cooking class, general shopping for hygiene and other personal items, practicing safety skills, money management, and exploring and experiencing different school and community based worksites including Malden Recreation Center, YMCA, restaurants, Malden Library, high school cafeteria jobs, etc.

[Unique Learning Transition Pacing Guide](#)[Signals for Success Standard Strand](#)[Signals for Success Curriculum Map](#)**Practical Academics and Community Education  
(PACE) Community and Recreation Skills****DESE CODE #22151  
ASPEN CODE #19234****Level: On Level****Credit: 1.0 (Full Year)***Students must be identified as in need of Special Education services.*

This course is designed to provide community and recreation skills instruction to meet the needs identified in each student's IEP. Students are able to explore a variety of recreation and leisure activities in order to widen a student's interest and opportunity to try new activities. Students are encouraged to explore outside community based agencies such as Massachusetts Rehabilitation Commission (MRC), Department of Developmental Services (DDS), Communitas, etc., internships and other community based adult resources to order to support the students transition when the students turns 22 and ages out of the public school system.

[Unique Learning Transition Pacing Guide](#)[Signals for Success Standard Strand](#)[Signals for Success Curriculum Map](#)



The educational needs of the students in the Practical Academics and Community Education (PACE) Program are designed according to:

- (a) Academic needs and
- (b) Level of independence, and
- (c) Behavioral profile

*Information about the student's academic level, level of independence, and behavioral profile is used to plan placement, curriculum and services.*



## STUDENT SUPPORT CLASSES



## STUDENT SUPPORT CLASSES

### GRADE 09

- Learning Assistance Center (LAC)
- Literacy Skills Workshop I
- Numeracy Skills Workshop I
- Math Strategies & Problem Solving
- Biology Strategies & Problem Solving
- Peer Tutoring
- Reading/Writing Lab

### GRADE 10

- Learning Assistance Center (LAC)
- Literacy Skills Workshop II
- Numeracy Skills Workshop II
- Math Strategies & Problem Solving
- Biology Strategies & Problem Solving
- Peer Tutoring

### GRADE 11

- Learning Assistance Center (LAC)
- Math Strategies & Problem Solving
- Biology Strategies & Problem Solving
- Peer Tutoring

### GRADE 12

- Learning Assistance Center (LAC)
- Math Strategies & Problem Solving
- Biology Strategies & Problem Solving
- Peer Tutoring

### Learning Assistance Center

**DESE CODE #22005****ASPEN CODE #19714-Fall / #19724-Spring****Level:** Unleveled**Credit:** 0.5 (Semester)

*The Learning Assistance Center (LAC) is open to all students in Special Education grades 9, 10, 11, and 12, per Special Education Team decision.*

LAC provides students with the tools and techniques they need to successfully access the curriculum and the ability to apply these strategies to new learning situations. The goal is to help students learn and enhance their skills, integrate new knowledge with previous learning, learn independently, and apply skills and knowledge to both new and familiar situations. Students learn organizational skills, study skills and time management to help improve their executive functioning abilities.

[Department Developed LAC Curriculum](#)

[Resource Guide to Curriculum Frameworks in ELA for Students with Disabilities](#)

[Resource Guide to Curriculum Frameworks in Math for Students with Disabilities](#)

[Resource Guide for Curriculum Frameworks in Science & Technology for Students with Disabilities](#)



**Literacy Skills Workshop I****DESE CODE #22106****ASPEN CODE #10703-Fall / #10733-Spring****Level:** College Prep**Credit:** 0.5 (Semester)

***Students in grade 9 with an English Language Arts, Reading Comprehension, and/or Written Expression goal in their Individual Education Plan may take this course, per Special Education Team decision.***

The student will receive direct instruction in a structured, sequential, multisensory reading program incorporating encoding and decoding skills and their application. Literacy Skills Workshop focuses on active, critical reading and thoughtful, revised writing. Using an independent reading model, students will learn and practice reading and writing strategies for successful high school work. Key elements of this course will be student selection of reading texts, the constant use of active reading strategies, and frequent revised writing assignments. Organizational skills, study skills and support of content work from the students' grade 9 English class will be embedded in the course.

[Department Developed Literacy Skills Workshop I](#)

[Resource Guide to Curriculum Frameworks in ELA for Students with Disabilities](#)

**Literacy Skill Workshop II****DESE CODE #22106****ASPEN CODE #10743-Fall / #10753-Spring****Level:** College Prep**Credit:** 0.5 (Semester)

***Students in grade 10 with an English Language Arts, Reading Comprehension, and/or Written Expression goal in their Individual Education Plan may take this course, per Special Education Team decision.***

The student will receive direct instruction in a structured, sequential, multisensory reading program incorporating encoding and decoding skills and their application. Literacy Skills focuses on active, critical reading and thoughtful, revised writing. Using an independent reading model, students will learn and practice reading and writing strategies for successful high school work. Key elements of this course will be student selection of reading texts, the constant use of active reading strategies, and frequent revised writing assignments. Organizational skills, study skills and support of content work from the students' grade 10 English class will be embedded in the course.

[Department Developed Literacy Skill Workshop II](#)

[Resource Guide to Curriculum Frameworks in ELA for Students with Disabilities](#)

**Numeracy Skills Workshop I****DESE CODE #02999****ASPEN CODE #11704-Fall / 11714-Spring****Level: Unleveled****Credit: 0.5 (Semester)**

***Students in Math 1 with a math goal in their Individual Education Plan may take this course, per Special Education Team decision.***

The student will receive math intervention instruction focusing on calculation and application of skills with emphasis on including visuals to support auditory and written information. Numeracy focuses on expanding each student's mathematics knowledge base. Using technology and mathematical investigation activities, students will learn and practice computational skills as well as problem solving strategies for successful high school work.

The curriculum is designed to support students with their study of Math 1 as well as prepare them for the grade 10 MCAS examination by developing skills in the areas of number sense and operations, patterns, relations, algebra, geometry, measurement, data analysis, statistics, and probability. Organizational skills, study skills and support of content work from the students' Math 1 class will be embedded in the course.

[Department Developed Numeracy Skill Workshop I](#)

[Resource Guide to Curriculum Frameworks in Math for Students with Disabilities](#)

**Numeracy Skills Workshop II****DESE CODE #22106****ASPEN CODE #11904-Fall / #11914-Spring****Level: Unleveled****Credit: 0.5 (Semester)**

***Students in Math 2 with a math goal in their Individual Education Plan may take this course, per Special Education Team decision.***

The student will receive math intervention instruction focusing on calculation and application of skills with emphasis on including visuals to support auditory and written information. Numeracy focuses on expanding each student's mathematics knowledge base. Using technology and mathematical investigation activities, students will learn and practice computational skills as well as problem solving strategies for successful high school work.

The curriculum is designed to support students with their study of Math 1 and Math 2 as well as prepare them for the grade 10 MCAS examination by developing skills in the areas of number sense and operations, patterns, relations, algebra, geometry, measurement, data analysis, statistics, and probability. Organizational skills, study skills and support of content work from the students' content math class will be embedded in the course.

[Department Developed Numeracy Skill Workshop II](#)

[Resource Guide to Curriculum Frameworks in Math for Students with Disabilities](#)

**Biology Strategies and Problem Solving****DESE CODE #03051  
ASPEN CODE #03833 (Fall)****Level:** College Prep**Credit:** 0.5 (Semester)***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).

[Resource Guide for Curriculum Frameworks in Science & Technology for Students with Disabilities](#)

**Peer Tutoring in English****DESE CODE #NA  
ASPEN CODE #00193****Level:** College Prep**Credit:** 0.5 (Semester)***Permission of supervising instructor.***

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

**Peer Tutoring in Math****DESE CODE #NA  
ASPEN CODE #01903****Level:** Unleveled**Credit:** 1.0 (Full Year)***Successful completion of Math 1 with a minimum average of 80 and teacher recommendation, or approval of principal or director.***

Tutors will be assigned to a mathematics class where they will work with students under the direction of a mathematics teacher. Tutors will assist the teacher by guiding small groups or individuals through mathematical activities, clarifying mathematical concepts, encouraging students to stay on-task, and modeling exceptional behavior which embraces the fact that learning math takes time and effort, but is worth the investment. Select this elective course if you want to make a difference in the lives of others. Peer interaction can have a powerful influence on academic motivation and achievement and both the tutor and tutee can benefit.

**Peer Tutoring in Science****DESE CODE #NA**  
**ASPEN CODE #03903****Level:** Unleveled**Credit:** 0.5 (Semester)***Successful completion of Biology and teacher recommendation, or approval of principal/director.***

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

**Math Strategies and Problem Solving****DESE CODE #02074**  
**ASPEN CODE #01363 Fall / #01373 Spring****Level:** College Prep**Credit:** 0.5 (Semester)***Successful completion of Math I or approval of principal/director.***

Students can take this course as a companion course to Math 2 or higher. This course was designed for growth in problem solving, test taking strategies specific to math, numeracy skills, and perseverance in tackling problems. Students who want to prepare for the MCAS assessment and/or improve their mathematical skills are great candidates for this course. This course will emphasize the Standards for Mathematical Practice which are designed to help students become better lifelong mathematicians.

[Math Strategies and Problem Solving Carnegie Learning Curriculum](#)  
[Math Strategies and Problem Solving Pacing Calendar](#)

**STEM Strategies and Problem Solving****DESE CODE #02999**  
**ASPEN CODE #01803****Level:** College Prep**Credit:** 0.5 (Semester)

***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.

Math:

[Carnegie Learning Curriculum](#)  
[Math 2 CP Pacing Calendar](#)

Science:

[Biology CP Pacing Calendar](#)  
[Biology CP Curriculum Map](#)  
[Savvas Biology Curriculum](#)**Student Assisted Mentoring****DESE CODE #22054**  
**ASPEN CODE #85104 (Spring)****Level:** Unleveled**Credit:** 0.5 (Semester)***House principal recommendation***

The purpose of the Student Mentor program is to provide support for grade 9 students. The peer mentors are sophomores, juniors, and seniors who have shown an interest in and capacity for helping others. All peer mentors are matched with student mentees based on common interests and student needs.

**Student Leadership and Mentoring****DESE CODE #22101**  
**ASPEN CODE #85204 (Spring)****Level:** Unleveled**Credit:** 0.5 (Semester)***House principal recommendation***

The purpose of the Student Mentor program is to provide support for grade 9 students. The peer mentors are sophomores, juniors, and seniors who have shown an interest in and capacity for helping others. All peer mentors are matched with student mentees based on common interests and student needs. The mentor will give valuable community service and tutoring experiences. This partnership will provide support, tutoring, and guidance for their mentee.

**Reading & Writing Lab I****DESE CODE #01067  
ASPEN CODE #09103****Level: Unleveled****Credit: 0.5 (Semester)*****Grade 8 Literacy Coach and Guidance Counselor Recommendation***

This course is designed for grade 9 students to receive supplemental reading/writing instruction to support the literacy skills needed in their core classes. Students will receive direct instruction in a structured, sequential, multi-sensory reading and writing program led by a trained reading specialist or professional. Using a small group model, students will be provided with numerous opportunities to practice and refine their literacy skills and writing strategies for successful high school work. Key elements of this course will be 40 minutes of structured instruction in literacy skills with a licensed reading specialist. Organizational skills, study skills and support of content work from the students' grade 9 English class will also be embedded in the course.

[Reading and Writing Lab I Scope and Sequence](#) (Independent Students' starting and ending Points will be dependent on the current proficiency level of the student.)

**Reading & Writing Lab II****DESE CODE #01067  
ASPEN CODE #09113****Level: Unleveled****Credit: 0.5 (Semester)*****Grade 9 House Principal and Guidance Counselor Recommendation based on Grade 9 ELA Grades and IXL ELA scores.***

This course is designed for grade 10 students to receive supplemental reading/writing instruction to support the literacy skills needed in their core classes. Students will receive direct instruction in a structured, sequential, multi-sensory reading and writing program led by a trained reading specialist or professional. Using a small group model, students will be provided with numerous opportunities to practice and refine their literacy skills and writing strategies for successful high school work. Key elements of this course will be 40 minutes of structured instruction in literacy skills with a licensed reading specialist. Organizational skills, study skills and support of content work from the students' grade 9 English class will also be embedded in the course.

[Reading and Writing Lab II Scope and Sequence](#) (Independent Students' starting and ending Points will be dependent on the current proficiency level of the student.)



**Accelerated Recovery Credit (ARC)****DESE CODE #01067  
ASPEN CODE #09123****Level: Unleveled****Credit: 0.5 (Semester)**

***Grade 10 House Principal and Guidance Counselor Recommendation based on grade 9 & 10 ELA Grades and IXL ELA scores. Students must have failed ELA in grade 9 once and are in danger of failing a second time.***

This program is designed to give students in grade 10 the opportunity to prove their knowledge and pass the course without having to repeat a full-year of direct instruction all over again. Students will be provided with study skills and will work in small groups to complete their assignments for their content ELA class, as well as other real-world connection assignments. Core skills of English 10 will be covered. Students are required to meet grade-level expectations for reading, writing, research, as well as speaking and listening skills. The design of the course is to meet students' needs in a meaningful way and still complete the requirements of the course. Because of this goal, students will be expected to take an active role in helping to design the course; students are expected to take responsibility in the success of their own education and make sure that the teachers understand how best to help achieve their goals. Effort, active participation, and daily attendance are needed to make sure that this course is helpful and meaningful in achieving future goals. Most people spend their working lives collaborating with others and working in teams, and their livelihoods may depend on the success of these groups. So, working with peers in a productive and respectful way is also critical to the success of everyone in the class. The class will be led by a teacher who will serve as a pseudo-advisor to each student. Students will be provided with a 'check-in' point after the third quarter to ensure that they are on the right track to receive enough credits to pass the entire school year.

[ARC Scope and Sequence](#) (Independent Students' scope and sequence will be determined by the specific ELA course in which they are simultaneously enrolled).

**First-Year Seminar/Advisory****DESE CODE #22106  
ASPEN CODE #00963****Level: Unleveled****Credit: 0.5 (Semester)**

***Grade 8 Literacy Coach and Guidance Counselor Recommendation***

First Year Seminar is open to students in grade 9 who were recommended by the grade 8 guidance counselor and completed the Title I 'Credit Recovery' summer program. This course is designed to provide students with the tools and techniques they need to successfully access the curriculum across disciplines and the ability to apply these strategies to their classes. The goal of this program is to help students orientate themselves to Malden High and foster an understanding of themselves and the world. Students will develop the habits of a successful student through engaging and community-based projects and collaborative learning. Attention will also be given to students' individual academic needs.

[First-Year Seminar/Advisory Scope & Sequence](#)



# MHS-BHCC Early College Designated Program

The Malden High School-Early College High School Initiative with Bunker Hill Community College (BHCC) provides students the opportunity to receive a Malden High School diploma and a minimum of 12 college credits, by taking BHCC classes in addition to Malden High School classes. Malden High School is a Bunker Hill Community College Satellite Campus. Early College students will be afforded the opportunity to enroll in a BHCC course that is taught by BHCC professors on the MHS campus and takes place at Malden High School during the school day. Students in this program can also take classes at the main BHCC campus in Charlestown once they reach grade 12. Points to consider:

- This is an extraordinary opportunity to achieve college credits while saving a substantial amount of money.
- This is a program open to rising members of the Sophomore Class.
- Early College students will receive both Malden High School and BHCC credit for BHCC courses successfully completed. BHCC courses are calculated into Malden High School GPA. (Refer to GPA scale.)
- Early College students are Malden High School students for state reporting purposes and are eligible for all programs and services including athletics, clubs and activities, free and reduced lunch, health services, and post-secondary counseling.

## Bunker Hill Community College/MHS Course Descriptions

### **MAT-093 Foundations of Mathematics (3 Credits, 1 High School Unit)**

Topics include solving applied problems with whole numbers, decimals and fractions; ratios and proportions; rates; percentages and applications in sales tax, interest, commissions, and discounts; determining numerical averages and medians; exponents and square roots; measurement; and geometry. Technology is incorporated to facilitate problem solving. This course does not satisfy degree requirements.

### **MAT-097 Foundations of Algebra (3 Credits, 1 High School Unit)**

This course is a continuation of Foundations of Math (MAT-093). Topics include algebraic expressions, solving and graphing linear equations and inequalities, exponents and scientific notation, introduction to polynomials, and systems of linear equations and their graphs. Technology is incorporated to facilitate problem solving. This course does not satisfy degree requirements. Prerequisite: A grade of C or higher in Foundations of Mathematics (MAT-093) or exemption by placing into higher level course

### **ENG-111 College Writing I (3 College Credits, 1 High School Unit)**

This course emphasizes writing as a process for essays with multiple rhetorical modes. Using personal experience, readings with diverse cultural perspectives, and other sources, students apply critical reading and independent research skills to evaluate and integrate sources into their writing with proper citations from MLA and/or APA format. Students engage in discussions and activities that enhance their understanding of, make connections to and reflect upon diverse cultures.

### **BUS-101 Intro to Business (3 College Credits, 1 High School Unit)**

This course is a survey of the purpose, role, and responsibility of business in a capitalistic society, including an introduction to the major areas of business such as: Finance, Management, Economics, and Marketing. This course provides a basic foundation for the student who will specialize in some aspect of business in college, and it also provides the opportunity for non-business majors to learn about the business in which they will someday be both producers and consumers. This course will also enable students to explore career options in business, define a career path, and make connections between classroom learning and the larger business community. This course will fulfill the Learning Community Seminar requirement for first time, full-time students, to assist the student in making a successful transition from our unique urban community into an academic environment. The course will aid students in learning insights, skills, and attitudes necessary to develop academic success strategies for personal and career goals achievement.

**COM-171 Public Speaking and Professional Communication (3 College Credits, 1 High School Unit)**

This course helps students to speak and write in an effective, ethical and professional manner. Students develop their abilities to deliver an effective speech, present for the camera, draft a resume, create and organize professional presentations, and adapt to different speaking contexts. This course draws from global classical rhetorics, using multiple world philosophies such as indigenous, western African, Hebrew, Nahua, and/or northern European. Students explore inclusive public speaking excellence and engage workplace ethics, human rights, disability and neurodiversity from a critical studies perspective.

**PSY-101 Prin of Psychology (3 College Credits, 1 High School Unit)**

This introductory psychology course covers a survey of information and theory. Topics include the brain and behavior, research methods, learning, consciousness, motivation, emotion, human growth and development, personality, abnormal behavior, and psychotherapy, social cognition and understanding.

**SOC-101 Prin of Sociology (3 College Credits, 1 High School Unit)**

This course covers an introduction to the concepts and theories of society and social institutions.

## PLATO: Edgenuity Online Learning Platform

At Malden Public Schools, we offer access to a wide variety of online courses, intended to meet the needs of our self-driven, diverse learners in unique situations. We partner with Edgenuity to achieve this objective. Please speak directly with your house principal or school counselor for more information, or to see if these courses might be a good fit for your current educational needs.

## Malden High School Summer School

Malden High School offers Summer School classes for students that did not obtain a passing grade during the school year. The students must be recommended by the teacher and approved by the administration to be eligible. Students are limited to a maximum of two classes during the summer session. Any students that are requesting any additional classes must be approved by the principal.

## Bunker Hill Community College Dual Enrollment Program

Students may enroll in Pre-College or College level courses through Bunker Hill Community College. To enroll, students must complete a BHCC application and the required placement considerations. See your MHS School Counselor for a course listing and procedures for enrollment in BHCC Dual Enrollment. All dual enrollment courses may be added to the



# Malden High School - Pathways

## PATHWAYS PROGRAM

The Pathways Program was established in 2010. It is a public school alternative-education program located within Malden High School. Every student enrolled in the Pathways Program is a Malden High School student and will earn a Malden High School diploma. The Pathways Program offers students different opportunities to earn credits and gain confidence in themselves and their academics. Curricula and instruction are aligned with the state curriculum frameworks, in not only the subject areas currently assessed by the MCAS, but in all areas on which students are expected to learn. We believe each student is a unique and talented individual who will be provided the opportunity to succeed. We work with each student individually to design a plan to help him/her reach his/her goals.

## MISSION STATEMENT

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

## VISION STATEMENT

The Pathways Program is an opportunity to experience success in high school. We hold students to the same high standards as all students in Malden High School. We treat students with respect and expect the same in return. We aim to create a positive learning environment where students are being productive and making progress towards their goals. We manage behavior through Restorative Justice practices. We believe that the best opportunity for future success is the completion of a strong, well-planned and relevant program in high school that gives students the knowledge and the skills to succeed.

## CRITERIA FOR REFERRAL

- Students who are over-aged and under-credited in relation to current grade placement.
- Students who have not found success in the mainstream MHS setting, including attending during traditional school hours and/or participating in the traditional class schedule.
- Students who have lagging academic, social or emotional skills that impact their ability to succeed in mainstream setting despite documented implementation of tiered instructional, social and emotional skill development, supports and services.



# HOMEWORK

Grade Level	# of assignments	# Minutes
Grades 9-12	3-5 assignments per night	120-150 minutes per night (2 - 2.5 hours) <ul style="list-style-type: none"><li>• No more than the max recommended 150 minutes per night</li></ul>

## Homework Philosophy

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

### What is The Recommended Homework Time in High School?

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

# BLOCK SCHEDULE

Students in high school are on an eight-period, alternating block schedule. Each instructional block is approximately 80-85 minutes in length. Students have four instruction blocks daily, with seven academic subjects between the two days. In the eighth block, MHS students have Advisory and Enrichment time.



# STUDENT ATHLETIC ELIGIBILITY

The Malden High School Athletic Department strictly enforces student eligibility requirements for participation in interscholastic sports set forth by the Massachusetts Interscholastic Athletic Association (MIAA). All excerpts below and in-depth descriptions can be found here.

## Student Eligibility: Middle School Students on Senior High Teams

A middle school student is eligible to represent a senior high school on its athletic teams only when the MIAA member high school includes those grades and they are under the direct “jurisdiction” and “supervision” of the high school principal (see Rule 51 for definitions).

## Student Eligibility: Home Educated Students

A home-educated student is eligible to participate in interscholastic athletics if the following conditions are met: Malden Public Schools supports homeschooled students.

The local school committee of a MIAA public school member institution has adopted a policy regarding participation of home educated students on the high school teams, and the local building principal has indicated such on the annual MIAA membership form while including all homeschoolers in the MIAA enrollment report.

## Student Eligibility/School Requirements: Physical Examinations/Medical Coverage/Concussions

All students must pass a physical examination prior to participation in High School Athletics. A physical exam covers the student for 13 months from the exam date. A student’s eligibility will terminate once a physical has reached the 13 month limit.

## Transfer Students

A student who transfers after the start of that practice season is ineligible in all sports during that sports season. The receiving MIAA High School Principal may utilize Form 200 to declare a transfer student eligible, providing transfer is prior to the start of the season and if the sending MIAA School Principal certifies the following (3a through 3f on Form 200):

- a. To our knowledge recruitment was not involved in any way.
- b. At the time of transfer, the student was in good standing.
- c. The student would be academically eligible at the sending school.
- d. To our knowledge the transfer was in no way motivated by athletics.
- e. The student would have been eligible by MIAA and local rules at the sending School.
- f. If the sending school believes recruitment, or transfer was related to athletics (a & d above), they must make an allegation with additional proof(s) to the MIAA Executive Director or designee within 10 days of returning the Form 200 to the Receiving School. They must also NOT INITIAL “a” or “d” when filling out Form 200.

## Student Eligibility: Academic Requirements

58.1 A student cannot at any time represent a school unless that student is taking courses equivalent to four traditional year-long ‘major’ English courses.

58.1.1 Academic eligibility of all students shall be considered as official and determined on the published date when the report cards for that ranking marking period are to be issued to the parents of all students within a particular class.





58.1.2 When utilizing a 4 x 4 block schedule, a student must pass at least two of the four required 'major' courses (or equivalent) in each academic marking Period.

58.2 A transfer student may not gain academic eligibility if the student was not, or would not be, eligible at the sending school, unless transfer was necessitated by a move of parents and then eligibility would be determined by receiving schools eligibility standards (see Rule 57.7.1).

58.3 FALL - To be eligible for the fall marking period, students are required to have passed and received full credits for the previous academic year, the equivalent of four traditional year-long major English courses. Term grades cannot be used to determine fall eligibility.

58.4 END OF Q1, WINTER & SPRING - A student must secure during the last marking period preceding the contest a passing grade, and full credit, in the equivalent of four traditional year-long 'major' English courses. (e.g. second quarter marks and not semester grades determine third quarter eligibility)

58.5 SENIORS - A senior student-athlete academic eligibility following the third-quarter report cards being issued, will carry through to the conclusion of the spring sport season. Fourth quarter grades can't then render a senior academically eligible.

58.6 Incomplete grades may not be counted toward eligibility until they are made up following school policy.

58.7 A student who repeats work upon which a student has once received credit cannot count that subject a second time for eligibility.

58.8 A student cannot count, for eligibility, any subject taken during the summer, unless that subject was pursued and failed during the immediate preceding academic year.

58.9 All co-operative team athletes must meet the eligibility standards of their own school as well as the host school.

*Reference - MIAA Handbook July 1, 2021 - June 30, 2023*



# SPORTS

FALL SPORTS (August-November)	
Boys Soccer	Freshman, Junior Varsity, Varsity; Grades 9-12 (Middle School Waiver for 8th Graders to Play Freshman)
Girls Soccer	Junior Varsity & Varsity; Grades 9-12 (Middle School Waiver for 8th Graders to Play Junior Varsity)
Co-Ed Field Hockey	Varsity; Grades 9-12 (Middle School Waiver for 7th & 8th Graders to Play Varsity)
Football	Junior Varsity & Varsity; Grades 9-12
Girls Volleyball	Freshman, Junior Varsity & Varsity; Grades 9-12
Boys & Girls Cross Country	Varsity; Grades 9-12 (Middle School Waiver for 8th Graders to Play Varsity)
Cheerleading	Varsity; Grades 9-12
WINTER SPORTS (December-February)	
Boys Basketball	Freshman, Junior Varsity, Varsity; Grades 9-12
Girls Basketball	Freshman, Junior Varsity, Varsity; Grades 9-12 (Middle School Waiver for 8th Graders to play Freshman)
Boys Wrestling	Varsity; Grades 9-12
Girls Wrestling	Varsity; Grades 9-12 (Middle School Waiver for 8th Graders to Play Varsity)
Co-Ed Gymnastics	Varsity; Grades 9-12 (Middle School Waiver for 7th & 8th Graders to Play Varsity)
Co-Ed Swimming	Varsity; Grades 9-12 (Middle School Waiver for 7th & 8th Graders to Play Varsity)
Boys & Girls Indoor Track	Varsity Grades 9-12
Cheerleading	Varsity; Grades 9-12
SPRING SPORTS (March-June)	
Baseball	Junior Varsity & Varsity; Grades 9-12 (Middle School Waiver for 7th & 8th Graders to Play Junior Varsity)
Softball	Junior Varsity & Varsity; Grades 9-12 (Middle School Waiver for 7th & 8th Graders to Play Junior Varsity)
Boys Lacrosse	Varsity; Grades 9-12 (Middle School Waiver for 7th & 8th Graders to Play Junior Varsity)
Girls Lacrosse	Varsity; Grades 9-12 (Middle School Waiver for 7th & 8th Graders to Play Junior Varsity)
Boys Volleyball	Junior Varsity & Varsity; Grades 9-12
Boys Tennis	Varsity; Grades 9-12
Girls Tennis	Varsity; Grades 9-12
Boys & Girls Outdoor Track	Varsity; Grades 9-12
Co-Ed Crew	Varsity; Grades 9-12

## MHS Clubs & Activities 2022-2023

Animation Cartoon Club	Math Team
Arts and Crafts Club	Mixed Chorus (Class/Activity)
Asian Culture Club	Mock Trial (Class/Activity)
Badminton Club	MultiCultural Club
Black Student Union Club	NHS
Computer Club	Ping Pong Club
D&D Club	Pride Club
Dance Team Club	Rainbow Lions
Debate Team Club	Science NHS
Ecobility Club	Shrub Club
Esports Club	Skit Club
Feminism Club	Step Team
Fine Arts Club	Student Ambassador
Gardening Club	Sustainable Development Goals (SDG) Club
Haitian Culture Club	Swim Clinic
Hispanic Heritage Club	TB12
History Club	The Blue And Gold (Class/Activity)
K-pop Club	The Literary Society
Karaoke Club	The Maldonian (Class/Activity)
Key Club	Tornado Travelers Club
Library Teen Advisory Board	Unified Sports
Adventure Club (formally M3)	Vocational Club
Madrigals (A Class/Activity)	Work Smart Organization
Malden Youth Civics Council Club	YMCA Leaders Corps

*Note: Clubs and Activities at MHS vary year to year, driven by the students' extracurricular wants and needs. Therefore, this list might change during the school year.*